



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2019; 5(5): 110-111  
[www.allresearchjournal.com](http://www.allresearchjournal.com)  
Received: 25-03-2019  
Accepted: 28-04-2019

**Dr. Sumita Chahal**  
Assistant Professor of  
Psychology, F.G.M. Govt.  
College, Adampur, Hisar,  
Haryana, India

**Corresponding Author:**  
**Dr. Sumita Chahal**  
Assistant Professor of  
Psychology, F.G.M. Govt.  
College, Adampur, Hisar,  
Haryana, India

## A relational approach to problematic internet use and self regulation

**Dr. Sumita Chahal**

### Abstract

In this era of technology where everyone required being techno friendly, on the other side this technology leaves remark of different behavioural problems when used excessively. The present review study explored the relational approach to excessive internet usage and self regulation. The studies revealed that self regulation is the key factor for the desirable behaviour outcome.

**Keywords:** Self regulation, problematic internet use, technology, behaviour

### Introduction

In this era of technology where everyone required being techno friendly, on the other side this technology leaves remark of different behavioural problems when used excessively. "The term "Digital Natives" as defined by Prensky in 2001 (cited in Kolikant, 2010; Margaryan, Littlejohn & Vojt, 2011; Thompson, 2013) <sup>[4, 6, 11]</sup> refers to the person who was born in or after 1980 with the characteristics of using internet most of the time and possibly doing media multitasking with the internet."

Problematic internet use defines the behaviour addiction to screen, that may include excessive or poorly controlled urge towards screen use. That may lead to disturbance in daily routine activities. Self regulation plays an important role to that uncontrolled behaviour. Self regulation is the ability to manage and control the thoughts, emotions, behaviour that lead to a systematic management of individual's life and daily activities without troubling the individual. Self regulation involves the whole physical, mental, emotional and social aspects of the person's life. The individual having the self regulation skill enhances the positive behaviour result such as, wellbeing, loving, learning, coping effectively with stress, acquaintance relationship. On the other side, with low self regulation, the individual struggles with impulsiveness, locus control, focus attention, sleep leading to poorly managed life activities.

### Literature review

The numerous studies revealed that self regulation is the key factor for the desirable behaviour outcome. A study on first year students revealed the significant correlation between self regulating learning and internet addiction (Simanjuntak, E., 2017) <sup>[9]</sup>. Further, a study signified that high self regulating learning students regulate their thinking and action regarding excessive internet use that can affect their academic performance (Zimmerman & Schunk, 2011) <sup>[14]</sup>.

"A study found that people with internet addiction are taught to monitor their thoughts and control situation that lead them to internet addiction (Young, 2011) <sup>[12]</sup>." A positive correlation between online gaming and internet addiction and low self control has been reported. Moreover, a study claimed the direct correlation between the student's addiction of the internet and nervousness, aggression and low self-control which increase in case he overuses the internet (Griffiths, 2010) <sup>[7, 8]</sup>.

Another study found the positive correlation between self control and internet addiction, claimed that high self control persons have low tendency to get screen addiction (Ismail & Zawahreh, 2017) <sup>[2]</sup>.

Many research studies on internet addiction mentioned the frequent use of internet by students that cause their way of learning and their peer relations (Margaryan, Littlejohn &

Vojt, 2011; Timmis, 2012; Thompson, 2013; Judd, 2014; Calderwood, Ackerman & Conklin, 2014; Kononova & Chiang, 2015; Zhang, 2015) [6, 10, 11, 3, 1, 5, 13].

It is signified that students with regulating skills have control on their internet use behaviour and low tendency to screen addiction. The review on several studies evaluated the impulse control difficulties associated with occurrence of internet addiction and suggested for further scope of evaluation of the regulation learning experimental studies.

## References

1. Calderwood C, Ackerman PL, Conklin EM. What else do college students “do” while studying? An investigation of multitasking. *Computers & Education*. 2014;75:19-29.  
<http://dx.doi.org/10.1016/j.compedu.2014.02.004>
2. Ismail, Zawahreh. Self-control and its Relationship with the Internet Addiction among a Sample of Najran University Students. *Journal of Education and Human Development* 2017;6(2):168-174.
3. Judd T. Making sense of multitasking: The role of Facebook. *Computers & Education* 2014;70:194-202.  
<http://dx.doi.org/10.1016/j.compedu.2013.08.013>
4. Kolikant YBD. Digital natives, better learners? Students’ beliefs about how the Internet influenced their ability to learn. *Computers in Human Behavior* 2010;26:1384-1391. doi:10.1016/j.chb.2010.04.012
5. Kononova A, Chiang YH. Why do we multitask with media? Predictors of media multitasking among Internet users in the United States and Taiwan. *Computers in Human Behavior* 2015;50:31-41.  
<http://dx.doi.org/10.1016/j.chb.2015.03.052>
6. Margaryan A, Littlejohn A, Vojt G. Are digital natives a myth or reality? University students’ use of digital technologies. *Computers & Education* 2011;56:429-440. doi:10.1016/j.compedu.2010.09.004
7. Mehroof M, Griffiths M. Online gaming addiction: the role of sensation seeking, self-control, neuroticism, aggression, state anxiety, and trait anxiety. *Behavior and Social Networking* 2010;13(3):317
8. Mehroof M, Griffiths MD. Online Gaming Addiction: The Role of Sensation Seeking, Self-Control, Neuroticism, Aggression, State Anxiety, and Trait Anxiety. *Cyberpsychology Behavior and Social Networking* 2010;13(3):313-316.
9. Simanjuntak E. First Year Challenge: The Role of Self-Regulated Learning to Prevent Internet Addiction among First-Year University Students. *Advances in Social Science, Education and Humanities Research* 2017;133:180-184.
10. Timmis S. Constant companions: Instant messaging conversations as sustainable supportive study structures amongst undergraduate peers. *Computers & Education* 2012;59:3-18. doi:10.1016/j.compedu.2011.09.026
11. Thompson P. The digital natives as learners: Technology use patterns and approaches to learning. *Computers & Education* 2013;65:12-33.  
<http://dx.doi.org/10.1016/j.compedu.2012.12.022>
12. Young KS, Abreau CN. *Internet Addiction: A Handbook and Guide to Evaluation and Treatment*. New Jersey: John Wiley & Sons, Inc, 2011.
13. Zhang W. Learning variables, in-class laptop multitasking and academic performance: A path analysis. *Computers & Education* 2015;81:82-88.

- <http://dx.doi.org/10.1016/j.compedu.2014.09.012>
14. Zimmerman BJ, Schunk. *Handbook of Self Regulated Learners and Performance*. New York: Routledge-Taylor & Francis, 2011.