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Compulsion to the Internet and Depression among Students in Higher Education

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Abstract

An investigation of the correlation between internet addiction and depression among college students. In the modern age of technology, university students encounter distinctive difficulties concerning their use of the internet, sources of stress, and the resulting effects on their mental well-being. This study examines the intricate connections among internet addiction, stress, anxiety, and depression in college students to gain a deeper understanding of how to prevent these issues and develop specific therapies.

Objective: The aim is to investigate the relationship between internet addiction levels and stress, anxiety, and depression among college students. Additionally, the study aims to uncover possible risk factors and options for intervention. The study utilized a cross-sectional survey methodology to collect data from a varied sample of 500 college students, representing different academic disciplines and years of study. The researchers employed validated instruments, including the Internet Addiction Test (IAT) and stress,anxiety and depression test to evaluate the degree of internet addiction, levels of stress, symptoms of anxiety, and tendencies towards depression, respectively. We used statistical studies, such as correlation coefficients, regression models, and Chi-square tests, to investigate correlations and determine relevant predictors.

Findings: Initial findings suggest a notable and favorable association between the intensity of internet addiction and the level of depression among college students. Elevated internet addiction scores correlated with heightened levels of stress, symptoms of anxiety, and tendencies towards depression. Particular online activities, such as the excessive use of social media and online gaming, were identified as potential factors that could contribute to these mental health consequences.

Conclusion: The results emphasize the complex connections between internet addiction and mental health difficulties among college students, underscoring the importance of comprehensive therapies that target both digital well-being and traditional mental health care**.**

Keywords: Internet addiction, Depression, Stress*,* College Students.

Introduction

Technology is an essential part of human life in today's world, and it can be an important tool to help us in many relationships and workplaces Technology makes most work and tasks simple. Human life has been made extremely fast, simple, and busy thanks to technology. An internet is a critical component of this technology. A variety of information and communication facilities are provided by the Internet, which is a global computer network that connects multiple networks with common communication protocols The internet is widely used around the world. Every day, the number of users is growing Today; computers and the Internet have become a significant part of our lives, especially for young people. Internet rapidly becomes an important tool in our lives. Internet users' continued increase could be a disaster for both users and society. Internet is now more than a leisure activity; it has become an uncontrollable compulsion. People are becoming obsessed with the latest news, the latest fashion, the most recent Facebook updates, WhatsApp chats, Twitter, Instagram, and a number of other social networking sites Everyone is busy with their phones, so they don't have time for face-to-face interactions; instead, they spend a lot of time on different social networking sites Internet users become internet addicts, which has a negative impact on their mental

and physical health The notion of internet addiction was introduced by Goldberg in 1995 (as cited in Gonzalez, Gauttierrez, Garrosa, & Bernardo, 2005). Goldberg (1994) regarded internet addiction or behavioural dependence on the internet as a form of psychological harm or a societal dysfunction. Specifically, several Asian countries classify it as a significant public health concern. The utilization of the Internet, computers, smartphones, and other electronic devices has experienced a significant surge in recent decades. This surge is linked not only to evident and remarkable advantages for users but also to well-documented instances of excessive usage, which frequently result in adverse health effects. The issue has become a substantial public health concern in a growing number of countries. The World Health Organization (WHO) has consistently been engaged in initiatives pertaining to the excessive utilization of the Internet, computers, smartphones, and other comparable electronic devices. The inaugural WHO summit in 2014, held in Tokyo, Japan, cantered on the epidemiology, nature, phenomenology, and health effects related to the excessive use of the Internet, smartphones, and similar electronic gadgets. The second meeting in Seoul, Korea in 2015 focused on discussing the spectrum, taxonomy, and clinical descriptions of behavioural disorders related to excessive use of the Internet and other communication and gaming disorders caused by addictive behaviours. The meeting also considered the context of the 11th revision of the International Classification of Diseases (ICD-11). The third meeting of the World Health Organization (WHO), which took place in Hong Kong SAR, China in September 2016, had a specific focus on health promotion, prevention, and treatment policies and programs aimed at addressing the public health issues caused by excessive use of the Internet, computers, smartphones, and other communication and gaming platforms. The fourth meeting took place from 29 November 2017 to 1 December.

