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THE RELATIONSHIP BETWEEN FACTORS OF INTERNET ADDICTION AND ACADEMIC PERFORMANCE

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ABSTRACT

Internet addiction refers to an act of excessively surfing the internet and causing damage to one's daily life. While, academic performance is learning through instruction and measured by a standardised scale. A study reported that an individual that uses the internet for more than 16 hours is considered addicted to the internet. As a result, students tend to develop internet addiction, especially if their parents do not control their internet usage. A study has shown that excessive use of the internet can cause internet addiction and thus causing their academic performance to drop. The respondents in this study believe that they cannot control their internet usage if their parents cannot control them. However, they would rather have comfort in their parents' internet use due to their lack of control. This study determines the relationship between factors of internet addiction and academic performance, the relationship between parents' lack of control and academic performance; and the relationship between emotional instability and academic performance. The sample taken for the study is collected from 333 respondents from Kolej Universiti Poly-Tech MARA (KUPTM KL), Cheras. The researchers used an online survey to gather the data and perform descriptive and inferential analysis. The study indicated a significant result between internet addiction, parents' lack of control, emotional instability, and academic performance. The data suggest the necessity of parental control of the amount of time these students spend on the internet to avoid internet addiction.

ARTICLE INFO

1.0 INTRODUCTION

The Internet is a massive computer network formed by several thousand interconnected networks that offer various services, such as electronics, file transfer protocols, access to databases, and more (Ogedebe et al., 2004; Siraj et al., 2015). It is a powerful platform for people. It plays an essential role in our daily lives in social, political, economic, and emotional aspects. People use the internet for communication, business, shopping, paying bills online, entertainment, at home, school, and public places (Ambad et al., 2017).

Asia has the highest percentage of internet users by continent or area, comprising 50.3 percent of the world's 7.77 billion people this year. A study shows that the number of Malaysians who access the internet in 2019 is 29 million people (Nurhayati-Wolff, 2020). This figure is predicted to increase to 33.5 million by 2025. In a study conducted by Dr. Norharlina Bahar, a child, and adolescent psychiatrist, men under 24 years old had the highest internet addiction in Malaysia (Cheng, 2016). Students, particularly undergraduates aged 19 to 24, are considered more prone to internet addiction (Lee, 2010; Ambad et al., 2017).

The internet indeed brings several benefits to students such as communicating with others quickly, easy getting information for learning sessions and simplifying their lives by submitting assignments and paying their tuition fees online. However, the internet also has disadvantages for students. For example, causing anonymity, neglecting their studies, and losing the ability to communicate with others face to face (Advantages and Disadvantages of Internet for Students 2000W, 2020). They are used to interact with others via the internet that they find it awkward to converse with them in person. The students also neglect their studies since they spend much time on the internet. Most of them cannot commit their time to the assignment and instead watch movies or communicate with friends on the internet. The internet addiction symptoms also can be low self-esteem, depression, boredom, and hyperactive attention-deficit disorder (Norharlina, 2016; Senad, 2018). They also believe that life would be boring without the internet due to their parents' lack of attention. Apart from that, they cannot focus on daily tasks due to their internet addiction.

Cybersex addiction, net compulsions, cyber relationship addiction, compulsive information seeking, and online gaming addiction are the types of internet addiction. Cybersex addiction includes online pornography, adult websites, sexual fantasy or adult chat rooms, and XXX webcam services (Hoeg, 2019). Obsession with any of these services might be harmful to build real-life sexual, romantic, or intimate relationships (Hoeg, 2019). Next, net compulsion refers to interactive online activities that can be very harmful, such as online gambling, trading stocks, online auctions, and compulsive online shopping. These habits can have a detrimental effect on the financial and emotional stability of the students (Hoeg, 2019). Cyber relationship addicts are obsessed with building and maintaining relationships on the internet, frequently forgetting and neglecting real-life family and friends (Hoeg, 2019). As for compulsive internet seeking, the internet gives students a lot of data and knowledge. For some students, the opportunity to find information easily has turned into an irrepressible urge to collect and organise their non-essential data (Hoeg, 2019). Lastly, online gaming addiction causes a person to spend his entire day playing games without doing anything else. All of these types can be the possibility for students not focusing on their studies.

