

Peculiarities of Academic Motivation of Students with Different Level of Internet Addiction

¹Elena A. Ovsyanikova, ²Yaroslava M. Chapskaya, ²Natalya N. Bityutskaya and ²Inna V. Laukhina

¹Belgorod State University, Pobedy Str. 85, 308015 Belgorod, Russia

²Belgorod State University, Alexeyevka Branch, 65 Karl Marx Str., 309850 Alexeyevka, Russia

Abstract: The study deals with the problem of educational activity motivation among the students with different levels of internet addiction. The present study suggests that the higher the level of internet addiction, the lower the level of educational motivation among students. The study gives the description of educational activity motives among students, presents the study results of internet addiction level among students. The study also describes the features of educational activity motivation among the students prone and not prone to internet addiction.

Key words: Motivation on educational activity, motives, internet addiction, predispositions to internet addiction, internet, education

INTRODUCTION

In recent years, due to an intensive development of internet technologies and the growth of social networks, computer games and other internet product popularity, all young people spend more and more time online. People talk more often about such a phenomenon as internet addiction, they study the characteristics of a person who contributes to the formation of this addiction. In other words, they are prone to internet addiction. The issue of time wasting in the internet is especially relevant for the students who use internet not only for educational purposes. University teachers, parents and employers raise the alarm about the decrease of educational motivation among students. Due to this the problem of motivation on educational activity among the students with different levels of internet addiction is of particular relevance.

The problem of motivation on educational activity was studied by foreign and domestic research (Ilyin, 2006; Bugrimenko, 2006; Hidi and Harackiewicz, 2000; Pintrich Schunk, 2002). The motives of admission to a university, the motives change dynamics during the process of study at a university and other motives were studied (Ilyin, 2006; Bugrimenko, 2006). Foreign researchers are focused on the study of internet use impact on a person in different aspects including the motivational sphere of a personality (Yang, 2000; Davis, 2001; Charlton, 2002; Griffiths, 1999). Yong (2000) approach formed the basis of internet-addiction diagnostic techniques.

The phenomenon of internet addiction in Russia, became the subject of study only during last two decades (Voyskunskiy, 2004; Babayeva *et al.*, 2000;

Voyskunskiy *et al.*, 2005; Andreyev, 2010). A special place among Russian studies is occupied by Voyskunsky (2004) works. He was one of the first researchers who paid attention to the activities of people in internet and the impact of the network on such people. He suggested consider this phenomenon in relation to the psychological concept of flow. This approach is also shared by Babayeva *et al.* (2000) in their works (Voyskunskiy *et al.*, 2005).

In general, we may say that the problem of motivation on educational activity and the propensity to internet addiction is studied by many scientists but, despite the persuasiveness of the data described, the information about the relation concerning the nature of motives on educational activity and the level of addiction to internet is absent, which conditioned the relevance of the present study. The purpose of our study is to examine the educational motivation of students with different levels of internet addiction.

MATERIALS AND METHODS

We assume that the higher the level of internet addiction, the lower the level of motivation on educational activity among students. In the context of our research in order to solve the set tasks, the following techniques were used: the test determining the propensity to internet addiction developed by Young (2000) and adapted by Babayeva *et al.* (2000) (Russian version); the technique on the diagnostics of educational motivation among students by A.A. Rean, V.A. Yakunin, the modification by N.T.S. Badmaeva. The statistical analysis of data was performed using the statistical software package "SPSS"

(descriptive statistics, nonparametric Mann-Whitney criterion, Pearson correlation coefficient). The study was conducted by SRI at “BSU”. Total 250 students took part in the study.

RESULTS AND DISCUSSION

Main part: The level of motivation on educational activity among students was examined during the study Show in Table 1.

