Original Paper

Internet Addiction Effects on Bachelor Level Students' Social Lives

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Abstract

The Internet comprises a vast network of interconnected computers worldwide. It transcends limitations on information access for users and has become a vital dependency for many individuals. This study evaluates the current and potential impact of the Internet on the social lives of bachelor's level students in Nepalgunj. It examines students' attitudes towards interpersonal relationships and self-presentation confidence. The Internet plays a pivotal role in enhancing students' global awareness and knowledge, but concurrently, excessive reliance on it poses a risk to their self-assurance. Data were collected via a questionnaire distributed through online platforms like Google Forms on social media. The findings reveal that 35% of students stay up late to complete college assignments, while 5% do so for family discussions. Additionally, 53% stay up late primarily to browse the Internet, and 7% do so for other reasons. The report concludes that excessive Internet use adversely affects students' confidence, interpersonal skills, and creativity. This over-reliance diminishes social engagement and reduces the ability to confidently interact, debate, or engage face-to-face. Moreover, Internet addiction hampers students' creativity, rendering them overly reliant on the Internet to solve challenges.

1. Introduction

Internet is a collection of millions of computers around the world that are connected between each other, the Internet is a medium that does not have the limitation of information on each user, many people are highly dependent on the Internet, because the Internet has many advantages that can simplify a lot of work, the internet is helpful for effectiveness and efficiency. The shape of the effectiveness and efficiency of a given Internet such as Internet has many services for its users so much to give ease and pamper users.

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Technology's rapid growth, particularly the widespread use of the internet, has resulted in substantial changes in many facets of human life. Among these changes, the emergence of internet addiction has recently become a source of concern. Internet addiction, defined as excessive and obsessive internet use, has received attention due to its potential impact on people's social lives, particularly among the younger demographic. The purpose of this literature review is to investigate the existing body of research on the influence of internet addiction on the social lives of bachelor level students in Nepalgunj, Nepal.

The Internet is a global network of interconnected computer networks that provides services to billions of people across the world by utilizing the standard Internet protocol suite (TCP/IP). It is a network of networks made up of millions of private, public, academic, business, and government networks that range in size from local to worldwide and are linked by a diverse collection of electronic, wireless, and optical networking technologies. The Internet transports a wide range of information resources and

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services, including the World Wide Web's (WWW) interlinked hypertext texts and the infrastructure required to send electronic mail.

The Internet is a collection of millions of computers connected to each other around the world; it is a medium that does not impose information limitations on each user; many people are highly dependent on the Internet because it has many advantages that can simplify a lot of work; and it is useful for effectiveness and efficiency. The shape of a given Internet's efficacy and efficiency, such as Internet, has numerous services for its customers, so much to give convenience and pamper consumers. The internet's presence, which is the advancement of information and communication technology.

The term "Internet" or "Internet working" refers to the world's largest computer network, which connects all current computer networks (including Intranet, Wide Area Network, Metropolitan Area Network, Personal Area Network, etc.) with all computers, connected devices (such as smartphones and tablets), switches, routers, hubs, and other connecting devices, as well as the computer itself, into a single container.

Additionally, it provides several possibilities for students, researchers, and professionals to learn more about a variety of issues, including academic and professional ones. Most computer owners in today's culture use the Internet to access information on the World Wide Web, send and receive messages and documents, and use e-services.

The internet is becoming more and more valuable to people all over the world. It is used by millions of people every day, and it seems as though we are only now starting to witness a world where it has entirely taken over society. The internet should have so many fascinating and alluring characteristics that almost everyone who uses it develops an addiction to it. The millennial generation is most prone to this propensity. Although it has many benefits, frequent use has a detrimental effect on social life.

Between 1996 and 2022, there was a significant increase in the amount of time spent using email and browsing the internet; different Internet usage patterns have been linked to both positive and negative outcomes; symptoms of dysphoria have been linked to a variety of internet activities, including shopping, gaming, and research; and the study's findings suggest that Internet use is one of the main causes.

Numerous factors can affect a student's social life and academic achievement. Not only in industrialized nations but also in many emerging nations like Indonesia, India, and China, the use of the Internet is growing. Obsessive Internet use can have a detrimental effect on relationships with family members, coworkers, and friends, despite the fact that the time spent online by people in general can be very useful. If you can't stop playing online games, unlocking your smartphone, or using another device, or if your child or child feels more comfortable with online pals than with friends in the real world.

2. Purpose of the Study

The primary goal of this research is to look into the impact of the internet on students' social lives.

