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IMPACT ANALYSIS OF HRM PRACTICES IN THE IT SECTOR AND THEIR ROLE IN PROMOTING INCLUSIVE GROWTH AND SUSTAINABLE DEVELOPMENT IN INDIA

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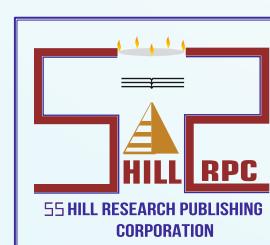**D r .P.JAGADEESAN., MCom, M.Phil,Ph.D,(MKT), Ph.D(HRM), NET, PGDCA**

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INVESTIGATING THE IMPACT OF INTERNET AND SOCIAL MEDIA ADDICTION ON ACADEMIC PERFORMANCE AMONG COLLEGE STUDENTS

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Abstract: The internet and social media have fundamentally transformed the way we connect, conduct business, and engage with the world around us. Among college students, concerns have arisen regarding the impact of these technological advancements on academic performance. As the digital landscape continues to evolve, it is crucial for educators, parents, and policymakers to understand how excessive internet and social media usage can hinder the academic goals of this demographic. This research explored the relationship between internet addiction, social media addiction, and academic performance in college students. A total of 30 students aged 18 to 23 years participated in the study. Standardized scales were utilized to assess internet addiction, social media addiction, and academic performance. The findings revealed a significant negative correlation between academic performance and both entertainment-related activities and internet addiction. Additionally, internet addiction was significantly negatively correlated with socialization but positively correlated with entertainment. These results emphasize the need for educators and institutions to promote responsible internet and social media usage among college students while fostering a supportive learning environment. As our world becomes increasingly interconnected, further research is essential to better understand how digital technologies continue to shape students' academic success.
Keywords: Internet Addiction, Social Media Addiction, Academic Performance, College Students

INTRODUCTION

College students are increasingly troubled by the growing issue of internet and social media addiction, which significantly impacts their academic success. In the modern digital era, students remain highly connected, often through social media platforms, leading to several negative consequences. Internet addiction refers to excessive and uncontrollable internet usage, often at the expense of essential activities like academics. A specific form of this behavior, social media addiction, involves the compulsive engagement with platforms such as Facebook, Instagram, Twitter, and TikTok. Both types of addiction contribute to reduced productivity and a decline in academic performance.

The continual distraction offered by the internet and social media is one of the biggest problems. When they are inundated with notifications, texts, and the temptation to scroll through their newsfeeds, college students frequently struggle to focus on their college work. Their ability to

concentrate and participate in in-depth, meaningful learning is hampered by this continual interruption.

In addition, a dependence on the internet and social media might impede effective time management. Students may spend hours online, putting off their projects and studies until the very last minute. Due to their procrastination, they can produce mediocre work, miss deadlines, and get more stressed, all of which could hurt their scores.

Additionally, excessive usage of the internet and social media might result in less social engagement offline, which may have an impact on a student's general wellbeing. The isolation that can result from excessive computer use can make loneliness, sadness, and anxiety worse.

O'Keffee et al. (2011) states that social media sites offer a wide range of entertainment and means of communication, including text messaging, photo sharing and video calling.

Bettman et al. (2021) asserted that these social media platforms and use of technology have contributed hugely to daily routines and culture of young adults leading their identity formation and self-expression.

Internet Addiction

Internet addiction is defined as "excessive and problematic internet use displaying features such as preoccupation and an inability to cut back on their usage of the internet" (Murali& George, 2007). Internet addiction can also be defined as "compulsive computer use that has contributed to personal distress, or social occupational, financial, or legal consequences (Black et al., 1999).

A study was conducted by Cardak (2013) on psychological well-being and internet addiction among university students. A total of 479 students participated in the research and completed the Online Cognition Scale and Scales of Psychological Well-Being. The investigation included various statistical analysis such as correlation and multiple regression. The findings revealed that diminished impulse control, social comfort, loneliness/depression, and distraction were negatively predicted by psychological well-being. Moreover, it was also observed that pupils who were high on internet addiction were low on psychological well- being. To conclude, it was seen that internet addiction negatively affects psychological well- being.

