

EMOTIONAL INTELLIGENCE AND TECHNOLOGY ADDICTION AMONG HIGHER SECONDARY SCHOOL STUDENTS

C.Kalaivani¹ & A. BlessingMary²

¹Research Scholar, Department of Education, Mother Teresa Women's University, Kodaikanal, Tamil Nadu, India

²Assistant Professor, Department of Education, Mother Teresa Women's University, Kodaikanal, Tamil Nadu, India

Received: 22 Dec 2017

Accepted: 10 Jan 2018

Published: 29 Jan 2018

ABSTRACT

Technology gives human beings good effects such as convenient everyday life. However, it also gives the people bad effects such as Technology Addiction. Among them, smart phone addiction has become severe these days especially to adolescent. In addition, many research works presented that female students are addicted more than male students. This study deals with the Higher Secondary School Students and how the Technology addictions affect their Emotional Intelligence of the students. It also deals with the gender differences among students on technology addiction. The sample deals with 120 higher secondary students in Vellore Districts.

Results of addiction were that Male had a higher internet addiction than female ones. Based on the above findings, some suggestions were proposed as a reference for practical applications and future research.

KEYWORDS: Emotional Intelligence, Technology Addiction, Higher Secondary School Students

INTRODUCTION

Internet is regarded as a largely pro-social, interactive, and information-driven medium and its use has sky rocketed and affected everyone's life, specifically, adolescents and young adults, a generation for whom the line between online and real world interaction is practically nonexistent and the existence of addictive internet use may exert detrimental effects on their lives. One of the affecting factors of internet addiction is the level of emotional intelligence.

When an individual's use of the internet interferes with normal living and causes severe stress to family and other loved ones. It is referred to as internet addiction also called internet dependency, Internet use disorder, internet compulsivity, and cyber addiction, internet gaming addiction and Technology addiction. Depending on the technology being used, addictive behaviour can include compulsive use of the internet a preoccupation with being online. Children and young adults show symptoms of internet addiction and more than 7% of the overall population in Asia is addicted to the internet.

Internet addiction can affect anyone of any age, race, or social class and can take a variety of forms. Some individuals become addicted to e-mailing or text messaging. Others become compulsive online shoppers or online gamblers or become addicted to social media activities. Still, others are addicted to cybersex, cyberporn, or online gaming or struggle with real world relationship, because of online relationship.

In this study, it is examined that the Emotional Intelligence and how the students are addicted technology can vary based on factors such as Age, Type of schools and Income.

REVIEW OF RELATED LITERATURE

Jalaleddin Hamissi *et al* (2013) The Relationship between Emotional Intelligence and Technology Addiction among University was conducted cross-sectional survey of 201 students, who were randomly selected. The survey instrument was a triplid questionnaire. demographic information including age, sex, etc. Young's Internet Addiction Test (IAT), which contains 20 questions about symptoms of Internet addiction graded by Likert Scale score of 1 (never) to grade 5 (always), Emotional Intelligence Questionnaire including 33 questions (Schutte 1997) about three categories of Emotion: Perception, Planning and Productivity. The data analyzed by computer software SPSS 16 (ANOVA, 95% confidence). According to the findings of this study, 38.3 % of students are Internet addicted in general, 43.8 % had mild dependency, 15.9% depended to medium and 2 % had a severe dependency. The average score of emotional intelligence among college students was 118.99% with a standard deviation of 21.12. There was an inverse relationship between the severity of Technology addiction and Emotional Intelligence.

Aim of the Study

To understand the relationship between Emotional Intelligence and Technology Addiction among Higher Secondary School Students in Vellore District

METHODOLOGY OF THE STUDY

Research Design

Research Design for Technology Addiction and Emotional Intelligence among Higher Secondary School Students in Vellore District

Table 1

| Nature of the Study | Variables | Tools | Samples | Types of Analysis | Statistical Test |
|-------------------------|---|--|----------------------------------|-----------------------|-----------------------|
| Normative Survey method | Technology Addiction & Emotional Intelligence | 1.Questionnaire (Technology Addiction test) 2.Questionnaire (Emotional Intelligence test) | Higher Secondary School Students | Quantitative analysis | t-test Correlation |

Method of Study

The method of study adopted by the investigator for the present study is survey method. The survey method is one of the most commonly used approaches. It is followed in studying local as well as state, national and international aspects of education. It goes beyond more gathering and tabulation of data.

There is no straightforward way of finding out what people think, feel and do than by asking them directing. For this reason, surveys represent an important research method. It involves interpretation, classification, elevation and application towards a proper understanding 3and solution of the problems.

Data Collection Procedure

Emotional Intelligence questionnaire consisted Likert scale of 5point on a continuum ranging from Always,Very often, Sometimes, Rarely and Never. 33 items are constructed in this questionnaire.

Technology Addiction questionnaire 15 items are constructed Likert scale of 5point on a scale.15 items are constructed in this questionnaire.