- To assess the impact of the internet on students' interpersonal communication.
- To ascertain the impact of the internet on students confidence levels.
- To investigate the impact of the internet on students levels of creativity.
- To measure the impact of the internet on students levels of reliance.

3. Literature Review

Nowadays, the internet is a very important tool for communication. It has altered the way we go about our daily lives at home, in the classroom, and at work. The internet not only has many uses in daily life, but it also qualifies for special and different aspects that have increased its appeal. In today's society, the internet has evolved into a fundamental instrument for communication, entertainment, trading, and education. The use of computers and the internet for communication has become commonplace in modern society. However, despite the rapid information transfer and potential educational value of the internet, there are a number of aspects of it that may encourage addictive behavior. The availability of free, diverse, and limitless social networks without geographic boundaries; anonymity; greater control over how one presents themselves; and the availability of numerous opportunities to satisfy the need for belonging as well as to flee from emotional difficulties, problematic circumstances, and personal hardships are some of these characteristics. The internet was still expanding in the late 1990s, and many people were claiming that computers and internet access would have a huge positive impact on academic achievement. In fact, some have argued that using computers can help students learn more in subjects like physics and math.

There are numerous definitions for the idea of Internet addiction. The most common definition of Internet addiction, according to Net Addiction, is any compulsive online behavior that interferes with daily life and puts a great deal of strain on family, friends, loved ones, and one's workplace.

Users increasingly prefer the internet for meeting their needs more than ever before because of a number of amazing characteristics of the web and electronic resources, such as their high rate of production, ease of access, low cost, and other qualities when compared to those of printed resources.

The relevance of the internet network is increased more than anticipated by the use of online information resources, scientific discoveries, knowledge exchange, scientific interactions between researchers, online learning, access to virtual libraries, and other activities. Today, one of the primary components of a student's everyday life is the internet, which they use to meet their academic, social, and recreational needs. Many students use the internet to do their research, acquire specialized material, and obtain knowledge that is not available in printed resources, according to studies on information-seeking behavior.

Increased and excessive internet use has been linked to a number of user issues. According to research done on students, internet addiction has been linked to serious issues like a decline in academic

performance, a reduction in curriculum study, anxiety, a decline in interpersonal connections, a decline in physical activity, irregularity, and nutritional illnesses.

Internet addiction is a psychological dependence on the internet, regardless of the activities once logged on, according to Kandell (1998). One of these is if some people exhibit abnormal online activity patterns, such as internet addiction (Griffiths, 2000). Internet addiction is defined as the inability to control one's behavior in daily life and a weekly online usage of more than 38 hours (Greenfield, 1999). The user may experience physical and mental health issues like depression, OCD, poor family relationships, and anxiety as a result of their excessive internet use, which can lead to little sleep, prolonged periods of not eating, and little physical activity. Increased usage of all online services, including email and use of net newsgroups, was linked to both self-reported internet deElisabeth &Lennart state that "The level of interpersonal skills, personality, and emotional intelligence are related to the extent of internet usage of students, as measured with the Internet addiction Scale of undergraduates."

According to a study of related literature, internet addiction has a negative impact on daily activities, health, and parental relationships. Contrarily, it was asserted that students' internet addiction had more of a good than a negative impact on their academic performance. Given the results mentioned previously, it was deemed important to investigate how internet addiction affects students' social lives in Nepalgunj. dependence and poor academic achievement.

4. Theoretical Framework

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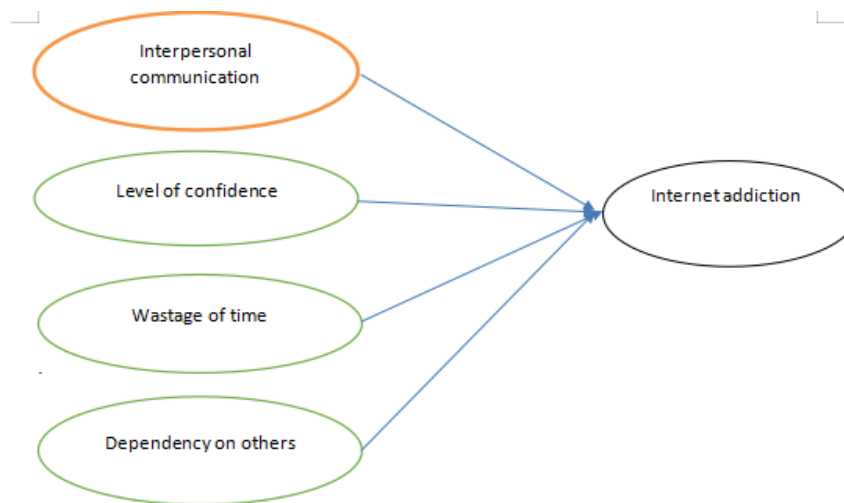
Figure 1. Theoretical Framework

