

Internet Addiction and Academic Performance of Students in Nigerian Universities

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DOI: <https://doi.org/10.54099/ijmba.v3i2.1120>

ARTICLE INFO

Research Paper

Article history:

Received: 27 July 2024

Revised: 20 August 2024

Accepted: 07 September 2024

Keywords: Internet Addiction,
Academic, Performance,
Undergraduate

ABSTRACT

The study examined internet addiction on undergraduate students' academic performance of Adekunle Ajasin University, Akungba-Akoko in Akoko South-West Local Government Area of Ondo State., Nigeria. Five hypotheses were formulated to guide the study.

Descriptive research design of survey type was adopted for the study. The sample for the study consisted of 200 respondents. A self-developed questionnaire titled "Internet Addiction and Academic Performance Questionnaire (IDAPQ)" were used to collect data from the respondents. The hypotheses were tested at 0.05 level of significance using Chi-square and t-test statistics.

The findings revealed that there is a significant relationship between internet addiction and academic performance. There is significant influence of internet addiction on students' academic performance. There is no significant influence of gender on students' perception of the relationship between internet addiction and academic performance. There is significant influence of gender on students' perception of the relationship between internet addiction on academic performance. There is significant influence of field of study on students' perception of the relationship between internet addiction and academic performance. The findings further revealed that there is significant influence of the level of study on students' perception of the relationship between internet addiction and academic performance. The findings finally revealed that there is significant influence of age on students' perception of the relationship between internet addiction and academic performance.

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INTRODUCTION

The Internet can be conceived as a rich, multi-layered complex ever-changing text for information dissemination and a medium for collaborative interaction between individuals and computers without regards for geographical limitation of space. The internet today is a worldwide entity whose nature cannot be easily or simply defined. To many, the internet is a large computer network linking together millions of smaller computers at numerous sites in various countries belonging to thousands to business, government, research, educational and other organizations. To the internet users, it is a global

community-one with a very active life (Emeka & Nyeche, 2016). One of the births of the internet is which serves a collaborative platform where people from different continents can share ideas and information. Internet is a social structure made up of individuals or organizations called “nodes”, which are connected by one or more specific types of interdependency, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships of beliefs, knowledge or prestige (Adeboye, 2012). Today, using technology and online services have become a necessity for all university students around the world. It’s reported that the Internet use in Nigeria began in 2002, likewise there were at least 46 Internet Services Provider (ISPs) in the country with 1 million Internet users which are stated by word Fact book in 2010. The current government believes that the technology of information and communication can provide opportunities for disadvantage groups and improve all the fields especially education, higher education and research. The Internet is a useful tool for communication, entertainment, research, and commerce. In Afghanistan the Internet penetration remains very low and it has significantly increased from 3% to 11% over the past five years in 2016. It is predicted that the Internet penetration to increase significantly to over 15% by 2020 in overall Nigeria.

In recent years, the Internet in both developed and developing countries has becoming an extensive accepted channel for information exchange and networking among universities’ students and in society. It is argued, that the academic use of Internet is primarily intended for research faculties and communication, but students mostly used it to communicate with friends and family members. The results of several research projects showed that the major application of the Internet for college students is interpersonal communication through Internet Addictions such as instant messaging, email, and chat programs. However, it is reported by Young, that most of the Internet users agreed the benefit of the Internet as healthy productive activities such as students can grab the opportunity by surfing websites, excellent tool for the research, engaging in chartroom, and so on. On the other hand, many students fall behind in their academic performance because of excessive investments in online relationships and unnecessary use of social media which are called Internet (Ardiansyah et al., 2023; Herispon & Anuar, 2023; Iskanto, 2023, 2024). Internet is becoming a widely accepted channel for information exchange and networking. It is experiencing tremendous growth and development in its size and numbers of users all over the world. The benefits of the internet have been widely researched and include keeping in touch with friends, making vacation plans, managing finances, assisting with educational needs etc. Internet addiction is defined as, “an individual’s inability to control his or her use of the internet, which eventually causes psychological, social, school, and/or work difficulties in a person's life (Chao and Hsiao, 2000). Majority university students are considered as high risk group for internet addiction. The possible reasons could be available free time, no monitoring because of being away from parents and sometimes toget away from tough university routine (Kandell, 1998). Suhail and Bargees (2006) also reported some benefits of internet access for college students. They indicated that internet usage impacts education in a positive way by increasing communication with classmates and professors, increasing access to libraries and educational databases, and improving study hours and study habits. Despite these benefits of internet use, researchers have maintained that college students are at particularly high risk for developing internet addiction. The important effect that needs to be investigated in this study is whether internet addiction will affect the academic performance of students. Previous studies on internet use of teenagers have been inclined to concentrate on Internet addiction (Na, 2004; Kim, 2004; Son, 2003). Various studies have reported that internet usage has a negative impact on students’ academic performance. Jeong (2005) examined the difference in academic performance of elementary school students by Internet use. On the basis of the existing literature it was hypothesized that internet addiction would have negative impact on academic performance of the university students (Alexander et al., 2024; Ardiansyah et al., 2023; Zhakupova et al., 2024). However, lack of regulation of the internet has led to its excessive and abusive use. McQuail (2008) reported that the internet penetrates more homes. It is a common sight to see youth chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are carried away that even as they are walking along highway, they keep chatting. More importantly, the manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as youths no longer need to visit a cybercafé before they send and receive