Most students (46%) have an average level of educational motivation development. Often, these students have a mixed type of motivation. External and internal motives are significant for them. They are on the average (executional) motivational level. Pedagogical support will allow the students of this category to optimize motivational sphere therefore, the level of their training activity may be increased. In general, they have a positive attitude to learning but the students of this motivational category require systematic monitoring of educational activities which shall be carried out not only during the session period but also during the whole semester. The weakening of control functions by administration and the teaching staff leads to the efficiency decrease, the transition of students to a lower level of motivation is possible.

A smaller percentage (30%) of students has an above average level of educational motivation. These students understand the importance of getting a good professional education as a tool for personal and professional growth. The structure of educational motivation and the degree of awareness of their own motivational features give them the reason to highlight the most important and interesting academic subjects. During the study of certain subjects which cause student interest or which do not require much effort at their mastering, a high academic activity is manifested which has a selective character. As a rule, it does not apply to more serious subjects the mastering of which involves intense the systematic work of a student. The positive characteristics of the student educational activity among this group of students should be noted: They are able to focus on hard work; they demonstrate a steady interest in a subject; they know how to plan their activities; they participate actively in collective forms of activity; they are able to transfer the acquired knowledge from one area to another. In general, the students of this level are motivated on the obtaining of qualitative education and profession mastering.

Our third sample of students (24%) has the educational motivation below average with a pre dominance of external motives. External motivation is determined by forces external to the subject of activity and aimed at the regulation of motivation and behavior. In

Table 1: Distribution of students with different levels of motivation on educational activity

Motivation level	No. of students (%)
Above average	30
Average	46
Below average	24

Table 2: Distribution of students with different levels of internet addiction

The level of internet addiction	No. of students (%)
High level of internet addiction	20
Average level of internet addiction	24
Low level (the absence of internet addiction)	56

this state, a person perceives the reasons of his intentional conduct as external and he perceives himself as a manipulation object. At that he may have the sense of competence and efficiency but this sense does not lead to internal motivation. The cognitive interest is underdeveloped, as a rule. It is focused in the field of professionally oriented subjects. Everything else is considered as superfluous and unnecessary.

A weak motivation on success leads to the fact that they are attracted by simple teaching material which reflects the basic amount of information. Difficult problems are not of interest, educational efforts are aimed to the things which in their opinion, may be useful in a future professional activity. A part of this group of students has some doubts that they will work according to their profession after graduation. The reasons for this attitude to education should be sought in the peculiarities of motivational sphere and in other individual psychological characteristics of a personality show in Table 2. The next stage of the research was the studying of internet addiction signs.

More than half of students (56%) has no tendency to internet addiction. Due to sociability, tolerance and benevolence they may easily come into contact with other people and establish friendly relations with them. They work well and feel themselves as the part of a team. Since, they are stubborn and optimistic, they overcome their difficulties and achieve their goals easily.

About 24% of students have an average level of internet addiction. That is, these students, under certain circumstances may be transferred to the group with internet addiction. They spend a lot of time in internet and may forget about the rationality of internet resources use. The absence of clear goals among these students, the ability to plan their time and meaningful alternatives of leisure time may lead to internet addiction development.

In our sample, we found 20% of students who are prone to internet addiction. They are prone to the following things: the passion for virtual communication and virtual acquaintances-large volumes of correspondence, continued participation in chat rooms, web forums, the redundancy of online friends and acquaintances; the addiction to anonymous social

interactions (the sense of security is of particular importance here during the implementation of interactions, including the use of e-mail, chat rooms, etc.); the realization of their own ideas, fantasies via internet impossible in ordinary life; the search for a companion who meets all the criteria; an unlimited search for information-“information vampirism”. The main symptoms of internet addiction: the compulsion for e-mail checking; the reduction of time for meals at work and at home, eating in front of a monitor; internet use which is related to work; loss of sense of time when a person is on-line; more frequent on-line communication, than the communication in person; continued waiting for the next on-line session, or the memories of the previous one; complaints of others concerning your continuous internet activity; neglect of family and work responsibilities, social life, scientific activity or the state of health due to continuous internet activity; internet activity in order to evade problems or stifle the feelings of helplessness, guilt, anxiety, or depression; the appearance of fatigue, irritability, depressed mood at the termination of internet sessions and an overwhelming desire to return to a computer; the denial of internet dependence. The most important sign that internet addiction started to develop is an excessive interest for internet resources. At that it is not just of interest to everything in the world via the internet but the visiting of various sites without a reason, automatically. For example, the checking of e-mail, not because of a possible important letter but because you have a desire to check, you like the process of a mailbox opening with possible unread messages.

