

# Effectiveness of CBT for Internet addicted college students

**Dr.Kirti Dakshesh Thakar**

Associate Professor,  
Education Department,  
VNSGU, Surat.

## Abstract

Internet addiction has significant impact on life style of human being. It is an alarming issue of our life. Youth are using internet for their study and social interaction. They think that life would be boring without internet. The main objective of the present research was to study the effectiveness of CBT on internet addicted college students. Two research methods survey and experiment were used to conduct the research. To find out internet addicted college students self-made internet addiction scale was applied to the college students. 68 college students who have internet addiction were selected by purposive sampling technique. An experimental pre-test post-test one group research design was used and CBT was applied to them. The finding shows that CBT is effective for internet addicted college students.

**Key words:** internet, addiction, college students, CBT

## Introduction

In psychiatry 'Internet addiction disorder' is not recognized as a disorder at present. American Psychiatric Association has not included it in the recently released Diagnostic and Statistical Manual of Mental Disorder V (DSM- V). Young students who spend more time on internet their academic performance become weak. They also suffer by health issued and loss of sleep. They get up later and later to chat online and to check for social network status updates and to reach the next levels of different type of Games.

Nalwa K, Anand AP. (2003) had pointed out numerous advantages of Internet use for students, such as wide access to literature, e-learning, online courses, and webinars. When students frequently visit to websites such as online chat rooms, game websites, and similar sites, they can easily become addicted and there is negatively impact on student health and standards of learning. They consider their life without the Internet boring, which can lead

them to a strong feeling of loneliness. Uddin S and others (2016) had revealed that university students showed varying degrees of internet addiction.

Studies in different countries show different estimates. R.Poli(2012) noted that In Italy internet addiction found very low incidence (0.8%). According to Niemz, K., Griffiths, M., & Banyard, P. (2005) In UK it is prevalence rates as high as 18%. Chi, X., Lin, L., & Zhang, P. (2016) has noted that review of more than 103 studies of the phenomenon found that over 12% of male students and 5% of female students in China showed signs of Internet addiction. Where laptop, computer and mobile can easily connect to the internet people can easily addicted to the internet so it becomes widespread than just on limited campuses. Yu, L., & Shek, D. T. (2013) had done a longitudinal study of Hong Kong high-school students and reported prevalence rates as high as 26.7%.

What is CBT?

CBT means cognitive behavioral therapy. It is psychotherapeutic treatment. It helps person to identify and change disturbing thought pattern that have negative impact on behavior and emotions. Through CBT negative thoughts are identified challenged and replaced more positive and realistic thoughts. It is focused on using a wide range of strategies such as journaling, role-playing, relaxation techniques and mental distractions. During CBT therapist helps a person with goal setting skills by teaching a person to identify his goal, distinguish between short and long term goals, set specific, measurable, attainable, relevant, time-based goals and focus on the process as much as the end outcome. Person learn problem solving skill in CBT, which can help him identify and solve problems that arise from life stressors. Problem solving in CBT involves following steps.

1. Identify a problem
2. Make a list of possible solutions
3. Evaluation the strengths and weaknesses of each possible solution
4. Choose solution for implement
5. Implement the solution

In CBT self monitoring is very important. It involves tracking behaviors, symptoms or experiences over time and sharing them with therapist. For internet addiction self monitoring may involve keeping track of internet uses habit as well as any thoughts or feeling that went along with uses of internet.

## Objective

To study the effectiveness of CBT on internet addicted college going students. **Specific**

## Objectives

1. To compare the mean scores of pre-test of Experimental Group-1 & Experimental Group -2.
2. To compare the mean scores of pre-test and post-test of Experimental Group-1.
3. To compare the mean scores of the pre-test and post-test of Experimental Group-2.

## Hypothesis

1. There will be no significant difference between the mean scores of pre-test of Experimental Group-1 & Experimental Group-2.
2. There will be no significant difference between the mean score of pre-test and post-test of Experimental Group-1.
3. There will be no significant difference between the mean scores of pre-test and post-test of Experimental Group-2.

## Variables

Independent Variable- CBT

Dependent Variable- Scores of the test obtained by the college students.

Control Variable- college students

## Sample

In this present research, by using snow ball sampling method 800 students were selected from south Gujarat area.

**Table -1 sample of student to apply Internet addiction questionnaire**

| No | Sample               | Sample size | Total |
|----|----------------------|-------------|-------|
| 1  | Girls                | 300         | 800   |
|    | Boys                 | 500         |       |
| 2  | Rural                | 400         | 800   |
|    | Urban                | 400         |       |
| 3  | Professional courses | 350         | 800   |
|    | Academic courses     | 450         |       |

Researcher had applied internet addiction questionnaire on selected 800 students and severe internet addicted 126 students were found. 68 students were selected by purposive sampling technique.

**Table -2 sample of students to apply Internet addiction measuring scale**

| Group           | Experimental Group – 1 | Experimental Group – 2 |
|-----------------|------------------------|------------------------|
| No. of Students | 34                     | 34                     |

### Tools

In the present study, researcher had used self-made two tools.

1. Internet addiction questionnaire. To find out uses of internet by students. There were four options about internet uses- normal uses, mild addiction, moderate addiction, severe addiction.
2. Internet addiction measuring scale. Which has 30 sentences.
3. CBT sessions

### Research method

It is an experimental research and “one group Pre-test post-test” research design was selected.