messages. Attention has been shifted from visible to invisible friends, while important ventures like studying and writing are affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition in the domain of education. The internet appearance in tertiary education has been used as tools for researchers to communicate and share project work (Ansori, 2021; Iskanto & Saladin, 2023; Owenvbiugie, 2022; Qasim et al., 2022).

Today the education domain is still one of the largest contributors to the internet. Since the inception of information and communication technology (ICT), the internet has acted as a store house of information. Students have been able to have a wide range of information round the clock and round the globe. Also effective use of the internet has led to day-to-day update of the happenings in our society and this has affected the academic performance of students in various fields. It has also helped to increase the information quotient of students during studying, learning, and research (Jagboro, 2006). With over fifty million websites on the net, the chances are that information on any subject however obscure can be found using appropriate search tools. It also serves as a useful tool for lecturers in helping to prepare lesson plans using a number of sites dedicated to providing educational material. There are great possibilities for higher education at all levels through the use of internet because curricula can be developed collaboratively and educational and educational materials distributed and updated more cheaply, offering additional ways for students to interact with their study materials as well as their instructors. Internet is becoming major tools for education and entertainment. The human nature is keen on interacting with people and finding common areas and interests. In education, two streams are prevailing: the use of Internet Addictions as a tool supporting activities deemed important for the purpose of educational institutions, instructors and students. The second stream is the bad influence Internet Addiction inflicts on students behaviors and time management. The following sections will review the literature related to the two streams and the performance issue related to students (Heyam& Al-Tarawneh (2014).

Internet has become an integral part of student social life (Tavares, 2013). These networks have become important as they serve as platforms for users to interact and relate with their peers. Internet Addictions are now been seen as learning platforms or communities that could be utilized to enhance student engagement and performance. A number of researchers have found several positive outcomes in online community engagement among students and their peers. A study by Tiene (2000) showed that "written communication on cyberspace enables students to take part in discussions at a time convenient to them and articulate their ideas in more carefully thought-out and structured ways. In support of Tiene's (2000) findings, Deng and Tavares (2013) also concluded that "Web-based discussions can contribute to the development of students' reflective ability and critical thinking skills. Also, compared to face-to-face (F2F) interaction, students are more willing to voice their views or even disagreement and are more attuned to others' opinions in online discussions". According to Apeanti and Danso (2014), students believed that it would be fun for their lecturers to use social media. Also, their grades would be better if they could contact lecturers through social media and lecturers should hold lecture hours on social media. This was revealed in their study among students of the University of Education, Winneba. A number of researchers have outlined a number of student benefits in relation to education as a result of Internet Addiction participation. Yunus et al. (2012), indicates that students gained more vocabulary and improved their writing skills as a result of their participation on Internet Addictions such as Facebook and Twitter. Asad, Mamun and Clement (2012) stated the exchange of assignments, resources and discussions on academic work and other issues on Internet Addictions among students.

According to Salvation and Adzharuddin (2014), students are able to formulate group discussions to exchange ideas and communicate to their teachers as well as appeal to their friends about assignments on Internet Addiction. They indicated that teachers share course related materials with their students and create student groups to collaborate on projects and communicate with their fellow lecturers from other universities through Internet Addiction, thus facilitating teaching and learning process and the enhancement of academic performance. English and Duncan-Howell (2008), also used Facebook as a tool to enhance peer support among business education students during their training programme

and detected that students' exchanges were mostly of the affective type facilitating group cohesiveness through encouragement and support.