Subjects who entered the risk group have such personal characteristics as fearfulness, anxiety and self-doubt. They can not stand being alone and a feeling of isolation from loved ones provokes the state of despondency, desolation and self-pity. At the same time, they feel anxiety at social contacts outside familiar surroundings. They are passive, inactive, not independent which is clearly manifested in extreme situations. Sometimes they demonstrate the elements of autoaggressive behavior.

We studied the level of motivation on educational activity among the students with different levels of internet addiction show in Table 3.

The students with a high propensity for internet addiction were distributed in the following way according to the level of educational motivation development: 47%-average, 32%-below average and 21%-above average.

The group of students with an average level of internet addiction found that about 60% of young people have a level of educational motivation above average and about 40% have an average level of motivation.

Table 3: Level of motive development on educational activity among the students with different levels of internet addiction (%)

The level of internet addiction	Motivation development levels (%)		
	Above average	Average	Below average
High	21	47	32
Average	60	40	-
Low	50	50	-

Table 4: Motives of student educational activity with different levels of internet addiction (points)

Educational activity motives	The level of internet addiction		
	Low	Average	High
Communication	3.50	3.84	3.24
Avoiding of troubles and blame	3.40	2.19	2.46
Education prestigiousness	3.40	2.92	2.63
professional activity motivation	4.67	4.23	3.74
Creative self-realization in profession	4.50	3.90	2.97
Educational and cognitive	3.86	3.84	3.27
Social motives of educational activity	3.80	3.69	3.21

Among the students with low levels of internet addiction about 50% have an average and above average level of educational motivation. Then let's consider the motives of student educational activity with different levels of internet addiction show in Table 4.

The most important motives of educational activity among the students with a low propensity to internet addiction are: an actual motivation of professional activity process (4.67), creative self-realization in a profession (4.50), educational and cognitive motives (3.86) and social motives of educational activity (3.80).

The dominant motives of educational activity among the students with an average level of internet addiction were: communication (4.23), the motivation on professional activity process (3.90), creative self-realization in a profession (3.84), educational and cognitive motives (3.84) and the social motives of educational activity (3.69).

The students with a high level of internet addiction have the following motives: the prestige of education (3.74), avoiding of trouble and blame (3.27), communication (3.24), social motives of educational activity (3.21).

The mathematical analysis of data using Mann-Whitney criterion revealed significant differences in the mean values of educational activity motivation types among the students in the groups with high and low propensity to internet addiction. The groups with high and medium levels of internet addiction did not show statistically significant differences.

Summary: Thus, the group of students with low and average level to internet addiction mostly demonstrates an average or above average level of educational motivation development and there are no students with

the educational motivation level below average. These groups of students demonstrate mostly the productive motives of educational activity: focused on the process of professional work, professional creative self-realization, teaching and cognitive motives, social motives of educational activity and communication motives. The group with high propensity to internet addiction demonstrates the distribution of students into three close groups with similar percentage level and an average or below average level of educational motivation. The motifs associated with the prestige of education, the avoiding of trouble and blame, communication, the social motives of educational activity are the most expressed ones in this group.

CONCLUSION

The hypothesis of our study was confirmed concerning the fact that the higher the level of internet addiction is, the lower the level of educational activity motivation among students. Besides, the students with a low- and an average level of internet addiction have more productive types of educational activity motifs than the students with high levels of internet addiction.

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