Multiple- research suggest that addictive behaviour is linked to various psychological, social, and personal aspects, with psychological factors being particularly influential. Neuroticism, extroversion, and conscientiousness are key factors in determining addictive behaviour. Ozturk *et al* (2015) found a correlation between internet addiction and the levels of extraversion and openness to experience. Loneliness is a significant catalyst for individuals to seek solace in the virtual realm instead of the physical world. They engage themselves in various activities in the online world, including as communicating with others, conducting online searches, viewing movies, and engaging in other forms of entertainment, which brings them a sense of satisfaction. Radhamani *et al* (2012), Karim poor *et al* (2013), Bhat (2014), and several more studies have examined and established a correlation between internet addiction and loneliness in college students. Cardak (2013), Rehman *et al* (2016), Pal (2017), and others have reached the conclusion that Internet addiction has a negative impact on psychological well-being. College students are particularly prone to developing Internet addiction due to their extensive use of information and technology, including frequent use of smartphones throughout the day.

According to the Statistical Reports from 2014, the percentage of internet users in Asia is 45.7%, while the rest of the globe accounts for 54.3% of internet users. India ranks second among the top Internet users in Asian countries, with over 243 million users. The McAfee's Tweens, Teens & Technology Report 2014 gathered data by conducting a survey among Indian tweens aged 8-12 and teens aged 13-17 who use the internet. The study included 711 male and 711 female respondents from Mumbai, Delhi, Chennai, Bangalore, Hyderabad, Ahmadabad, and Pune. Reports on Internet usage and population statistics from Internet World Stats: According to Internet World Stats (2015), the number of global Internet users is estimated to be about three-and-a-half billion, which is an increase of over 700 percent in the span of ten years.

Kandell (1998) defines internet addiction as a psychological reliance on the internet that involves dedicating more and more resources to online activities, experiencing negative emotions when not online, developing a higher tolerance for the consequences of being online, and denying the harmful behaviours associated with internet use. Davis (2001) and Shapira *et al*. (2000) define internet addiction as the incapacity of an individual to regulate their internet usage, leading to many negative impacts on their psychological, social, academic, and professional aspects of life.

According to Widyanto and Griffiths (2006), human-machine interactions can lead to nonchemical or behavioural addiction. This addiction can be either passive, like watching television, or active, like playing computer games. In 1999, a study was done by Orzack. According to Orzack (2001), individuals who are prone to Internet addiction include those who experience feelings of boredom, loneliness, shyness, depression, and have other existing addictions. IAD can be classified as a psychiatric condition. From this perspective, a novel area of study known as "Internet Psychotherapy" has been established (Stein 1997).

This perspective acknowledges those with a compulsive dependence on the Internet as patients. The recommended approach to treatment entails the establishment of newsgroups and discussion groups. This treatment approach involves individuals with related psychiatric conditions forming a support group to help minimize Internet addiction. They provide online suggestions and treatment procedures to address this issue (Huang; Alessi 1997).

Internet addiction is regarded as a behavioural issue. This is due to a significant association between individuals who are engaged in Internet addiction and those who have chemical dependency. Research has substantiated that individuals with chemical dependency issues have a higher frequency of engaging in online chat activities compared to non-chemically dependent users (Scherer 1997). Dr. Kimberly Young, the Founder and President of the Centre for Internet Addiction Recovery, introduced the initial research on Internet Addiction at a Conference held in Toronto in 1996. Internet addiction is a comprehensive phrase that encompasses a diverse range of behaviours and issues related to impulse control. Young had found seven additional factors and had officially labelled the issue as Internet Addiction Disorder (IAD). The remaining seven factors contributing to suicide are dissatisfaction in marriage, stress connected to work, financial difficulties, feelings of insecurity, anxiety, life challenges, and a limited social life (Young 1998). Conversely, Young provides a broader and more inclusive interpretation of the phrase "normal Internet usage." According to her, an individual who is addicted is defined as someone who devotes a minimum of 38 hours per week or 8 hours per day to using the Internet (Young 1998). Pathology specialists provide the most stringent classification for categorizing Internet usage. The American Psychological Association (Caplan, 2002) possesses Internet addiction is characterized as the utilization of the internet in a manner that results in functional impairments and an internal state of