Reliability of the Tool

The method of reliability adopted here was tested – retest method and the tool were found to be reliable and the reliability Co- Efficient is found .8461 for Emotional Intelligence and .7405 for Technology Addiction which is constructed by the researcher and consulted the questions with research supervisor . Based on their convenience the questionnaire was explained in Tamil and collects the data.

Sampling

Survey method is adopted by the investigator. The size of the sample is 120 Higher Secondary School Students.The investigator selected the 11th and 12th Students from Government, Matriculation and CBSE Schools.

Administration of the Tool

After preparation of the tool, the investigator collected data from the Higher Secondary School Students and scored according to the keys prepared by the investigator.

Limitations

The study is focused on Higher Secondary School Students in Velore Districts.

Statistical Techniques

The data were analyzed by the investigator and standard statistical methods were used for computing the required statistical measures. All calculations were done manually considering its simplicity of computation and peculiarity of the requirement.

Table 1: There is No Significant Difference between Urban and Rural Higher Secondary Students With Respect to their Technology Addiction

| Variables | Size | Mean | StandardDeviation | t | SignificantLevel |
|-----------|------|-------|-------------------|-------|------------------|
| Urban | 79 | 56.32 | 7.414 | 0.037 | S |
| Rural | 41 | 52.92 | 8.821 | | |

Since the calculated 't' value is significant at 0.01 level, the null hypothesis is rejected at 1% level of significance. Hence, concluded that there is no significant difference between Rural and Urban Higher secondary Students with respect to their Technology Addiction. Adolescence is the stage of transition. Though the Technology is a useful source of information and channel for speedy communication, its abuse among the adolescents is of much concern. The rural and urban communities differ in many respects including the accessibility and use of the Technology.

Urban students have more access to the technology and social media. With the introduction of advanced technologies in education system by private and government schools in cities persuades the urban parents and their ability

to afford the electronic gadgets to buy them for their Childs. With access to the technology inspite of being used for education purpose students start using them for entertainment and social networking there by getting addicted to it. In contrast most parents from rural areas are financially not sound and always end up spending/investing more to the profession is considered priority than buying electronic gadgets for the chidrens.

Table 2: There is No Significant Difference Between Below 1 Lakh Annual Income and Above 1 Lakh Annual Income Parents Higher Secondary Students with Respect to their Technology Addiction.=

| Variables | Size | Mean | Standard Deviation | t | Significant Level |
|--------------|------|-------|--------------------|-------|-------------------|
| Above 1 lakh | 68 | 61.68 | 11.071 | 6.665 | 0.01 |
| Below 1 lakh | 32 | 54.57 | 12.948 | | |

Since the calculated 't' value is significant at 0.01 level, the null hypothesis is rejected at 1% level of significance. Hence there is significant difference between above 1 lakh and below 1 lakhs annual income parent's childers with respect to their Facebook Addiction. More Annual salaried parents buy electronic gadgets or anything that the kid demands thinking that It will help the kid in their education. In contrast the students use them for entertainment such as watching videos, playing games and social networking there by getting easily distracted from the studies and getting more addicted to internet and social media.

Table 3: There is No significant Difference between Joint and Nuclear Family Higher Secondary Students with Respect to their Technology Addiction

| Variables | Size | Mean | Standard Deviation | t | Significant Level |
|-----------|------|-------|--------------------|-------|-------------------|
| Joint | 28 | 48.24 | 14.463 | 1.993 | 0.05 |
| Nuclear | 92 | 45.73 | 14.356 | | |

Since the calculated 't' value is significant at 0.01 level, the null hypothesis is rejected at 1% level of significance. Hence there is significant difference between Joint and Nuclear family students with respect to their Facebook Addiction.

Adolescence is the stage of transition in which boys and girls start transforming mentally and physically into adulthood. Though males and females differ in their psychological and emotional problems at this stage, they all have the confusion and curiosity of growing. It is the period of emotional excitement and stress caused by different physical and psychological changes. It is a stage when most of the boys and girls think of independence and personal identity. Hence, clash in the outlook and opinion of parents and children is common at this stage of the boys and girls. The real 'generation gap' and the 'digital divide' between parents and children may become apparent at this stage.

Students who are part of joint family are exposed to their family emotions and atomosphere, it really helps them to learn good qualities from relations and they do learn to get more expressive and when and where to show it. Limited privacy prevents them from being addicted to technology whereas students from nuclear family end up with more privacy time enabling them to get frustrated of loneliness which they eventually turn towards technology to keep them from loneliness and end up addicted to it.

