



## **EXAMINING PARENTS' PERCEPTIONS OF ADOLESCENTS' MENTAL HEALTH AND INTERNET ADDICTION**

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**ABSTRACT:** The Mental health of students the point of view of the researchers more than a research effort to gain more knowledge of the subject.

**Aim of the study:**The Main Aim of the Study is EXAMINING PARENTS' PERCEPTIONS OF ADOLESCENTS' MENTAL HEALTH AND INTERNET ADDICTION

**Material and method:** A research design provides a model for detailed plan of the investigation. It's kind of a blueprint for testing hypotheses and analysing the collected data.

**Conclusion:** Students who spent a lot of time online tended to be more neurotic and less extroverted, pleasant, receptive to new experiences, and conscientious than their counterparts who spent less time online.

### **1. INTRODUCTION**

#### **1.1 Overview**

We, as current high school students, are all too familiar with the allure of wasting countless hours on the internet. Due to our inability to finish our assignment, we end up spending more time on it, which has a detrimental impact on our health. Because computers and the Internet are so commonplace in today's schools, we need to be aware of the long-term consequences of this technological phenomena. Addiction to the Internet is often misunderstood by the general public, who fail to grasp the seriousness of the situation. Adolescents are particularly vulnerable to this mental illness since we are still in the process of maturing and developing. Choosing to get hooked to the Internet today might have long-term consequences for our life. Addiction to the internet is a topic that is frequently ignored in schools, leaving many individuals in the dark. Their ability to make wise choices about how they use their online time may suffer as a result. We intend to educate IA students about the dangers of Internet addiction in order to prevent them from having this debilitating mental illness. That is why we ask: "How can IA students prevent Internet addiction dangers?"

A summary of dependent variables including mental health, aggression, anxiety, and adjustment will be the first thing we learn about. After that, we'll go into further depth on internet addiction.

### **1.2 What is Mental Health?**

The "psychological condition of someone who is operating at a suitable level of emotional and behavioural adjustment" can be defined as either a state of psychological well-being or as the absence of a mental illness.

Emotional, psychological, and social well-being all go under the umbrella term "mental health." The way we think, feel, and act are all impacted. It also influences how we cope with stress, connect with people, and make decisions. From infancy and youth through maturity, mental health is critical.

### **1.3 Yoga for Mental Health, Mind and Body:**

There are several types of physical and mental activities that are part of yoga, which was initially established in India over thousands of years. Yoga may be performed in a variety of ways to meet the needs of a variety of people. In turn, this has led to various types of yoga gaining prominence around the globe. Stretching is a key component of the yoga practise. Five to ten minutes of stretching is all that is required. As a comprehensive discipline, yoga includes introspection and meditation as well as physical training. There have never been any reports of a yoga practitioner becoming injured on the mat. In addition, the meditation techniques include a full blend of focus, sublimation, and ideation.

## **2. LITERATURE REVIEW**

**Henry Jackson (2022)** argued that mental health-related concepts have become degraded within professional circles and in the wider community. We identify three trends: concept creep, the rise of broad umbrella concepts (e.g. distress and trauma), and the conflation of mental health with well-being, which marginalises serious mental illness. We speculate on the causes of these trends, including cultural shifts towards greater sensitivity to harm and the rise of wellness industries. Contributing factors within psychiatry include overdiagnosis, dimensional models and transdiagnostic perspectives. Conclusions, these trends may lead to inflated demands on services from those at the milder end of the psychopathological spectrum. We set out seven measures that mental health professionals can take to resist trends towards broad concepts of mental illness and limit some of their adverse consequences.