discomfort persisting for a duration of two months. The duration of Internet usage may seem significant when diagnosing Internet addiction and has demonstrated some association with the issue (Young, 1996). However, the evidence indicates that it is not a dependable predictor of this problem. According to Griffiths (2000), research that rely on this criterion to define Internet addiction fail to take into account the context of Internet use, resulting in an overestimation of individuals who are reliant on it. According to the pathological idea, individuals who reported using the Internet for 2 to 3 hours each week are classified as typical users. According to Morahan and Schumaker (2000), individuals who spend 8.5 hours or more per week on a certain activity are categorized as pathological users. The reported duration of online activity among individuals self-identified as Internet addicts has shown significant variation in different research, ranging from 8.5 hours per week (Morahan-Martin & Schumacher, 2000) to 21.2 hours per week (Yang & Tung, 2007).

The Impact of Internet Addiction

Similar to other forms of addiction, internet addiction has been associated with a range of issues. In addition to sleep deprivation, prolonged periods of fasting, and limited physical activity, it also hinders an individual's schoolwork and other elements of their daily life (Cao & Su, 2006). The impact of internet addiction on physical health is significant, as this condition can disrupt an individual's real-life obligations and interpersonal connections. Internet addiction causes changes in the brain's volume. The brain alterations induced by alcohol and cocaine addiction exhibit similarities. IAD causes a reduction in the Gray and white matter fibres of the brain, leading to alterations in emotional processing and cognitive function. The brain will continue to undergo detrimental changes as long as the addiction persists. The impact of internet addiction on mental health IAD can result in anxiety, depression, or other mental health illnesses. It can also lead to feelings of loneliness, difficulties in social connection or support, and changes that restrict social activity or mobility, such as relocation, unemployment, handicap, or childbirth. Additionally, IAD is associated with high levels of stress.

The impact of internet addiction on one's personal life Internet addiction has a detrimental impact on personal relationships, work productivity, financial stability, and academic performance. Individuals afflicted with this illness may have a tendency to withdraw from social interactions, engaging in prolonged periods of social isolation that can have detrimental effects on their personal relationships. Internet addicts may also encounter difficulties of distrust and dishonesty as they attempt to conceal or downplay the extent of their online activities. Furthermore, these persons may adopt alternative identities on the internet in order to conceal their online actions. Severe financial difficulties may also arise. Resulting in work avoidance, insolvency caused by excessive online shopping, online gaming, or online gambling. Individuals who are addicted to the internet may experience difficulties in forming new relationships and may retreat socially. This is because they feel more comfortable in an online environment compared to a physical one.

Indications and Manifestations of Internet Addiction

Manifestations of Internet Addiction Disorder can be observed in both physical and emotional symptoms. Emotional symptoms associated with Internet Addiction Disorder may encompass:

Depression

Some potential signs of internet addiction include dishonesty, guilt, anxiety, euphoria when using the computer, and difficulty prioritizing or keeping schedules. Some common symptoms of being in quarantine or isolation include: isolation from others, a distorted sense of time, defensiveness, avoiding work, feeling agitated, experiencing mood swings, feeling fearful, loneliness, being bored with routine tasks, and procrastination.