As the internet usage among Malaysian students grows, the study believes it is essential to investigate how serious this problem is in the country (Sidek et al., 2015). In particular, understanding the factors that contribute to internet addiction is very important to take the necessary actions to resolve this problem (Sidek et al., 2015). Hence, by conducting this research, we understand the factors of internet addiction that influence the students' academic performance. Thus, the study aims to address the research problem by accomplishing the following objective.

1.   To determine the relationship between factors of internet addiction and academic performance.

2.   To determine the relationship between emotional instability and academic performance.

3.   To determine the relationship between parents' lack of control and academic performance.

The research is significant because it gives a clear picture of the relationship between internet addiction factors with academic performance. Based on this study findings, students can learn about the main internet addiction factor that affects their academic performance. Hence, they can take the necessary steps based on the main factor known to improve their academic performance. Therefore, the study could lead to a new theory between factors of internet addiction and academic performance.

2.0 LITERATURE REVIEW

2.1   THE FACTORS OF INTERNET ADDICTION AND ACADEMIC PERFORMANCE

Many researchers have defined internet addiction in multiple ways over the years. Internet addiction is a behaviour that can cause significant stress and interfere with everyday life. It is a condition that can be treated through medications and lifestyle changes (Young, 2019). It can also be defined as excessive or poorly controlled worries, urges, or behaviours that lead to disability or distress concerning computer use and internet access (Shaw & Black, 2008). According to TechTarget Contributor (2018), internet addiction can be characterised as an impulse control disorder that involves the obsessive use of mobile devices, the internet, or video games, despite negative aftereffects to the technology user. The study described internet addiction as the act of surfing the internet excessively and obsessively, causing damage to one's daily life.

Students are most likely to develop a dependence on the Internet. This dependence is considered psychologically addictive (Nalwa & Anand, 2003). Due to the increasing importance of Internet use, it is becoming more common for people to experience pathological Internet use. This disorder is linked to various psychological and social issues (Nalwa & Anand, 2003). Internet addicts spend most of their life in front of the computer passing the time with e-mails, chatting, discussion forums, and online games. A meta-analysis of studies on Internet addiction revealed that high school students are at high risk of developing the illness. In China, 2.4% of high school students have been Internet addicts (Sasmaz et al., 2014). Students are prone to develop a dependence on the Internet due to its increasing importance. The prevalence of this disorder has been linked to various psychological issues. Most of the time, Internet users spend most of their time in front of their computers.

Academic performance means standardised achievement tests are objective instruments that assess skills and abilities children learn through direct instruction in various subject areas, including reading, mathematics, and writing (Sattler, 2001). Therefore, academic performance can be defined as learning through instruction and measured by a standardised scale. The study found that students who spent more time on the internet scored lower on their grades. (Mishra et al., 2014; Ambad et al., 2017). Furthermore, heavier recreational Internet use was highly correlated with impaired academic performance (Singh & Barmola, 2015). Therefore, this study is hypothesised:

H1: Factors of Internet Addiction has a relationship with academic performance

2.2   EMOTIONAL INSTABILITY AND ACADEMIC PERFORMANCE

Emotional instability is often associated with poor academic performance (Duchesne et al., 2008; Ambad et al., 2017). The individual who experiences emotional instability cannot manage stress well (John & Srivastava, 1999; Ambad et al., 2017). Students who cannot handle their stress effectively performed poorly in their exams (Khan, Altaf & Kausar, 2013; Ambad et al., 2017). According to Kawa & Shafi (2015), those who suffer from anxiety and stress often have a great deal of trouble communicating and interacting with others in a healthy, positive, and meaningful way. Managing stress has been regarded as an incapability to control emotions. This impairs their academic performance. Using the Internet as a coping method may reduce the expected emotional outcome due to the addictive nature of the Internet. This is because prolonged Internet use can only increase the negative emotions associated with addictive behaviour (Longstreet et al., 2019).

Teacher rating scales allow teachers to rate the child's academic work accuracy compared to other children in the class and allow for ratings on a broader range of academic tasks than examined on standardised achievement tests (DuPaul & Rapport,

1991). Having emotional instability such as anxiety and stress levels can affect students' academic performance. Students that have emotional instability are not committed to learning, for instance, they showed a lack of interest in studies, low grades in exams or tests, and on assignments (Vitasari et al., 2010; Ambad et al., 2017). It can be deduced that emotional instability can reduce students' academic performance. There, this study hypothesised:

H2: There is a relationship between emotional instability and academic performance.