**Hossein Ebrahimi (2019)** the purpose of the study was to assess parent's attitudes toward mental illness in children and its relationship with help seeking behaviours. Method This cross-sectional study was conducted in a Pediatric Psychiatric clinic of under affiliation of Tehran University of Medical Sciences in 2016–2017. All children's parents or guardians who referred for the first time to the clinics were the study population. Convenient sampling was applied and 400 subjects were included by survey method. The data collection tool for this study included a form for demographic data, a questionnaire for assessing parents' attitude toward the causes, behavioural demonstrations and treatment of mental disorders in children, and finally a checklist to determine help seeking behaviours. Descriptive and inferential statistics was applied with SPSS software version 16 for data analysis. Results Of the parents, 93.7% had a good attitude toward mental illness in the three studied realms. Of the parents, 56.25% referred to official sources of help. The results of this research showed that there was a significant difference between the mean scores of parents' attitude (sum of the three areas) in terms of child's gender, parents' marital status, father's job, father's education, and mother's education and there was a significant relationship between help seeking behaviour of parents just with fathers' education level ( $p < 0.05$ ). Conclusions The results showed that parents had a good attitude toward their children's mental disorders. However, it should not be overlooked that nearly half of the parents were still referring to unofficial sources of assistance.

**Maria Kehajova (2018)** The purpose of this article is to define the term "Internet addiction" by defining associated terms with it and their dimensions that can be correctly applied in social research and to outline the scope of "Internet addiction". The research is focused on scientific articles published in English language journals that address the problems of addiction to Internet, Internet dependency, problematic Internet use and other terms connected with Internet addiction. This study is focused on the approaches and starting positions defined by authors who have developed the scope of the basic concepts associated with Internet addiction. This study is a part of a comprehensive research project Regulation № 9 of the Ministry of Education and Science in the Republic of Bulgaria. This regulation supports scientific research at universities (NP – 155/2015). This study is based on content analysis. Mental maps are used to describe the meaning of "Internet addiction". It has not only medical aspects but social ones. It is proved that the problematic internet use has certain negative effects in human behaviour and social life.

**PabasariGinige (2017)** internet addiction (IA) was introduced as a new disorder in mid-1990s. Since then, there is growing concern about the addictive nature of the Internet. This chapter is a comprehensive review of published seminal, research and review papers, meta-analyses and book chapters/books on IA in adolescents. The conceptualization of IA, epidemiology, phenomenology, screening, diagnoses, treatment and prevention are discussed with relevant references. The concept of IA is at fetal level with no consensus on definition, norms or clinical criteria. Asian countries such as China and South Korea are affected most. A multination meta-analysis estimated an overall prevalence of 6% for IA. Most of the research identifies IA in gaming, gambling, social networking and cybersex. A few assessment tools have been used with no comparability or cultural sensitivity. Diagnostic criteria are proposed based on those used for substance abuse and pathological gambling. The treatments are mainly psychological with a lot of emphasis on cognitive behaviour therapy. The Internet is a very versatile and useful tool for children and adolescents, and it is not advisable to ban it totally. The review highlights education of them on sensible Internet use and supports inclusion of IA in international disease classifications.

**VladanStarcevic(2017)**the aim of this article was to examine the issue of whether the construct of Internet addiction represents a single entity or a spectrum of disorders. Method: A literature review was performed and a conceptual synthesis was proposed. Results: Most research supports the notion that Internet addiction is a spectrum of Internet-related disorders, which pertain to addictive online behaviours, such as gaming and sexual activities. Although there are certain similarities between these behaviours, they are often associated with different socio-demographic and psychological variables (e.g., motivations and psychopathological symptoms), suggesting entities that are related, but still distinct. As constructs, addictive online activities are generally less heterogeneous than addictive use of the Internet, i.e., Internet addiction. Conclusions: The umbrella term “Internet addiction” is inadequate because it overlooks important differences between various addictive online activities. However, it may be unrealistic to expect a demise of the term before determining more clearly the acceptable level of internal heterogeneity of the psychopathological constructs.

### 3. RESEARCH METHODOLOGY

#### 3.1 Research Design

A research design provides a model for detailed plan of the investigation. It's kind of a blueprint for testing hypotheses and analysing the collected data. It also assesses and explores the potential relationship between dependent and independent variables. The research design is selected on the basis OF nature and objective of the research.