In addition to this, a study was done in China on 1,173 college going students to examine the correlations of internet addiction and psychosocial factors. The students were asked to fill questionnaires related to propensity of depression, quality of parent child relationship, internet addictive behaviors and psychosocial competence. Among the sample, 15.2% of students were addicted to the internet. Moreover, students who had poor parent-child relationships, high depression and low psychosocial competence reported addiction towards the internet. The study also revealed the major factors of internet addiction were quality of family environment, personal mental health status and level of developmental assets (Chi et al., 2016)

Social Media Addiction

Smith and Gallicano (2015) defined social media usage as "the multiplicity of activities individuals may participate online".

Verduyn et al. (2017) referred to active social media usage as "online behaviors that facilitate direct exchanges among users. Such behaviors include liking, commenting, sending messages, and otherwise engaging with other uses".

In a study by Villanti et al. (2106) social media use was reported highest among young adults aged 18 to 25 years as compared to other age groups. Fu and Cook (2021) asserts that social media use by young people act as a resource to navigate their everyday lives in changing social contexts as many young people rely on these platforms to stay connected, participate in online communities, or stay informed about various news and events. Additionally, to also access various resources.

Research studies have shown that social media usage and multitasking for nonacademic purposes such as playing video games have a significant negative impact on academic performance (Lau, 2017). Menayes (2014) asserted that even though students are aware of negative impact and the use of social media in their reduced grades, they tend to continue to indulge in it.

Research was done to evaluate the correlation between social media use and depression in the U.S. due to the increasing social media use and mental health concerns among adults. The study included a sample of 1787 adults (aged between 19-32). The findings demonstrated a significant positive relationship between social media use and depression (Lin et al., 2016).

Likewise, an investigation was done by Ndubuaka et al. (2020) to examine the impact of social networking technology addiction on academic performance. The study was done on Nigerian students in Nigeria. The findings revealed that the students were highly addicted to social media and a negative correlation was observed between social networking site addiction, academic performance, and social and physical well-being. The research also showed that social media addiction is linked to high levels of depression, anxiety, low self- esteem, and stress.

Academic Performance

According to Martha (2009) academic performance is defined as "student's performance in an examination, tests and in a course work".According to Yusuf et al. (2016) academic performance is defined as "a measurable and observable behavior of a student within a specific period". Additionally, Narad and Abdullah (2016) described it as "the knowledge gained which is assessed by marks by a teacher and or educational goals set by students and teachers to be achieved over a specific period of time".

Gulzar at el. (2010) stated that to enhance learning and coping mechanisms in academic institutions, the presence of a professional support system such as academic advisors, mentors and tutors is important. Maguin and Loeber (1996) conducted a study to understand the relation among academic performance and delinquency. Moreover, the study also aimed to find interventions to regulate academic performance and to reduce the rates of delinquent behavior among children. It was observed that children with poor academic performance offended more as compared to others and commit more serious and violent crimes. The findings depicted that males were more indulged in such cases as compared to females, and more Whites when compared with African Americans. The outcomes of the study showed that delinquency was predicted by poor academic performance irrespective of socioeconomic status. Research aimed to study the impact of social media use on academic performance and psychological reactions among college going

students by Malak (2022). The research was conducted in Jordan on a sample of 510 students. The outcomes of the study demonstrated that academic performance was affected by social media addiction. Though addiction to social media has a direct link with increased stress and anxiety levels.

METHODOLOGY

- Purpose
  The purpose is to study the relation between Internet addiction, social networking use and academic performance among college students.
- Hypothesis
  A significant negative relationship will be between internet addiction and academic performance.
  A significant relationship will be between academic performance and social media addiction.
  Sample
- A total sample of 30 college students in the age 18-23 years was collected from Chandigarh.

Measures

- **Internet Addiction Test:** The scale as developed by Young (1998) was used to measure excessive internet usage. The scale consisted of 20 items on a 5-point Likert scale, (0= not applicable to 5= always).
- **Social Networking Usage Scale:** The scale as developed by Gupta & Bashir (2018) was to measure the use of social networking sites among Indian students. The scale comprised 19 items, consisting of 4 sub dimensions, including, Academic, Socialization, Entertainment & Informativeness. The scale used a 5-pointLikert scale dimension from 1(never) to 5 (always).
- **Academic Performance Scale:** The scale as developed by Birchmeier et al. (2015) was used to assess academic performance of college students. The scale consisted of 8 items on a rating scale of 5-point Likert scale ranging from (1= Strongly disagree to 5= Strongly agree).