Common physical symptoms associated with Internet Addiction Disorder may include:

Common symptoms that individuals may experience include backache, carpal tunnel syndrome, and headaches. Insomnia

- Inadequate dietary intake (neglecting to consume food or consuming excessively to avoid being away from the computer)
- Inadequate personal hygiene (e.g., neglecting to bathe in order to remain connected to the internet)
  Neck pain and dry eyes, as well as other vision problems.
- Changes in body weight

An Investigation on the Correlation between Internet Addiction and Depression among College Students The increasing prevalence of digital devices in recent years has led to unparalleled connectivity and convenience, particularly among younger demographics such as college students. Nevertheless, despite the advantages of technology utilization, there are apprehensions over its possible adverse effects on mental well-being, namely in relation to internet addiction and its correlation with disorders such as depression.

Emerging Worries: With the growing digitization of college campuses, students are devoting a greater amount of time to online activities, encompassing academic, social, and recreational pursuits. The increased level of online involvement has sparked worries over the possible dangers of internet addiction, which is defined as the excessive and compulsive use of the internet that results in impaired functioning and discomfort. Internet addiction refers to a variety of behaviours, such as obsessive gaming, excessive usage of social media, online purchasing, and information searching. People who suffer from internet addiction frequently struggle to regulate their online activities, resulting in neglect of their real-life obligations, interrupted sleep schedules, and disengagement from social interactions.

The convergence of internet addiction and mental health disorders, including depression, is a matter of significant concern. Depression, a prevalent psychological condition marked by enduring emotions of melancholy, lack of interest or enjoyment, and a sense of low self-esteem, can be intensified or provoked by excessive utilization of the internet and the resulting adverse outcomes.

Research Objective: The aim of this study is to examine the correlation between internet addiction and depression among college students. Through correlation analysis, our objective is to ascertain the degree to which internet addiction may influence or co-occur with depressed symptoms in this specific population.

Methodological Approach: Our study utilizes established scales to evaluate the extent of internet addiction and the degree of depression in a group of college students. Statistical techniques, such as calculating correlation coefficients and conducting significance testing, are used to assess the magnitude and statistical significance of the link between these variables.

The correlation between internet addiction and depression holds great significance for college campuses, mental health providers, and lawmakers. It can provide valuable information for targeted treatments, preventative measures, and digital wellness programs that attempt to promote healthy technology usage and reduce the harmful effects of excessive internet use on mental well-being.

In conclusion, this study adds to the existing research on digital health and mental wellness among college students by examining the intricate relationship between internet addiction and depression. The results offer potential for designing comprehensive strategies to promote students' mental well-being in an era characterized by growing digitalization. Analysing the phenomenon of internet addiction and its correlation with stress, anxiety, and depression in college students.

Within the ever-changing realm of higher education, college students encounter a multitude of obstacles that can have an effect on their psychological state. One of the issues faced is the increasing worry about internet addiction and its connection to stress, anxiety, and depression in this particular group.

Internet addiction is characterized by an excessive and compulsive use of the internet that disrupts everyday living activities, social connections, and scholastic responsibilities. College students, who frequently use digital devices for academic and social purposes, are especially susceptible to the appeal and dangers of continuous online involvement.

Stress in College Students: College life is intrinsically stressful, marked by the presence of scholastic demands, financial limitations, social adaptations, and career ambiguities. Excessive utilization of the internet, in combination with these sources of stress, can intensify levels of stress and result in maladaptive methods of dealing with it.

Anxiety in the Digital Age: The digital realm provides unparalleled opportunities to acquire information and connect with others, but it also cultivates an environment characterized by incessant comparison, the fear of being left out, and the pressure to perform socially. Students may encounter increased levels of anxiety associated with their academic achievements, social relationships, and seeking affirmation online.

The prevalence of depression among college students has been increasing, primarily due to factors such as scholastic pressure, social alienation, and financial strain. Internet addiction can function as both a method for dealing with stress and a factor that contributes to the development of depressive symptoms, resulting in an intricate relationship between online activities and mental well-being.

Problem Statement
To study the correlation between internet addiction and Depression among College students, as the number of internet users continues to grow steadily.