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. Academic achievement refers to what the student have learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments (Santrock, 2006). The descriptive assessment information will usually be translated through grading system such as Grade Point Average (GPA) and course grade. This study will make use of Cumulated Grade Point Average (CGPA) since it provides information of the students' academic performance across time.

Statement of the Problem

The different internet addiction put forward by students of tertiary institution could also be another factor in determining academic performance because some students in the bid to use internet to enhance learning have resulted to abusing its use thereby causing addiction. Despite the positive effects of internet, it has been observed that there are negative effects of its excessive use. Internet addiction is a rather new research area, which has less than ten years history. The current study attempted to investigate the relationship between internet addiction and academic performance of the students. Many of them because of how they dressed had at one time or the other become victims of rape, lured into prostitution, used for ritual purpose, unable to complete their education or training and also engaged in other ancillary social and moral problems like cultism and lying to mention these few.

The main purpose of this research work is to examine the influence of internet addiction on academic performance of undergraduates in Adekunle Ajasin University, Akungba Akoko Ondo State. More specifically, the study further examines the determinants of internet addiction among undergraduate students. What are the factors responsible for internet addiction, Gender differences with reference to Internet addiction.

Research Hypotheses

1. There is no significant relationship between internet addiction and academic performance of university undergraduates.
2. There is no significant influence of gender on the relationship between internet addiction and academic performance.
3. There is a significant influence of field of study on the relationship between internet addiction and academic performance
4. There is no significant influence of age on students' perception of the relationship between internet addiction and academic performance.

METHODOLOGY

The Descriptive research design of the survey type was adopted for this study. This enabled the researcher to collect data from the sample selected for the purpose of analysis and generalization to a larger population. The population comprised all full time undergraduate students of Adekunle Ajasin University Akungba-Akoko, Ondo State, admitted 2019/2020 session in all the six faculties of the University. The sample of the study consisted of two hundred (200) undergraduate students randomly selected from all the faculties in Adekunle Ajasin University. A stratified random sampling technique was used to select the students across all the six faculties which give the respondents the chance of being selected for the research.

Research Instrument

The research instrument for this study was a self-constructed questionnaire. The questionnaire was divided into two sections. Section A sort the demographic information of the respondents while section

B contain thirty (24) items that elicit information under each of the research question formulated on four point likert scale of Strongly Agree 4, Agree 3, Disagree 2, Strongly Disagree 1

Validity of the Instrument

The initial draft of the questionnaire was corrected to make sure that ambiguous items and irrelevant ones were removed for the success of the study.

Reliability of the Instrument

The researcher employed test retest method to test the reliability of the instrument. The researcher administered the sample questionnaire to a group of student in Rufus Giwa polytechnique Owo twice at an intervals of two weeks. Using pearson product moment correlation, a correlation coefficient of 0.63 was obtained.

Administration of the instrument

The researcher visited all the Faculties in Adekunle Ajasin University that were sampled, and gave out thirty items questionnaire to the students during their lectures with the permission of the lecturers in charge of the class, the questionnaire were collected after the respondent finished the questionnaire given to them.

RESULTS

Research Hypothesis One

There is no significant relationship between internet addiction and academic performance of university undergraduates.

Table 1:Chi-square (χ^2) summary of the relationship between internet addiction and academic performance of university undergraduates.

S/ N	Items	SA	A	D	SD	Total	χ^2 Cal	Df	χ^2 Crit	Remarks
1	Internet sometimes makes my study easier for me	96	54	40	10	200	28.84	12	21.03	Significance
2	Internet will help me make up for missed class and note taking	78	68	42	12	200				
3	Boring lectures will make me want to use the internet	88	62	36	14	200				
4	Complex teaching always put me off to resort to internet	76	76	46	2	200				
5	I use internet at my leisure time and not at all times	64	64	62	10	200				
	Total	402	324	226	48	1000				

Table 1 showed chi-(χ^2) summary of the relationship between internet addiction and academic performance. The calculated value revealed 28.84 while the table value is 21.03, degree of freedom of 12 at 0.05 alpha level of significance. It is apparent here that chi-square calculated table is greater than critical value which means null hypothesis was rejected. It is therefore concluded that there is significant relationship between internet addiction and academic performance of university undergraduates.