Procedure

The participants were informed about the purpose of the research and the questionnaires were filled through Google forms; each participant was thanked for their cooperation. In addition to this, only standardized psychological tests were administered to the participants.

RESULTS

	Academic	Socialization	Entertainment	Informational	Social Media Addiction Total	Internet Addiction	Academic Performance
N	30	30	30	30	30	30	30
Mean	22.4	15.3	13.6	10.3	61.6	32.8	30.3

Standard deviation	6.29	4.17	3.56	3.25	9.79	12.9	6.43

Table 2 Correlation among internet addiction, social media addiction and academic performance

	Academic	Socialization	Entertainment	Informational	Social Media Addiction Total	Internet Addiction	Academic Performance
Academic	—						
Socialization	-0.002	—					
Entertainment	-0.041	0.084	—				
Informational	0.225	0.140	0.085	—			
Social Media Addiction Total	0.702***	0.502**	0.401*	0.568*	—		
Internet Addiction	0.354	-0.220*	0.042*	-0.140	0.103	—	
Academic Performance	-0.167	0.350	-0.206*	0.156	0.019	-0.410*	—

Note. * p < .05, ** p < .01, *** p < .001

DISCUSSION OF RESULTS

The results found out that academic performance is significantly negatively correlated with entertainment (r=-0.206, p <.05) and with Internet addiction (r=-0410, p <.05). Internet addiction is found to be significantly negatively correlated with socialization (r=-.0220, p <.05). However, internet addiction is found to be significantly positively correlated with entertainment (r=0.042, p <.05). The results found social media addiction total is positively significantly correlated with its own subdimensions academic (r=0.702, p <.001), with socialization (r=0.502, p <.01), with entertainment (r=0.401, p <.01) and with informational (r=0.568, p <.01). Based on the provided correlation results, it can be stated that, higher levels of engagement in entertainment activities are associated with academic performance and college students who have higher levels of internet addiction tends to have lower academic performance. Further, college students who are more addicted to internet tend have lower socialization. Additionally, higher internet addiction in college students will more likely engage them in entertainment activities. The results also found out that higher levels of social media addiction is associated with its subdimension academic use. The result is somewhat counterintuitive as social media is often seen as a potential distraction from academic tasks. However, it could be interpreted that college students using social media for educational purposes or feeling more engaged in their academic lives when they share their achievements or experiences on social media platforms. Social media addiction is also found to be positively correlated with other subdimensions; socialization, entertainment and informational use, indicating that college students who are more addicted to social media tend to engage more in these activities.The same results were also demonstrated in a study done by Usman

(2014). The purpose of the study was to find the relationship between internet addiction and academic performance among college going students (N=359). The consequences of the findings showed that internet addiction was negatively correlated to academic performance. Moreover, study also revealed that males were more addicted to the internet than females.

The results are consistent with the past research done by Al-Rahmi and Othman (2013) on collaborative learning. The study examined the impact of social media on academic performance. The results showed that collaborative learning by social media is positively related to academic learning and overall performance.

CONCLUSION

The aim of the present research was to study the relationship between internet addiction, academic performance, and social media addiction among college students. Standardized scales were used to measure the stated variables in a sample of 30 college students, aged 18- 23 years. The results found out that that academic performance is significantly negatively correlated with entertainment and with Internet addiction. Internet addiction is found to be significantly negatively correlated with socialization. However, internet addiction is found to be significantly positively correlated with entertainment. The results found social media addiction total is positively significantly correlated with academic, with socialization, with entertainment and with informational. Several ideas might be taken into consideration to solve the complex interaction between internet and social media addiction and college students' academic performance. To start, educational institutions should put awareness campaigns and workshops in place to inform students about the possible effects that excessive internet and social media use may have on their academic performance. To enable students to find a balance between online and offline activities, the curriculum should also incorporate the development of time management and digital literacy skills. It can also be helpful to encourage students to self-regulate their screen time and set goals for their online involvement. Finally, parents or guardians should have healthy open dialogue with their college bound children about using technology responsibly.

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