Significance of the Research
Comprehending the intricate interplay between internet addiction and depression among college students is of utmost importance for multiple reasons:

It provides information for specific interventions and preventive actions that are customized to address the specific issues faced by this particular group.

It adds to the wider conversation on digital mental health and the conscientious utilization of technology among young individuals.

This initiative enables educational institutions, mental health practitioners, and politicians to establish nurturing environments that encourage positive digital behaviours and enhance the mental strength of college students.

Significance of the Study
The internet is an indispensable component of modern life that cannot be disregarded.

The Internet is widely utilized for educational purposes by a significant portion of the population. However, there is a substantial segment, primarily consisting of young people and teenagers, who solely use the Internet for social networking sites. The consequences of excessive Internet use include psychological and physical issues such as sleep deprivation, excessive fatigue, weakened immune system, lack of exercise, poor personal hygiene, and back or eye strain. It also leads to social isolation, absence of real-life social relationships, familial problems like relationship issues with family, neglect of daily responsibilities, and increased conflicts within the family.

Objectives of the Research
The main objective of this study is to examine the correlation between internet addiction and depression among college students. This entails investigating the prevalence of internet addiction, identifying the elements that contribute to it, evaluating its impact on mental health, and suggesting specific therapies or techniques to reduce negative consequences.

Hypotheses
1. There is no correlation between the occurrence of internet addiction among college students and variations in depressed symptoms.
2. There exists a notable and favourable correlation between online addiction and depression among college students, whereby greater degrees of internet addiction correspond to greater levels of depression.

Method
Sample
The purposive sampling method will be used for the study, specifically chosen for its convenience. At first, the researcher will choose 400 College students, will be included in the study due to their high scores on the internet addiction exam. A total of 200 College students will be included in the sample, picked from different colleges in Bhojpurdistrict the sample consisted of individuals aged 18 to 22 years.

Inclusion Criteria
The inclusion of a sample was contingent upon two criteria:
1. Students who utilize a Smartphone, I-phone, laptop, or computer for more than three hours daily.
2. The students who achieved high scores on the Internet Addiction Test will be chosen.
3. Students who are currently enrolled in their first year of undergraduate studies and plan to continue their study in conventional schools.

Exclusion Criteria
1. Students who do not utilize a Smartphone, I-phone, laptop, or computer for more than three hours daily.
2. . Students who do not currently enrolled in their first year of undergraduate studies and plan to continue their study in conventional schools

Personal Data sheet
It will be prepared by researcher for taking personal information of students and information regarding Internet use. Each participant had to fill the personal information which will keep confidential and the use of that information will be only for research purpose but other information will be mandatory as it will be necessary for research such as the date of birth, name of the college, address, contacts number and class. As this study is focused on internet addiction it will be necessary to know about which type of mobile phone they use, how much time they spend on mobile, how many types of apps they use, information regarding accounts on various social networking sites, their followers, friends and groups on social networking sites. The personal data sheet also included date of test taking, gender and space for code number which was used for administrative purpose.
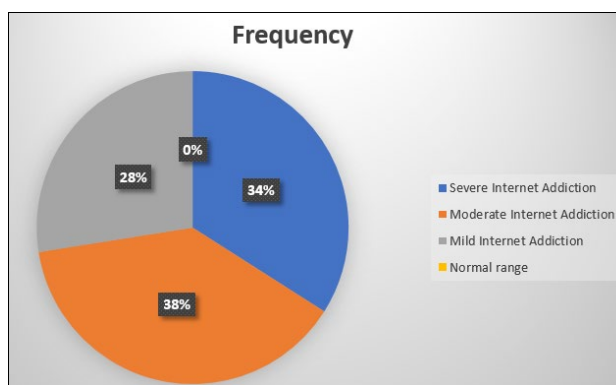
Internet Addiction Test (IAT)
Internet Addiction Test (IAT) by (1998) Dr. Kimberly Young focused first time on this concept and constructs the first test for measuring internet addiction. This test is suitable for measuring internet addiction of a person in any age group. The test has 20 items and requires 10 minutes to complete it. The response is given on 5-point scale. Young's 20 items questionnaire it is a type of Likert scale. The assignable scores in this test range from 0 to 100 and are interpret in this way that the more score is admitted, the more dependency on the Internet. Scores ranging from 20 to 39 indicates average use of internet, score from 40 to 69 indicates vulnerable user