#### 3.2 Pilot Study

The pilot study was conducted on a sample of 50 adolescents aged between 12- 18 years from different colleges of Thane region, to check the feasibility of the scales. The results of the pilot study helped to use appropriate scales to measure the variables of the study.

### 4. RESULTS

#### 4.1 AnalysisRelatedSocioDemographicProfile

**Table– 4.1 Distribution of the Respondents by their Socio Demographical Profile**

S. No	Socio Demographical Profile	Category	Frequency (n=370)	Percent
1	Age	39 years to 43 years	100	29.7
		44 years to 48 years	142	42.7
		49 years to 53 years	95	27.6
		54 years and above	33	9.0
3	Education	Illiterate	10	2.7
		SSC	22	5.9
		Intermediate	35	9.4
		Graduation	185	50
		Post-Graduation and above	118	31.8

### Age

Based on the data provided, it can be seen that 29.7% of the respondents were 39 years to 43 years, 42.7% of the respondents were 44 years to 48 years, 27.6% of the respondents were 49 years to 53 years and only 9% respondents were 54 years and above.

### Education

In the above table, it is clear that the majority of responders (50%) were graduated, after that 31.8% of the respondents were post graduated. 9.5% of the respondents were intermediated. 5.9% of the respondents were SSC and only 2.7% of the respondents were illiterate.

## 4.2 ANALYSIS RELATED TO INTERNET ACTIVITY AND ITS IMPLICATIONS

**Table– 4.2 Distribution of the Respondents by their Daily Usage of Internet**

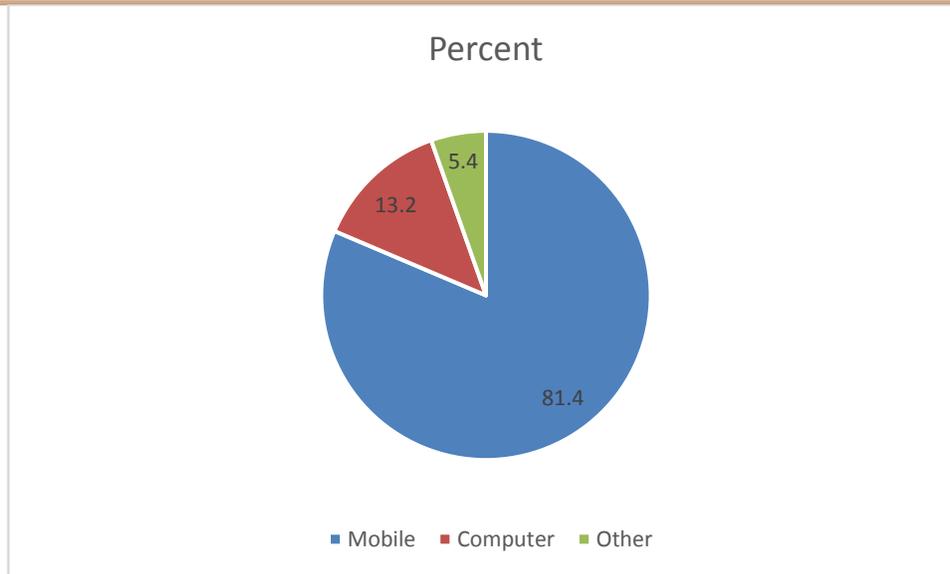
S. No	Daily Usage of Internet	Frequency (n=370)	Percent
1	Yes	314	84.9
2	No	56	15.1
<b>Total</b>		<b>370</b>	<b>100.0</b>

The following table shows that the great majority of respondents (84.9%) use the internet on a daily basis, while just a small percentage of respondents (15.1%) do not.

