

Research Article

**Internet Dependency and Emotional Maturity Among Management Students: A Study in Uttar Pradesh**

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**Abstract**

In the digital era, internet has emerged as a powerful medium for communication and exchange of information all over the world. Internet has both positive and negative impact on the social, political and economic fields as well as on lives of students. The dramatic increase in the use of the internet in the recent years has led to internet addiction. The degree of dependency on internet is leading to addiction creating a negative impact on the life of students. For internet users, it is the need of great importance to sincerely develop and become emotionally mature so as to oversee and manage their very own feelings and persistently cope up in all the circumstances. Emotions play a very important role in life of every individual. Emotional maturity may be defined as the balancing of internal development with the external reality. It is the capacity to deal with the circumstances without unnecessarily heightening them. Rather than trying to accuse other person for their issues or conduct, they try to fix the issue themselves. An emotionally mature person is capable well enough to adjust with every environment. Against this backdrop, present paper purports to examine the impact of internet on emotional maturity of college going students in Ghaziabad district of Uttar Pradesh (India.).

**Introduction**

Social media plays a vital role in transforming people's life style. Social media includes social networking sites and blogs where people can easily connect with each other. Social Networking involves the use of the internet to connect users with their friends, family and acquaintances. Social Networking websites are not necessarily about meeting new people online, although this does happen. Instead, they are primarily about connecting with friends, family and acquaintances you already have in real life. These sites allow you to share photos, videos and information, organize event chat download music and even play games like Scrabble, Chess online. Often each of your friends, family or acquaintances will be friends with several other friends. Just like in real life, the connections between people aren't just one-on-one but a network of connections.

The ability of a person to understand the different kinds of things is known as the emotional maturity. The emotional maturity is helpful for you to adopt such a lifestyle that you want. There are several signs of the emotional maturity. Some of them are flexibility, responsibility, vision, some tactics of the personal growth, some alternative views, resilience,

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and so on. The internet has a lot of impact on the emotional maturity of students. The best tips to get an idea about the influence of the internet on the emotional maturity of the students include (1) self-awareness; (2) self-regulation; (3) motivation; (4) social skills ; (5) and empathy. For internet users it is the need of the hour to be emotionally mature to manage and monitor their own emotions, to assess the emotional state of others, to deal with the situations accordingly and purposefully. Quite often it has been observed that young internet users get emotionally involved in this virtual world and act in that emotional flow which sometimes results in an emotional trauma leaving its impression for long. The emotional maturity becomes important in the behavior of the individuals. As the students are the pillars of the future generations their emotional maturity is vital one. So, the present study intends to measure the emotional maturity of students. The emotional maturity becomes important in the behavior of individuals. As the students are the pillars of the future generations, their emotional maturity is vital one. Emotions play a very important role in life of every individual. Emotional maturity may be defined as the balancing of internal development with the external reality. It is the capacity to deal with the circumstances without unnecessarily heightening them. Rather than trying to accuse other person for their issues or conduct, they try to fix the issue themselves. An emotionally mature person is capable well enough to adjust with every environment.

#### **Review of Literature:**

This online social networking is very useful in spreading information, pictures and videos. Internet use has grown considerably in the last decade; the majority of young adults uses the internet daily if not more so (Lenhart & Madden, 2007; Lenhart, Madden,&Hitlin,2005;Sun et al.,2005). Today's college students (which consist of Generation Y or also named Millennial) are exposed to all types of technologies in many aspects of their lives (Browning, Gerlich, & Westermann, 2011). On a daily basis they use desktop computers, laptops, E-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011). Online social networks (OSNs) have permeated all generations of Internet users, becoming a prominent communications tool, particularly in the student community. Thus, academic institutions and faculty are increasingly using social networking sites, such as Facebook and LinkedIn, to connect with current and potential students and to deliver instructional content. (Paul, Baker, Cochran, 2012). In addition, many researchers have argued that the attractiveness of the Internet could lead to excessive use. Past research has described this phenomenon as Internet addiction (Griffiths, 2000; Soule et al., 2003; Widyanto and Griffiths, 2006). On the other hand, Young (1998) argued that the Internet itself is not addictive, but highly interactive applications like online chatting can be addictive. Moreover, Balakrishnan and Shamim (2013) wrote an article called Malaysian Facebookers: Motives and addictive behaviors unraveled. Internet has become a highly effective and profitable means of distributing sexually explicit material as well as a sophisticated channel for compulsive sexual behavior, sex trafficking and sex crimes (Galbreath and Berlin, 2002).