of internet, and finally score from 70 to 100 indicates excessive uses of internet. Reliability and Validity: The psychometric properties of the test are good and it is widely used for research purposes. The Reliability of the test range from internal consistency reliability is .62 - .89. The validity of the test is satisfactory.

Depression, Anxiety and Stress Scale (DASS-21)
The Depression Anxiety Stress Scales (DASS) were developed by S.H. Lovibond and P.F. Lovibond in 1995. The Depression, Anxiety, and Stress Scale - 21 Items (DASS-21) is a set of three self-report measures designed to assess the adverse emotional conditions of depression, anxiety, and stress. It is available to the public for use. The shortened edition of the DASS-21 consists of three scales, each including seven items. These items are further separated into subscales that have the same content. The estimated duration for completing the measurement is 5-10 minutes. The depression scale assesses the presence of dysphoria, hopelessness, devaluation of life, self-deprecation, and loss of interest or participation. The anxiety scale assesses autonomic arousal, impact on skeletal muscle, situational anxiety, and subjective sense of anxious affect. The stress scale is responsive to varying degrees of enduring non-specific arousal. The evaluation assesses issues related to relaxation, nervous arousal, irritation, over reactivity, and impatience. The scores for sadness, anxiety, and stress are determined by adding up the values for the corresponding items.

Results and Discussion
Levels of internet Addiction Among college Students

Table 1: Frequency and percentage distribution of College students with level of internet addiction. N=200

Levels of Internet Addiction	Frequency	Percentage
Severe Internet Addiction	68	34%
Moderate Internet Addiction	77	38.5%
MildInternet Addiction	55	27.5%
Normal range	0	0

Examining the table that displays the frequency and percentage distribution of college students with different levels of online addiction can offer valuable insights about the prevalence and intensity of internet addiction within the research group.

Incidence of Internet Addiction
The data reveals that a substantial fraction of college students in the study group demonstrate varying degrees of online addiction, as indicated by the cumulative percentages of severe (34%), moderate (38.5%), and mild (27.5%) internet addiction.

Levels of Severity
Severe Internet Addiction: This group comprises 34% of college students, indicating a significant proportion of individuals facing severe problems associated with internet addiction. Moderate Internet Addiction: Almost as widespread as severe addiction, with 38.5% falling into this classification, indicating a significant proportion of the group participates in internet activities at a level that may be worrisome. Moderate online Addiction: Although slightly lower at 27.5%, this category nevertheless encompasses a substantial proportion of individuals who are suffering less severe but nonetheless noteworthy levels of online addiction.

It is important to mention that none of the 200 College students in the study group were classified in the "Normal Range" category. This indicates that none of them were deemed to have a healthy, non-addictive connection with the internet according to the criteria utilized.

Consequences

These data indicate that there may be a requirement for therapies or support programs that specifically address internet addiction in college students, particularly when there are no individuals within the normal range.

Additional study or tests could investigate particular behaviours or circumstances that contribute to varying degrees of internet addiction within this specific cohort.

Identify Psychosocial Behavioral Issues Associated with College Students on Internet Addiction

Table 2: "To evaluate the psychosocial behavioural issues in College students suffering from internet addiction." The table displays the frequency and proportion of depression, anxiety and stress, among College Students.