2.3 PARENTS' LACK OF INTERNET CONTROL AND ACADEMIC PERFORMANCE

According to Cherry (2019), parents' lack of control can be defined as uninvolved parenting, which is a style characterised by a lack of responsiveness to the needs of a child. It can also be interpreted as cold and uninterested in their child's needs. By limiting time-sharing and contact, they keep their child at a distance. Parents have a low degree of commitment to their role (Anastassiou-Hadjicharalambous, 2011). For various reasons, parents may tend to become so involved in their own lives that they tend to unknowingly ignore the child's needs (Dhaliwal, 2018). Therefore, we can describe it as parents who do not care about their children's needs and prefer the pleasures of their own lives.

Although lacking a parent may have negative consequences for Internet addiction, possibly because of a lack of resources, even within two-parent households, the quality of the relationship between parent and the child is an important factor in Internet addiction (Yao, et al., 2014). In recent studies, Yao et al. (2014) found that the father's rejection and overprotection, and the mother's rejection would increase the risk for Internet addiction. It is clear that parents who are assertive and committed, and whose parenting techniques are supportive and explanative, rather than inexplicable and punitive, are more likely to be receptive of and responsive to the needs of their children and shield them from compulsive behaviours such as IAD (Xiuqin et al., 2010). Xiuqin et al. (2010), suggest that inappropriate parental rearing styles are closely related to children's Internet addiction. It has been shown that parents who are more assertive and committed are more likely to respond to their children's needs and are less likely to cause compulsive behaviours such as Internet addiction.

Academic performance was measured by two methods: standardised achievement test scores and teacher reports of academic performance through rating scales (GonzalezDeHass et al., 2005; Hughes et al., 2005). A lower academic achievement was associated with the misuse of the internet for social and recreational purposes (Kim, 2011; Ambad et al., 2017). The parent's lack of control can also cause excessive internet use as they ignore the child's needs resulting in them spending more time on the internet. The study among medical students at the Army Medical College, Rawalpindi, India, found that the longer the students spent time on the internet, the less their marks in the professional examination (Khan et al., 2016; Ambad et al., 2017). Therefore, this study hypothesised:

H3: Parents' lack of internet control has a relationship with academic performance.

The conceptual framework is developed based on the empirical findings from the previous research. Figure 1 shows that the framework consists of internet addiction, emotional instability, and parents' lack of control over internet are the independent variables and academic performance as the dependent variable.
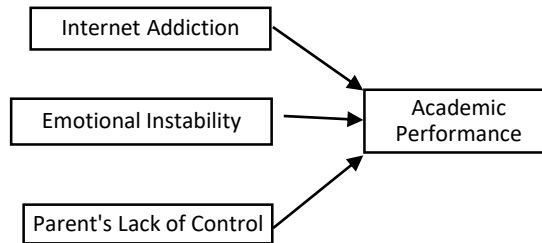

Figure 1: Conceptual Framework

3.0 METHODOLOGY

The research used an online survey to collect respondent feedback via a questionnaire in Google Form. The survey was disseminated to potential respondents through the Whatsapp app. Respondents in this study were Kolej Universiti Poly-Tech MARA (KUPTM KL) students from various courses and education levels. The questionnaire included 40 questions divided into five sections: the demographic and four variables. The study applied two sets of 5-point scale from 1- Never, 2- Rarely, 3- Sometimes, 4- Often, and 5- Always, and 1- Strongly Disagree, 2- Disagree 3- Somewhat Agree 4- Agree 5- Strongly Agree for the respondents' feedback. The internet addiction questionnaire is adapted from previous research by Ambad et al. (2017). The questionnaire for emotional instability is also adapted from Ambad et al. (2017). Meanwhile, the questionnaire for parents' lack of control is adapted from Shi et al. (2017), Zhang et al. (2019), and Li et al. (2014). Ten items for the dependant variable, academic performance, are adapted from Sangiry et al. (2006).

The unit of analysis for this study is a student from KUPTM KL. The respondents are from various courses and educational backgrounds such as Foundation, Diploma, and Degree. 111 responses have been gathered during the preliminary study, but the researchers only chose 100 responses that are relevant to this study. However, the required number of samples for this study is determined using the Israel Table (Israel, 1992). KUPTM KL has a 2000 total student population. Based on the Israel Table, 333 samples are collected for 2000 populations. KUPTM KL students were chosen as respondents because the majority of them were men under the age of 24 and students aged 19 to 24, the age group most prone to internet addiction. The analysis used a quota sampling technique to pick the respondent. This is because quota samples only require a sample of a certain number of individuals with particular characteristics that are commonly utilised in market research (Brick, 2014; Azri et al., 2021). Furthermore, the samples are easily accessible.