According to the aforementioned theoretical framework, there is an inverse relationship between internet addiction and interpersonal communication and confidence, meaning that as addiction levels rise, so do interpersonal communication and confidence levels, and vice versa. In contrast, there is a positive relationship between internet addiction and time waste and dependence on others, meaning that as addiction levels rise, so do time waste and dependence on others.

5. Research Methodology

This study's primary goal is to demonstrate how the internet affects students' social lives. Along with describing the method and processes used for data collection and analysis, the researcher also describes the type of data sought to achieve study objectives. This study uses a descriptive and exploratory research approach to get direct feedback from the respondents.

Individuals and Sample

Students at Tribhuvan University make up the study's population. Only two institutions, Nepalgunj, which are associated with Tribhuvan University and Pokhara University and offer bachelor's degrees, have been used as examples. Only 110 surveys total were given out to the res-ponders. One hundred students answered to the survey. This sample included students who were enrolled in various semesters of study.

Sampling methods

The study's sample strategy is a non-probability sampling strategy. The respondents' information is gathered using the judgemental sampling technique under the non-probability sampling method.

Data Presentation and Analysis

For conducting the study students of different gender, age, Semester are taken. It is summarized in the table below:

Table 1. Gender Classification

Gender	Frequency	Percentage	Cumulative %
Male	43	43%	43%
Female	57	57%	100%
Total	**100**	**100%**	

Source: Field survey, 2023.

Table 1 displays the frequency of respondents by gender, with 57% of respondents being female, the greatest percentage. In a similar vein, male respondents account for the remaining 43%.

Table 2. Classification of Internet Users as per Age

Age	Frequency	Percentage
17-18	5	5%
18-19	16	16%
19-20	15	15%
20-21	31	31%
21-22	33	33%
Total	100	100%

Source: field survey, 2023.

Table 2 suggests that only 5% of pupils in the 17-18 year old age range utilize the internet. In a similar vein, 16% of internet users are between the ages of 18 and 19. In a similar vein, 15% of internet users are between the ages of 19 and 20. Similarly, 31% of internet users are between the ages of 20 and 21 and 33% are between the ages of 21 and 22.

Table 3. Frequency of Internet Users Based on Semester

Semester	Frequency	Percentage
Second	14	14%
Fourth	34	34%
Sixth	17	17%
Eighth	35	35%
Total	**100**	**100%**

Source: Field survey, 2023.

Table 3 reveals that 14% of the second-semester students are internet addicts. Similar to this, 34% of fourth semester students use the internet often. Similar to this, 35% of students from the eighth

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semester and 17% of students from the sixth semester are addicted to the internet.

6. Time Spent by Students on Internet

Spending a lot of time online can be detrimental to pupils' learning. Students are significantly impacted by the internet, both negatively and constructively. While the internet can be a trustworthy resource to assist children with their schoolwork and school projects, things can quickly go south if they spend more time online than they do studying or attending college.

Table 4. Frequency of Time Spent in Internet

Time spent (in hours per day)	Frequency	Percentage	Cumulative %
0-5	30	30%	30%
5-10	45	45%	75%
10-15	15	15%	90%
15-20	10	10%	100%
20& above	0	0	
Total	100	100%	

Source: Field survey, 2023.

Table 4 shows the average number of hours per day spent online. According to the survey, 30% of respondents use the internet for 0 to 5 hours every day. Similarly, 45% of respondents use the internet 5–10 hours a day, which is the highest number of hours spent by respondents on a daily basis; 15% use it for 15–20 hours; 10% use it for 15-20 hours; and none use it for more than 20 hours.

7. Reasons for Utilizing the Internet

In every way, the internet is extremely advantageous to pupils. It acts as a teacher for students, and you can ask it anything and it will respond. The internet can be utilized to obtain information and expertise quickly. Apart from academic applications, the internet is also utilized for leisure purposes such as online gaming, pornography, movies, and so on. It has also been a major motivator in growing students' shopping habits through various e-commerce sites. The following are the primary reasons why students use the internet:

- Academic intent
- Online gaming
- Online shopping
- Pornography
- Social media

● Others

●

Table 5. Purpose of Time Spent in Internet

Purpose	Frequency	Percentage	Cumulative %
Academic Purpose	24	24%	24%
Social Media	47	47%	71%
Online Games	10	10%	81%
Online shopping	5	5%	86%
Pornography	0	0%	0%
Others	14	14%	100%
Total	**100**	**100%**	

Source: Field survey, 2023.