Chi Square Test		Internet Addiction Scale Score						Association with Internet Addiction			
		Mild Internet Addiction		Moderate Internet Addiction		Severe Internet Addiction					
Variables	Options	f	%	f	%	f	%	χ^2	P Value	df	TableValue
Depression Level	Normal	0	0	0	0	0	0	316.41*	0.000	4	9.488
	Mild	0	0	0	0	0	0				
	Moderate	68	6.8	77	7.7	0	0				
	Severe	87	8.7	79	7.9	3	0.3				
	Extremely Severe	37	3.7	91	9.1	77	7.7				
Anxiety Level	Normal	0	0.0	7	0.7	0	0	98.42*	0.000	8	15.507
	Mild	4	0.4	11	1.1	0	0				
	Moderate	85	8.5	74	7.4	0	0				
	Severe	64	6.4	105	10.5	0	0				
	Extremely Severe	146	14.6	143	14.3	80	8				
Stress Level	Normal	33	3.3	75	7.5	0	0.0	258.41*	0.000	8	15.507
	Mild	24	2.4	27	2.7	0	0				
	Moderate	41	4.1	85	8.5	0	0				
	Severe	191	19.1	264	26.4	0	0				
	Extremely Severe	81	8.1	99	9.9	80	8.0				

This table offers useful insights into the psychosocial behavioural problems linked to varying degrees of internet addiction in college students, with a particular emphasis on sadness, anxiety, and stress among college students. Now, let's analyse the discoveries in detail:

Depression Level: Normal: There is no occurrence of normal depression levels among individuals with varying degrees of internet addiction. College students with serious internet addiction exhibit a significant prevalence of depression, with 6.8% experiencing mild depression and 7.7% experiencing severe depression.

Severe Internet Addiction: Among individuals in this group, there is a higher prevalence of depression, with 8.7% experiencing mild depression and 7.9% experiencing severe depression. The Chi-square test reveals a statistically significant correlation between online addiction and depression ($\chi^2 = 316.41$, $p<0.000$), highlighting the robust connection between the intensity of internet addiction and degrees of depression.

Anxiety Level: Normal: No instances have been reported.

Minor Internet Addiction: Negligible anxiety observed in all groups. Moderate Internet Addiction: Anxiety levels experience a minor increase of 8.5% in the mild group and 7.4% in the moderate category. Severe Internet Addiction: Anxiety is more common in this particular category, with 14.6% of individuals expressing an extremely severe level of anxiety. The Chi-square test establishes a statistically significant correlation between online addiction and anxiety ($\chi^2 = 98.42$, $p<0.000$), demonstrating a robust connection between the intensity of internet addiction and levels of anxiety.

Stress Level: typical: Stress is present but falls within the lower end of the typical range.

Minimal Internet Addiction: Stress levels are minimal. For individuals with moderate internet addiction, stress levels increase significantly, with 19.1% of them reporting severe stress. Severe Internet Addiction: The stress levels in this particular category reach their highest point, with 9.9% of individuals reporting an extremely severe level of stress. The Chi-square test demonstrates a statistically significant relationship between online addiction and stress ($\chi^2 = 258.41$, $p<0.000$), indicating a strong correlation between the intensity of internet addiction and levels of stress.

Summary: The prevalence of depression, anxiety, and stress increases progressively as the intensity of internet addiction goes from mild to severe. The Chi-square tests reveal significant correlations between internet addiction and various psychosocial behavioural problems, underscoring the necessity for focused treatments and assistance for teenagers grappling with internet addiction.

The study investigates the relationship between internet addiction and several psychosocial behaviour issues among College students who have internet addiction.

Objective 3: "To establish the relationship between internet addiction and psychosocial behaviour issues."