**Table–4.3 Distribution of the Respondents by Age of your child When First Used Internet**

S.No	Age When First Used Internet	Frequency (n=370)	Percent
1	10 to 14 years	65	17.6
2	15 to 18 years	296	80.0
3	above 18 years	9	2.4
<b>Total</b>		<b>370</b>	<b>100.0</b>

It appears that the vast majority of respondents (80%) began their first internet experience between the ages of 10 and 14, while fewer than a quarter (24.6%) did so between the ages of 15 and 18, and just 2.4% did so at an age older than 18 years old.



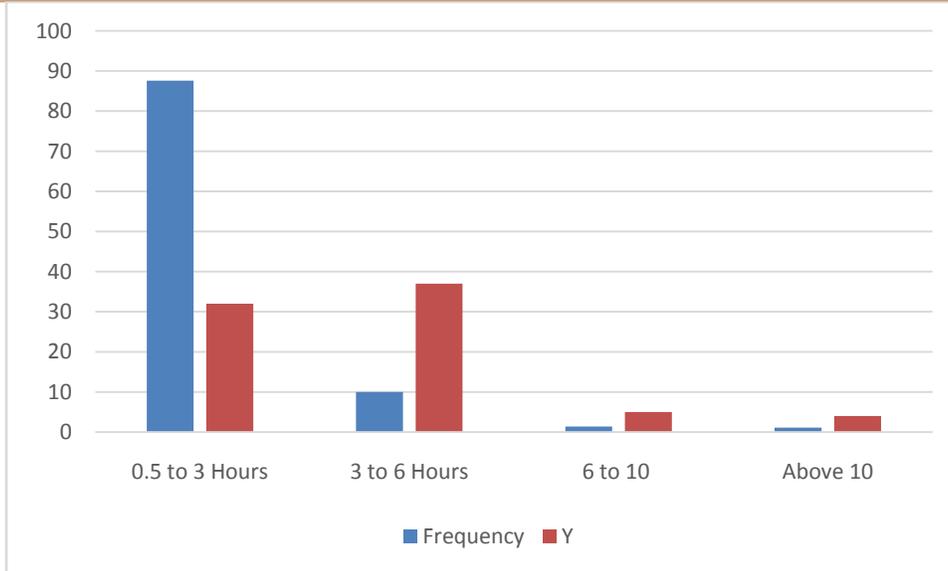
**Figure–4.1 Distribution of the Respondents by their Mode of Internet Usage**

According to the data shown above, 81.4% of respondents used their mobile devices to connect to the internet, while 13.2% used a personal computer and 5.4% used a tablet or smartphone.

**Table– 4.4 Distribution of the Respondents by Means of Surfing Internet for your child**

S. No	Meansof Surfing Internet	Frequency (n=370)	Percent
1	Wi-Fi	105	28.4
2	Modem	59	15.9
3	Wired	68	18.4
4	Others	138	37.3
<b>Total</b>		<b>370</b>	<b>100.0</b>

Based on the data presented above, we can deduce that the majority of respondents (37.3%) accessed the internet via some other method, such as a hotspot or mobile data, that a slightly smaller percentage (28.5%) accessed the internet via wireless means, that a slightly smaller percentage (18.4%) accessed the internet via wired means, and that the smallest percentage (15.9%) accessed the internet via their modem.



**Figure-4.2 Distribution of the Respondents by their Daily Using Internet in Hours**

According to the data above, 87.6% of respondents use the internet for less than three hours per day, whereas 10% use it for six or more hours per day. It's concerning that 1.4% use the internet for 6-10 hours each day, and 1.1% use it for more than 10 hours per day.

## 5. CONCLUSION

Students who spent a lot of time online tended to be more neurotic and less extroverted, pleasant, receptive to new experiences, and conscientious than their counterparts who spent less time online. Students who spent a lot of time on the internet had a lower self-esteem than those who didn't. Student internet addicts scored higher than non-addicted students on measures of somatization, obsessive-compulsive disorder, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism. This finding suggests that the mental health of internet-dependent students is worse than that of their non-dependent counterparts.

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