Before the actual data collection, the researchers conducted a preliminary study to reduce bias and questionnaire validity and reliability issues. The researchers conducted a content validity test by submitting the proposed questionnaire to a content expert to confirm that the items are appropriate for measuring the chosen variables.

The study used Cronbach Alpha guidelines for the reliability test to ensure the items in the questionnaire are consistent. For the reliability test, the acceptable value is more than 0.7 (Taber, 2018; Azlan et al., 2020). Therefore, the questionnaire is considered reliable because the reliability test value is 0.8. The researchers performed the normality test to ensure that the correlation test can be conducted because the data is normally distributed. The value for the skewness and kurtosis is between -2 and 2. To verify a normal univariate distribution, values for skewness and kurtosis between -2 and +2 are acceptable (Watson, 2018; George, 2011).

A descriptive statistical analysis was performed in the study. The results were presented using percentages. Also, the study carried out an inferential analysis using a correlation test to test the research hypothesis.

4.0 FINDINGS AND DISCUSSION

Table 1: Respondent Demographic

Item	Measurement	Percentage, (%)
Age	18-22	53.4
	23-26	45.1
	27-30	1.5
Gender	Female	69.6
	Male	30.4
Course	Bachelor in Corporate Communication (BK201)	26.8
	Diploma in Corporate Communication (BK101)	8.6
	Bachelor in Applied English Language Studies (BE201)	10.6
	Diploma in Teaching English as Second Language (BE101)	10.6
	Bachelor in Human Resource (AB201)	12.1
	Bachelor in Accountancy (AA201)	5.3
	Diploma in Business Management (AB101)	0.9
	Bachelor in Early Childhood Education (BE202)	1.8
	Bachelor of Arts in 3D Animation and Digital Media (Honours) (CM201)	0.6
	ACCA Certified Accounting Technician (ACCA-CAT) (AA111)	0.6
	Diploma in Computer Science (CC101)	2.9
	Bachelor of Information Technology (Honours) In Cyber Security (CT206)	0.3
	Diploma in Accountancy (AA103)	0.9
	Diploma in Accounting and Finance (AA102)	0.3
	Bachelor in Business Administration (AB202)	6.8
	Bachelor of Information Techology (Honours) in Computer Application Development (CT204)	3.8
	Bachelor in Computer Science (CC201)	1.2
	Bachelor in Teaching English as a Second Language (BE203)	0.6
	Diploma in Accountancy (AA101)	2.7
	Bachelor of Information Technology (Honours) in Business Computing (CT203)	1.5
	Bachelor in Business Information Tech with International Business (CT202)	0.6
	Bachelor of Corporate Administration (Hons) (AC201)	0.3
	Foundation in Arts (FA001)	0.3
Semester	Semester 1	2.4
	Semester 2	6.8

	Semester 3	19.5
	Semester 4	26.0
	Semester 5	26.0
	Semester 6	10.0
	Semester 7	5.6
	Semester 8	2.7
	Semester 9	1.2
Time spend on internet daily	4 – 16 hours	57.2
	More than 16 hours	42.8

Table 1 shows the respondent demographic analysis. A study conducted in 2017 revealed that about 70% of female students are addicted to the internet. The study noted that the majority of them are between the ages of 18 and 22 years old. The internet is very popular among young people and is reckoned to be the primary source of information for them. Statistically, youth groups account for the largest share of the total number of internet users aged between 16 to 24 years (Černja et. al., 2019). It also showed that the students who are most prone to getting addicted spend more than 16 hours online each day. More than half of the respondents spend 4-16 on the internet daily based on the surveys. According to KFF (2009), these respondents are already considered moderately addicted to the internet. The respondents are students from Kolej University Poly-Tech MARA. Therefore, the researchers only wanted to focus on individuals who are prone to internet addiction. Hnce, KUPTM KL student respondents were selected since most of them are under the age of 24. According to Gupta & Prabhu (2020), in the age of 18 to 22, students are free from parental control regarding what they post online. This new freedom allows them to do their things without interference from their parents. This explains why students below the age of 24 are more prone to internet addiction.