Table 3: Correlation between internet addiction level and depression level among College students

Variable	Mean	S. D	R value
Internet Addiction	58.62	12.80	0.356**
Depression	23.10	4.62	

**=Significant positively significant
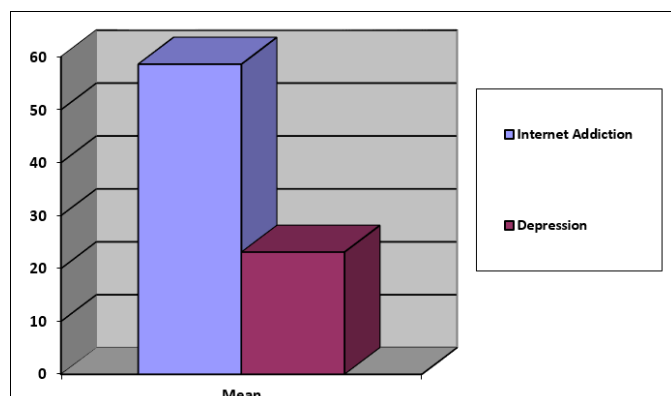
The relationship between internet addiction levels and depression levels among college students. Now, let's examine the data:

Variables
The average score for Internet addiction is 58.62, with a standard deviation of 12.80.

Depression: The average depression score is 23.10, however the standard deviation is not specified.

Correlation Analysis
The correlation coefficient (R value) between internet addiction and depression is 0.356.

Significance Level: The presence of double asterisks () indicates a statistically significant positive correlation (positively significant) between internet addiction and depression at a significance level of $p<0.01$. The correlation value of 0.356 suggests a moderate positive association between levels of internet addiction and depression among college students. This indicates a positive correlation between internet addiction and depression, meaning that when internet addiction levels rise, so do depression levels, and vice versa. The p-value of less than 0.01 suggests that the observed link is unlikely to be a result of random chance. Instead, it implies a significant and dependable association within the population from which the sample was taken. The average scores for both internet addiction and depression offer a framework for understanding the levels within the research group. Greater mean scores indicate elevated levels of internet addiction and depression among the subjects. The study's results confirm Objective 3 by revealing a substantial positive correlation between internet addiction and depression in college students. Students Targeted interventions can be used to address both internet addiction and mental health concerns such as depression concurrently, by understanding the link between the two.

Precautionary Measures: Timely detection and intervention for internet addiction can aid in the prevention or reduction of related psychological issues, such as depression, among College students.

Analysing the phenomenon of internet addiction and its correlation with stress, anxiety, and depression in college students. Within the ever-changing realm of higher education, university students encounter a multitude of obstacles that can have an effect on their psychological well. One of the issues faced by this group is the increasing worry about internet addiction and how it is connected to stress, anxiety, and depression.

Internet addiction is characterized by an excessive and compulsive use of the internet that disrupts everyday tasks, social connections, and academic obligations. College students, who frequently use digital technology for academic and social objectives, are especially susceptible to the appeal and dangers of continuous online involvement. College students often experience high levels of stress due to a variety of factors, including the demands of academics, limited financial resources, the need to adapt socially, and uncertainty about future employment prospects. Excessive utilization of the internet, in addition to these sources of stress, can intensify levels of stress and result in ineffective methods of dealing with it.

Anxiety in the Digital Age: The digital realm provides unparalleled opportunities to acquire information and connect with others, but it also cultivates an environment characterized by incessant comparison, the fear of being left out, and the pressure to perform socially. Students may encounter increased levels of anxiety associated with their academic achievements, social relationships, and seeking affirmation online.

The prevalence of depression among college students has been increasing, primarily due to factors such as scholastic pressure, social alienation, and financial strain. Internet addiction can function as both a strategy for dealing with stress and a factor that contributes to symptoms of depression, resulting in an intricate relationship between online habits and mental well-being. Importance and Consequences: Comprehending the connection between internet addiction and depression carries substantial consequences for college campuses, mental health practitioners, and lawmakers. It can provide valuable information for targeted treatments, preventative measures, and digital wellness programs that attempt to promote healthy technology usage and reduce the harmful effects of excessive internet use on mental well-being.

In conclusion, this study adds to the existing research on digital health and mental wellness among college students by examining the intricate relationship between internet addiction and depression. The results offer potential for designing comprehensive strategies to enhance students' mental well-being in an era characterized by growing digitalization.

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