According to Table 5, 24% of students spend time on the internet for academic purposes. Similarly, 47% of students use the internet for social media purposes. Similarly, 13% of students use the internet for online gaming, 5% of students and 14% of students use the internet for online shopping and other purposes, and none of the students use the internet for pornography.

8. Reasons for Staying up Late at Night

Sleep deprivation is becoming more common in many industrialized countries, resulting in reduced cognition and a variety of major individual and societal effects. The so-called "digitization of the bedroom," defined by our unwillingness to put down our phones/laptops/TVs before bedtime, has previously been linked to a variety of sleep disorders. The light emitted by our smartphones and laptops inhibits the creation of melatonin, which regulates our sleep cycles; late-night text messages disrupt our sleep; and internet addiction has been identified as a key cause of sleep deprivation.

Table 6. Purpose of Staying Awake Late Night

Purpose	Frequency	Percentage	Cumulative %
College assignments	35	35%	35%
Family discussion	5	5%	40%
Internet	53	53%	93%
Others	7	7%	100%
Total	**100**	**100%**	

Source: Field survey, 2023.

Table 6 shows,35% of students stay up late at night to complete their college tasks.Similarly, 5% of

students stay up late at night to have family chats. Similarly, 53% of students remain awake late at night to use the internet, while 7% stay awake late for other reasons.

9. Use of the internet for a specific purpose

The internet has become an essential element of students' lives, without which they feel unbalanced in their daily lives. As a result, most students use it without a specific rationale or objective in mind.

Table 7. Goal-Directed Use of Internet

Level of agreeableness	Frequency	Percentage	Cumulative %
Strongly disagree	7	7%	7%
Disagree	21	21%	28%
Neutral	28	28%	56%
Agree	21	21%	77%
Strongly agree	23	23%	100%
Total	100	100%	

Source: Field survey, 2023.

According to Table 7, 7% of students strongly disagree that they use the internet with a specific objective in mind. Similarly, 21% of students disagree that they utilize the internet for a specific purpose. Similarly, 28% of students were undecided about utilizing the internet for a specific purpose. Similarly, 21% of students believe that they use the internet with a specific aim in mind, and 23% strongly agree that they use the internet with a specific goal in mind.

10. Feeling of Frustration when the Internet Goes down or Is Unavailable

This Table shows how dependent the students have become towards the internet.

Table 8. Feeling of Frustration When the Internet Goes down or is Unavailable

Level of agreeableness	Frequency	Percentage	Cumulative %
Strongly disagree	5	5%	5%
Disagree	18	18%	23%
Neutral	27	27%	50%
Agree	16	16%	66%
Strongly agree	34	34%	100%
Total	100	100%	

Source: Field survey, 2023, January- march.

Table 8, Reveals that 5% of students strongly disagree with the statement that they are frustrated when the internet is down or is unavailable. Similarly, 18% of students are against. Similarly, 27% of students remained neutral. Similarly, 16% of students agreed and 34% strongly disagreed with this assertion. As a result, 50% of students are irritated owing to the lack of internet access.

Students have more friends in virtual platform than in real life

The Internet is a large virtual network that connects people from various societies into a single virtual community. With the widespread usage of the internet, kids are increasingly drawn to the virtual rather than the real world. As a result, pupils have more friends on the virtual platform than they do in real life.

Table 9. Students Have more Friends in Virtual Platform than in Real Life

Level of agreeableness	Frequency	Percentage	Cumulative %
Strongly disagree	28	28%	28%
Disagree	44	44%	72%
Neutral	14	14%	86%
Agree	8	8%	94%
Strongly agree	6	6%	100%
Total	100	100%	

Source: Field survey, 2023, January- march.

According to Table 9, 28% of students strongly disagree that they have more friends on the virtual platform than in real life. Similarly, 44% of students are against. Similarly, 14% of students remained neutral. Similarly, 8% of the students agreed with it, whereas 6% strongly disagreed with it. As a result, only 14% of students agree with this assertion.