Table 2: Descriptive Analysis for Internet Addiction

Item	%					Mean	Std. Deviation
	5 **Strongly Disagree**	**4** **Disagree**	**3** **Somewhat Agree**	**2** **Agree**	**1** **Strongly Agree**		
I often check my social media like Instagram, Twitter, etc., before doing something.	0.3	2.4	12.4	37.5	47.5	4.29	0.797
I often find myself staying online longer than I had planned.	0.3	2.7	8.3	48.1	40.7	4.26	0.745
I often try and fail to cut the amount of time I spend online.	0.3	2.7	13.0	43.1	41.0	4.22	0.792
I often hope to use the internet again quickly if a problem like a bad internet connection occurs.	0	3.8	13.9	39.5	42.8	4.21	0.823
I often lose sleep due to late-night logins.	0.9	4.1	12.7	41.6	40.7	4.17	0.867
I often make new online friends.	4.7	7.7	13.9	40.7	33.0	3.90	1.092
I often prefer to spend time on the internet instead of going out with others.	10.3	15.6	15.0	33.3	25.7	3.48	1.304
I often ignore my studies to spend more time online.	4.1	16.2	26.0	36.0	17.7	3.47	1.086

I often hear people close to me complain about the amount of time I spend online.	11.2	16.2	15.0	34.8	22.7	3.42	1.304
I often get low marks or CGPA due to the amount of time I spend on the internet.	20.9	23.3	14.5	28.9	12.4	2.88	1.359

Based on table 2, the descriptive analysis for respondent internet addiction shows that most respondents agreed that they often check their social media like Instagram, Twitter, etc., before doing something. Surveys show that they did try to cut the amount of time they spend online; however, they always fail to do so. They also show simple signs of addiction like anxiously wanting to use the internet quickly after experiencing bad connectivity, they always fail to limit the amount of time they spend online, often losing sleep due to spending more time on social media. In addition, they often prioritise spending time online than studying. According to Nalwa & Anand (2003), though the Internet was mainly designed to facilitate various forms of communication, it has become the central focus of many users' lives. Students are exposed to the internet in daily use, and they become accustomed to the internet. As a result, Internet addiction use is becoming common.

Table 3: Descriptive Analysis for Parent's Lack of Control

Item	%					Mean	Std. Deviation
	5 Strongly Disagree	4 Disagree	3 Somewhat Agree	2 Agree	1 Strongly Agree		
My family members are happy with each other.	1.5	7.7	16.8	53.7	20.4	3.84	0.887
My family members praise me if I achieve something.	1.2	9.1	17.4	49.6	22.7	3.83	0.921
My family members support and rely on each other when facing any concerns.	1.2	9.1	18.0	50.7	20.9	3.81	0.910
My family members are very loving and considerate.	1.2	8.6	19.8	49.3	21.2	3.81	0.908
My family members contribute their commitments to our family.	1.2	8.8	18.3	53.1	18.6	3.79	0.887
My family members are perfectly harmonious.	0.9	8.6	21.2	49.6	19.8	3.79	0.888
My family members convey their emotions to each other.	1.8	11.8	19.5	51.3	15.6	3.67	0.937
My family members oppose me thus I will seek social support from the virtual world interacting experiences.	6.8	15.3	21.2	34.2	22.4	3.50	1.190
My family members scold me even for a minor mistake.	5.0	23.0	24.8	33.0	14.2	3.28	1.118
My family members interfere with everything that I do.	3.8	24.8	24.5	34.8	12.1	3.27	1.080

Based on table 3, the descriptive analysis for parents' lack of control indicated that most respondents agree that family members are happy with each other. Students with loving and harmonious families do not tend to have internet addiction problems as they receive support from their family members. A study conducted by Yao et al. (2014) found that parents who were more lenient and withdrawn were more prone to having children with Internet addiction. This study supports the notion that more committed and supportive parents are more likely to raise their kids with healthy and resilient behaviour.