Research Hypothesis Two

There is no significant influence of gender on the relationship between internet addiction and academic performance.

Table 2: Test of influence of gender on the relationship between internet addiction and academic performance.

Gender	N	Mean	Std. Deviation	Df	t-cal	t-tab
Male	99	3.00	.183	198	1.448	1.645
Female	101	3.05	.250			

Table 2 showed t-calculated of 1.448 which is greater than the tabulated value. Therefore, the hypothesis is accepted. This implies that there is no significant influence of gender on the relationship between internet addiction and academic performance.

Research Hypothesis three

There is no significant influence of field of study on the relationship between internet addiction and academic performance.

Table 3: Test of influence of field of study on the relationship between internet addiction and academic performance.

Field of Study	N	Mean	Std. Deviation	Df	t-cal	t-tab
Sciences	99	3.04	.208	198	1.71	1.65
Management	101	3.03	.240			

Table 3 shows t-calculated value of 1.71 which is greater than the t-critical value. Therefore, the null hypothesis is rejected. This implies that there is significant influence of field of study on the relationship between internet addiction and academic performance.

Research Hypothesis Four

There is no significant influence of age on students' on the relationship between internet addiction and academic performance.

Table 4: Table showing the influence of age on students' on the relationship between internet addiction and academic performance.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	575.263	4	143.816	14.275	.000 ^b
Residual	1964.612	195	10.075		



Total	2539.875	199			
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From table 4 the value of F-calculated is 14.275, P value is 0.000. Since p value is less than 0.05. The hypothesis is rejected. It shows that there is significant influence of age on students' on the relationship between internet addiction and academic performance.

DISCUSSION

Findings from research hypothesis one revealed there is significant relationship between internet addiction and academic performance. This connote that internet addiction is important when joined to predict students' academic performance. This finding is in line with finding of Kurt and Pak (2014) who found that internet addiction and related factors have important contribution to the prediction of students' performance in tertiary institutions. Findings from research hypothesis two revealed that there is no significant influence of gender on the relationship between internet addiction and academic performance in tertiary institutions. This finding is in congruence with the research work of Cassady and Johnson (2002) that perception of male and female students have positive correlation with academic performance of students. The finding of Kaula, peter and Ndeke (2014) revealed that there is a significant difference between the perception of male and female on the factors influencing internet addiction of undergraduate in tertiary institutions is in agreement with this finding. Findings from research hypothesis three revealed there is significant influence of field of study on the relationship between internet addiction and academic performance. This connote that internet addiction is important when joined to predict field of study and academic performance. This finding is in line with finding of Kurt and Pak (2014) who found that students' field of study influences the relationship between and academic performance. Findings from research hypothesis five revealed there is significant influence of gender on students' on the relationship between internet addiction and academic performance. This is in line with the findings of Anwar (2013) that found variation in mean score of the academic performance of the students having internet addiction. Anwar found that the academic performance of the students having internet addicton differ significantly.

CONCLUSION

The findings revealed that there is a significant relationship between internet addiction and academic performance. There is significant influence of internet addiction on students' academic performance. There is no significant influence of gender on students' perception of the relationship between internet addiction and academic performance. There is significant influence of gender on students' perception of the relationship between internet addiction on academic performance. There is significant influence of field of study on students' perception of the relationship between internet addiction and academic performance. The findings further revealed that there is significant influence of the level of study on students' perception of the relationship between internet addiction and academic performance. The findings finally revealed that there is significant influence of age on students' perception of the relationship between internet addiction and academic performance. Based on the findings of the study, the study concluded that internet addiction influences undergraduate's academic performance. It was therefore recommended among others that School authority should try their best their possible best in providing adequate and essential reading and writing materials needed by students in any level so that such student won't have any excuse for his or her failure. The major causes of students' failure in their academics according to this research work is said to be when such students level of internet addiction is high. The rate at which students abuse the internet is at an alarming rate. Students should be motivated to face their school work squarely. With this, sound academic performance will be achieved in the course of their schooling and the procedures involved in it.

Recommendations

It is in line with all the findings, it was recommended amongst other that Programmes that sample opinions of Nigerians on internet addiction should be regularly put in place in addition to debates on the issue by youths in institutions of learning as means of effective sensitization.

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