Perception of students on being in tune with people around them

People who are physically there but practically lost due to internet addiction are a big worry. It means that even when children are under the same roof, whether in a household or in a classroom, they are disconnected from the people around them. Things that can be shared with others are even shared virtually.

Table 10. Perception of Students on Being in Tune with People Around Them

Level of agreeableness	Frequency	Percentage	Cumulative %
Never	1	1%	1%
Rarely	53	53%	54%
Sometimes	37	37%	91%
Often	9	9%	100%

Total	100	100%	

Source: Field survey.

According to Table 10, 1% of pupils have never felt in tune with their surroundings. Similarly, 53% of students rarely felt this way. Similarly, 37% of students felt this way occasionally, and 9% of students felt this way frequently. Face-to-face communication is becoming increasingly rare.

Perception of students on feeling isolated

As people continue to spend the majority of their time online, they tend to distance themselves from their family and friends. The long-term effects of internet addiction can increase the likelihood of depressive symptoms and a sense of loneliness.

Table 11. Perception of Students on Feeling Isolated

Level of agreeableness	Frequency	Percentage	Cumulative %
Never	14	14%	14%
Rarely	35	35%	49%
Sometimes	48	48%	97%
Often	3	3%	100%
Total	100	100%	

Source: Field survey, 2023.

According to Table 11, 14% of pupils have never felt isolated. Similarly, 35% of students rarely felt this way. Similarly, 48% of students felt this way occasionally, and 3% of students felt this way frequently.

Students fear for speaking in front of other people

The internet offers people a place where they may simply express themselves without being in person. This boosts their confidence in the virtual world, but when they encounter the identical situation in reality, they are overcome with fear.

Table 12. Students Fear for Speaking in front of other people

Level of agreeableness	Frequency	Percentage	Cumulative %
Not at all	25	25%	25%
Slightly	35	35%	60%
Moderately	33	33%	93%
Very much	7	7%	100%
Extremely	0	0%	
Total	100	100%	

Source: Field survey, 2023.

25% of the students, as seen in Table 12, showed no fear at all when speaking in front of others. Similarly, 35% of the pupils had a faint sense of it. Similarly, 33% of the students experienced severe dread, while 7% experienced extreme fear.

11. Conclusion

This study has shown that the sample used preferred to utilize the internet even when they didn't have any particular objectives in mind. The majority of students used the internet for 5- 10 hours a day. Instead of studying, time is spent online. What is known as non-essential internet use occurs when students idly browse the web in search of knowledge they can't even retain or recall after class. The time spent on the internet is like getting drawn into a black hole, and it would have been better used on more important and beneficial activities that help pupils develop their talents and minds.

Social interactions in person are not practiced. Students are learning about their surroundings at this period of their lives. Despite the fact that the Internet is meant to bring people together, students rarely make an attempt to interact in person. Because everything can be accessible online, students don't put in as much work or hunt for other resources to get answers to their questions or even to assignments. Because everything they need to know is just a button click away thanks to the internet, they don't need to put in any more effort or pay any more attention.

Additionally, it has been discovered that excessive internet use robs students of family time. For instance, 53% of students said they stay up late to use the internet while only 5% of students said they stay up late to have family discussions, indicating that they are distracted by their devices even when at the dining table or during family discussion time.

The quickest way for pupils to learn everything they want to is to ask Google a question instead of thinking about it themselves. As a result, the capacity for thought and creation is constrained. Without using their minds, individuals simply search the internet for the information they require. They are dependent on online search results for the supplies they need to get to work. According to the report, 45% of students prioritize using the internet to find solutions to difficulties. Similarly, 2% of students place teachers at the top of their priority lists. Likewise, 24% of students put their friends first. In the same way, 27% of the students prioritize the help from their family and remaining 2% of the students prioritize on other sources.

According to the study's findings, one of the key elements influencing undergraduate and graduate students' social lives is their excessive usage of the internet. The graphical representation of internet use and its effects on students' social lives shows that excessive internet use tends to reduce students' social engagement and their level of confidence, which can affect their ability to present themselves in front of others, engage in debate, or engage in face-to-face interactions. Additionally, it has been discovered that students who are addicted to the internet tend to have less originality and become completely reliant on it whenever they have difficulties. Additionally, it shows their propensity for the internet as a source of trust and belief rather than their immediate circle of friends and relatives. Thus,

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the students are squandering their precious time on unproductive and unreal platforms and becoming completely reliant on them, ignoring the power they possess to even overrule the entirety of internet knowledge through their creative mind, which is being underutilized and controlled by virtual characters, cutting them off from social life.

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