Table 4: Descriptive Analysis for Emotional Instability

Item	%					Mean	Std. Deviation
	5	4	3	2	1		
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree		
I often afraid that my life is dull, flat, and joyless without the internet.	2.9	7.7	17.1	41.9	30.4	3.89	1.019
I often get nervous.	1.5	10.6	19.8	42.2	26.0	3.81	0.990
I often get worried.	3.5	12.4	16.2	36.9	31.0	3.79	1.117
I often get anxious to get on the internet when I am not using it.	4.4	8.0	21.8	40.7	25.1	3.74	1.059
I often get moody.	2.9	13.3	19.5	39.5	24.8	3.70	1.073
I often get upset and unable to keep my emotions stable.	3.5	11.8	22.4	35.7	26.5	3.70	1.092
I often get irritated if someone bothers me while I am on the internet.	3.5	12.4	22.1	35.7	26.3	3.69	1.097
I often manage my stress.	5.0	12.1	21.2	41.9	19.8	3.59	1.088
I often see myself as someone who is depressed.	6.2	15.0	22.4	32.7	23.6	3.53	1.182
I often remain calm in tense situations.	3.8	15.6	21.5	44.0	15.0	3.51	1.047

Based on table 4, the descriptive analysis for respondent emotional instability indicates the majority of the respondent often had emotional instability. They often feel like their life is joyless and boring without the internet. They usually get worried and nervous. They often manage their stress even though sometimes they get upset and cannot keep their emotions stable. They disagree that they often remain calm in tense situations. According to Longstreet et al. (2019), Using the Internet as a coping method can reduce an individual's expected emotional outcome. This is because prolonged exposure to the Internet can increase the negative emotions associated with addictive behaviour. Therefore, this indicates that spending time online can cause their emotions to be unstable, and they find it difficult to control their emotions in intense situations.

Table 5: Descriptive Analysis for Academic Performance

Item	%					Mean	Std. Deviation
	5	4	3	2	1		
	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree		
I take efforts in improving my academic performance.	0.3	3.2	20.9	57.2	18.3	3.90	0.735
I study for examinations.	0.3	3.8	19.8	58.7	17.4	3.89	0.736
I prepare for a test.	0.3	5.3	23.3	53.7	17.4	3.83	0.786
I assess my academic knowledge.	0.3	4.4	22.4	59.9	13.0	3.81	0.723
I manage my course load.	0.6	4.7	23.3	59.0	12.4	3.78	0.743
I organise my study time.	0.9	5.3	25.1	54.3	14.5	3.76	0.795

I can cope with examination tension.	1.2	9.7	20.6	57.5	10.9	3.67	0.840
I have difficulty in combining study and leisure time.	2.7	24.2	25.4	37.5	10.3	3.29	1.028
I have difficulty in managing study material.	2.7	26.5	23.9	34.8	12.1	3.27	1.065
I find my academic performance dissatisfying	13.6	18.6	26.3	29.8	11.8	3.08	1.224

Based on table 5, the descriptive analysis of the respondent academic performance shows that majorities of the respondent agree that they study and make efforts to improve their academic performance when it comes to a test or an examination. They often make efforts in assessing their academic knowledge whilst managing their course load and study time. They cope well with the examination tension and do not have any difficulty in managing their study time and study material. This indicates that despite the excessive internet use, they still maintained a good academic performance. The probable explanation for this is that students have a hard time managing their stress and emotions due to the excessive use of the internet. Therefore, they would channel it to their academic performance to gain that sense of self-control over their emotional instability. In their study, as cited in Akhter (2013), Suhail and Bargees (2006), noted that the internet could improve a student's education. They also indicated that it could help boost a student's confidence and self-esteem.

Table 6: Guilford's Rule of Thumb

Value, r	Strength
<0.2	Negligible Relationship
0.2 to 0.4	Low Relationship
0.4 to 0.7	Moderate Relationship
0.7 to 0.9	High Relationship
>0.9	Very High Relationship

Table 7: The result of the correlation test for the level of internet addiction with academic performance

			r	$P < .05$	Result
Internet Addiction	→	Academic Performance	.182	.001	Significant

The correlation test finding between internet addictions with academic performance is shown in table 7. The analysis shows that H1 is supported. The level of internet addiction and academic performance are correlated and show a low relationship. The possible explanation for this relationship is that the respondent assumes that internet addiction does not affect their academic performance. The respondent believes that even though they spend more time on the internet, they can still manage their academic performance. According to Akhter (2013), the internet can improve a student's education. The respondent believes that using the internet can help them improve their academic performance, thus rejecting the assumptions that internet addiction can negatively affect their academic performance.