### Procedure

By using snow ball sampling method 800 students were selected from south Gujarat area. Researcher had applied internet addiction questionnaire on selected 800 students and severe internet addicted 126 students were found. From 126 students Two groups were made by random sampling, each group had 34 students who were severe internet addicted. Both groups were experimental groups. By using Internet addiction measuring scale pre-test was applied. CBT sessions were arranged for 3 months for both the groups. When CBT sessions were over, again Internet addiction measuring scale post-test was applied.

## Data analysis & Interpretation

In present research data analysis and interpretation is done by using t- test. Its discuss in below.

**Table -3 internet uses by college students**

|                                   | Internet addiction |                |                    |                  |
|-----------------------------------|--------------------|----------------|--------------------|------------------|
|                                   | Normal uses        | Mild addiction | Moderate addiction | Severe addiction |
| <b>Girls (300)</b>                | 106                | 100            | 50                 | 44               |
| <b>Boys (500)</b>                 | 200                | 134            | 84                 | 82               |
| <b>Rural (400)</b>                | 182                | 116            | 65                 | 37               |
| <b>Urban (400)</b>                | 124                | 118            | 69                 | 89               |
| <b>Professional courses (350)</b> | 122                | 130            | 40                 | 58               |
| <b>Academic courses (450)</b>     | 184                | 104            | 94                 | 68               |
| <b>Total</b>                      | <b>306</b>         | <b>234</b>     | <b>134</b>         | <b>126</b>       |

Table-3 reveals that from total 300 girls 106 girls were use internet normally, 100 girl were mild addicted, 50 girls were moderate addicted. 44 girls had severe addiction. Total 500 boys, where 200 boys were normal use internet, 134 were mild addicted, 84 moderate addicted and 82 were severe addicted. In present research out of 800 college students 126 were severe addicted to internet. In rural area out of 400 students 37 severe addicted and in urban area numbers of students becomes double, it was 89 severe addicted. 350 Students who were studying in Professional courses out of them 58 were severe addicted and from academic courses it was 68.

**Table -4 Scores of the pre-test obtained by the students of Experimental Groups 1 & 2**

| Group           | No. | Mean Score | S.D. | $\sigma M$ | t- value |
|-----------------|-----|------------|------|------------|----------|
| Experimental-1  | 34  | 20.67      | 0.71 | 7.240      | 0.049    |
| Experimental- 2 | 34  | 20.32      | 1.02 |            |          |

From the above table, we can say that t-value is 0.049, which is less than table value at 0.05 level (1.96). Thus, hypothesis 1 is accepted. Hence we can say that both groups might have similar score on internet addiction measuring scale. they were equally addicted to internet.

**Table-5 Scores of pre-test and post test obtained by the students of Experimental Group -1**

| Experimental Group- 1 | No. | Mean Score | S.D.  | $\sigma M$ | r      | t- value |
|-----------------------|-----|------------|-------|------------|--------|----------|
| Pre-test              | 34  | 20.67      | 4.142 | 0.6203     | 0.6253 | 8.098    |
| Post-test             | 34  | 25.73      | 4.214 |            |        |          |

The t-value in the above table is 8.098. Which is greater than table value at 0.01 level (2.58). Thus hypothesis 2 is rejected. Hence, we can say that there was significant difference between the mean score of the pre-test and post-test of experimental group-1. CBT is effective for experimental group-1.

**Table-6 Score of pre-test and post-test obtained by the students of the Experimental Group- 2**

| Experimental Group-2 | No. | Mean Score | S.D. | $\sigma M$ | r     | t- value |
|----------------------|-----|------------|------|------------|-------|----------|
| Pre-test             | 34  | 20.32      | 5.94 | 0.6185     | 0.799 | 9.42     |
| Post-test            | 34  | 26.14      | 5.25 |            |       |          |

The t-value in the above table is 9.42. Which is greater than table value at 0.01 level (2.58). Thus hypothesis 3 is rejected. Hence, we can say that there was a significant difference between the mean score of pre-test and post-test of experimental group-2. CBT is effective for experimental group-2.

## Findings

800 college students were selected by snow ball sampling method out of 800 selected students 306 students use internet normally, 234 students were mild addicted, 134 students were moderate addicted to the internet. 126 students were severe addicted to the internet. There was no difference seen in mean score of pre-test of both the group so we can say that both groups were equivalent group. After CBT sessions researcher had conducted post-test of both the groups and there was difference seen in pre-test and post-test of both the experimental groups 1 & 2. It reveals that CBT was effective for both the groups.

## Educational implications

1. To arrange workshops and seminar for students in the colleges to make aware of the addiction of internet.
2. In educational institute survey can be done to find out internet addicted students.
3. Remedial work can be for addicted students and regular follow up can be done for them.
4. Make students aware about limited uses of mobile as well as internet and teach them educational uses of mobile.

## Conclusion

Many students become internet addicted nowadays so college educators should be more attentive to how students are spending their time online. They can seek expert guidance to make them aware about their goal and activities. counselling centers are opening in many places in south Gujarat so parents and educator can send student for counselling and for CBT sessions. Alarm clocks and personal goal setting for controlling internet use can become tool during cognitive behavior therapy.

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