Table 6: Chi-Square Test for Association between Emotional Intelligence and Technology Addiction

| Emotional Intelligence | | Technology Addiction | | | Total | Chi-Square Value | P Value |
|------------------------|--|----------------------|----------|---------|----------|------------------|---------|
| | | Low | Moderate | High | | | |
| Low | | 6 | 8 | 18 | 32 | 23.145 | .000** |
| | | (18.8%) | (25.0%) | (56.3%) | (100.0%) | | |

| | | | | | | | |
|--|-----------------|---------|---------|---------|----------|--|--|
| | | [19.4%] | [14.0%] | [56.3%] | [26.7%] | | |
| | Moderate | 12 | 33 | 10 | 55 | | |
| | | (21.8%) | (60.0%) | (18.2%) | (100.0%) | | |
| | | [38.7%] | [57.9%] | [31.3%] | [45.8%] | | |
| | High | 13 | 16 | 4 | 33 | | |
| | | (39.4%) | (48.5%) | (12.1%) | (100.0%) | | |
| | | [41.9%] | [28.1%] | [12.5%] | [27.5%] | | |
| | Total | 31 | 57 | 32 | 120 | | |

Note

- The value within () refers to Row Percentage
- The value with in [] refers to row percentage
- Denotes significant at 1% level

Since the calculated value of Correlation Co-efficient relationship is significant at 1% level so the null hypothesis is not accepted. Hence there is relationship between Emotional Intelligence and Technology Addiction. Based on the above Correlation Co-efficient score some of the students are addicted to Technology.

RESULT

Finally, the result shows us that there is a relationship between Emotional Intelligence and Internet Addictors. Male and female students are equal in Emotional Intelligence, but male students are more addicted to Technology comparing to female students. Urban students are using online and Technology, Urban students are having less emotional intelligence and they are more addicted to technology than rural students. Most of the urban students' parents are economically high, so they bought more technology related things for their children's study. So, most of their children are easily addicted to Technology and some of the educated parents give counselling and care about their child so they are not used much Technology compared to other students.

DISCUSSIONS

Finally, it shows that the internet educators are using their own personal computer, smart phones, and some internet centers. The educators in schools must educate the students about internet usage habits and the psychologist must be aware of this new addiction while giving treatment. Only the adolescents, those who are in higher secondary school education with higher socio-economical status, locality and education have participated in the study. Rural and urban status, low education may be some other factors related to internet usage. A sample having wide range of these characteristics should be formed. Having a large sample of students with different backgrounds may enable to generalize the results to the community.

SUGGESTION FOR THE FURTHER STUDY

- In future, the impact of Technology Addiction and Emotional intelligence test can be studied.
- Technology Addiction ,anxiety and academic performance can also be studied
- An exclusive study can be focused utility of Technology at different level like Education, Online Marketing.

Educational Implication

In future, this study could be useful for the parents, teachers and also peer group to understand the Emotional Intelligence and usage of Technology at a better level.

REFERENCES

1. American College Health Association, National College Health Assessment (ACHA-NCHA), Web Summary, 2006. Available at http://www.acha-ncha.org/data_highlights.html.
2. Veena Vohra, *Self Directed Learning Approaches to Develop Emotional Intelligence in the Business School Context*, *International Journal of Human Resource Management and Research (IJHRMR)*, Volume 3, Issue 1, March-April 2013, pp. 47-56
3. <http://psychcentral.com/blog/archives/2010/09/02/statisticsabout-college-depression/>.
4. A.J. Campbell, S.R. Cumming and I. Hughes. *Internet use by the socially fearful: Addiction or therapy?* *CyberPsychology & Behavior*, 9(1):69–81, 2006.
5. Davis, R. A. (2001). *A cognitive–behavioral model of pathological Internet use*. *Computers in Human Behavior*, 17, 187-195.
6. Sudeshna Das, *Emotional Intelligence in Communication Skills*, *International Journal of English and Literature (IJEL)*, Volume 4, Issue 4, July-August 2014, pp. 15-22
7. Davis, R. A., Flett, G. L., & Besser, A. (2002). *Validation of a new scale for measuring problematic Internet use: Implications for preemployment screening*. *CyberPsychology & Behavior*, 5, 331-345.
8. Demetrovics, Z. (2007). *A droghasználat funkciói [The functions of drug use]*. Budapest: Academic Press.
9. Dona Rai, *Assessment of Emotional Intelligence and Emotional Maturity of Undergraduate Students*, *International Journal of Humanities and Social Sciences (IJHSS)*, Volume 6, Issue 4, June-July 2017, pp. 75-80
10. K.S. Young and R.C. Rogers. *The relationship between depression and Internet addiction*. *CyberPsychology & Behavior*, 1(1):25–28, 1998.
11. C. Morgan and SR Cotten. *The relationship between internet activities and depressive symptoms in a sample of college freshmen*. *Cyberpsychology & Behavior: the impact of the Internet, multimedia and virtual reality on behavior and society*, 6(2):133, 2003.
12. H. Samuel Thavaraj et al., *Impact of Emotional Intelligence on Academic Achievements of College Students" A Review*, *International Journal of Business Management & Research (IJBMR)*, Volume 6, Issue 2, March-April 2016, pp. 25-30