Table 8: The result of the correlation test for the level of emotional instability with academic performance

			r	$P < .05$	Result
Emotional Instability	→	Academic Performance	.402	.000	Significant

The correlation test finding between emotional instability with academic performance is shown in table 8. The analysis shows that H2 is supported. The level of internet addiction and academic performance are correlated and show a moderate relationship. The possible explanation is that the respondent has experienced multiple emotional instability cases resulting

in negative academic performance. The respondent believes that their emotional instabilities are related to their achievement in academic. Being a student, one can hardly live without exams, assignments, group projects, various extracurricular activities, etc. According to Akhter (2013), whether a student can have good academic achievement greatly depends on the student's health, his/her time management for every school work, and how hard he/she works. It can also be clarified that a student loses his concentration capacity, most probably because of the late-night internet sessions.

Table 9: The result of the correlation test for the level of parents' lack of control with academic performance

			r	$P < .05$	Result
Parents' Lack of Control	→	Academic Performance	.520	.000	Significant

The correlation test finding between parents' lack of control with academic performance is shown in table 9. The analysis shows that H3 is supported. The level of parents' lack of control and academic performance are correlated and show a moderate relationship. The possible explanation for this relationship is that the respondent believes that the parent's lack of control is related to their internet addiction. The respondent believes that if their parent is supportive and does not control their internet usage, they can manage their spending time on the internet. However, the respondent believes that if their parents are negligent of them, they will seek comfort in internet access, leading to excessive internet use. Thus, the respondent believes that parents' lack of control does affect their academic performance.

5.0 CONCLUSION

The research aims to study the relationship between factors of internet addiction and academic performance among 333 Kolej Universiti Poly-Tech MARA Kuala Lumpur (KUPTM KL) students from various courses. Students, particularly those between the ages of 19 and 24, are more prone to internet addiction (Lee, 2010; Ambad et al., 2017). The majority of KUPTM KL students are 19 to 24 years old, so the sample selected is suitable for the study. The findings may help the parents and the students identify the main cause of their poor results. Internet does have many advantages; however, it can cause students to neglect their studies, lose the ability to communicate with others face to face, and cause anonymity if used excessively (Advantages and Disadvantages of Internet for Students 2000W, 2020).

The survey method was utilised to collect data in this study, and the questionnaire was created using Google Form. The researchers used a quantitative research method based on numerical data to analyse the questionnaire provided to the respondents. The data was processed using the Statistical Package for the Social Sciences (SPSS) tool to generate an accurate result that can be logically converted to table format and numerical data analysis, making it simple to store and track the relationship of this research. The descriptive and inferential analysis was used to analyse the results. Demographic profiles need to be expanded to make it easier for researchers to collect data from respondents. Because narrow demographic profile could lead to not comprehensive feedback and limited to the particular area only.

The study concludes with the following points. First, this research indicates evidence between the factors of internet addiction and academic performance. Second, this study shows that respondents believe that emotional stability and parents' lack of control have a moderate relationship with academic performance. Most of the students felt that they got poor academic performance due to their parents failing to give adequate attention to them. Not only that, but they can also get bad results due to emotional stress stemming from the situations happening around them. Third, the results show that the majority of respondents stated that internet addiction has a low relationship with their academic performance. The majority of students who have filled out this survey do not surf the internet for more than 16 hours, meaning they are not too obsessed with the internet.

The results of this study have a significant change compared to the pre-test where emotional stability and parents' lack of control with academic performance are moderately correlated. The results are different due to changes in the number of samples collected. A total of 100 samples of KUPTM KL students were collected during the pre-test. Meanwhile, 333

samples of students from the same institution, KUPTM KL were collected during this study. The number of samples collected played an important role in determining the results of this study.

The finding of this study can help parents and students identify the causes of getting the bad academic performance and improve it in the future. Based on the findings of this study, parents should pay adequate attention to their children. Neglection of children causes them to feel useless in the eyes of their families. It makes them unable to focus on their studies because whatever they do, their parents will ignore them. No one appreciates their efforts. Also, the students themselves need to find someone comfortable for them to share their problems with. Stress that is not released will cause the students to have unstable emotions and suffer from mental illnesses such as depression, anxiety, and so on. This will harm their academic performance. Finally, the researchers hope that parents and students can practice the suggestions given based on the findings of this study so that this issue will be reduced in the future.

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