The evolution of digital era affected almost every aspect of modern life. The internet becomes an essential tool for people and plays a significant role in our daily life, socially, politically, economically and even emotionally. People use the internet at work, school and home as well as in public places to communicate, business, shop, pay bills online, entertainment and much more. The internet can be accessed using Smartphones, Laptop, Tablet, Computer and Smart Television. Although the internet has made a significant contribution to our daily life,

using too much of it will lead to addiction, which will negatively affect our life. Internet addiction is defined as the inability to control one's urge to use the internet, which eventually causes psychological, social, school and/or work difficulties in one's life (Chov and Hsiao, 2000; Spada, 2014). In Malaysia, a research conducted by a child and Adolescent psychiatrist, Dr. Norharlina Bahar, revealed that the males under the age of 24 have the highest internet addiction (The Syar 2016). Students especially the undergraduates aged between 19 and 24 years old are deemed to be more susceptible to internet addiction (Lee 2010; That Cher & Goolam 2005). People who are using the internet excessively are mostly playing online games and browsing social media.

The side effects of the excessiveness led to anxiety, depression, health problems, school absenteeism, playing, fatigue, unemployment, decreased job productivity and social isolation. The addiction to the internet also could translate to low self-esteem, depression, boredom and attention-deficit hyperactive disorder (Norharlina 2016). Nowadays, college students are highly dependent on the internet to search for information, social networking, entertainment, online shopping and online gaming among others. Colleges around the world are using the internet to enhance teaching and learning outside the classroom. Using the internet wisely for the right purpose is beneficial to the students, such as researching tool, seeking knowledge, enhancing their soft skills, exchanging experience and knowledge with international students and other practice while the internet has many advantages and proves to increase efficiency, it could also be harmful to the students if they become addicted to it. It may cause emotional instability (Oskenby et al 2015) and Low academic performance (Yeap et al 2016).

Research on typologies of offenders who sexually solicit minors online builds on the broader literature on typologies of sex offenders in general. Lanning (2010), for instance, described a continuum of sex offenders including those who are "situational" offenders (i.e. more indiscriminant regarding victims) versus those who are "preferential" (specifically fantasising and seeking out specific types of victims such as children). Regarding Internet sexual offenders, Elliott and Beech (2009) and Krone (2004) focused on those offenders for whom pornography is a component of the offence. Alexy, Burgess, and Baker (2005) also focused specifically on Internet sexual offenders, again noting the role of pornography for some, but broadening the focus to include offenders who do not utilize pornography in their offence. Wolak, Finkelhor, Mitchell, and Ybarra's study (2008) found that Internet chat room solicitors of children for sexual contact are typically adult men, who generally do not conceal their real age or sexual intent. Babchishin, Hanson, and Hermann (2011) conducted a meta-analysis to examine whether online offenders were a distinct group of offenders or typical sex offenders utilizing a new method for committing crimes.

The dramatic increase in the use of the internet in the recent years has led to internet addiction. The degree of dependency on internet is leading to addiction creating a negative impact on the life of student. For internet users, it is the need of great importance to sincerely develop and become emotionally mature so as to oversee and manage their very own feelings and persistently cope up in all the circumstances. The Internet has suggestions for the physical, subjective, social, and conduct advancement of kids and youths (Finkelhor, Mitchell, and Wolak, 2000; Finkelhor, Mitchell, and Wolak, 2003; Greenfield, 2004;; Katz and Rice, 2002; Kraut et al., 1998; Subrahmanyam et al., 2001; Thornburgh and Lin, 2002 and Yan, 2006). Quite often it has been seen that young internet users get sincerely associated with this virtual world and act in that passionate stream which sometimes results in an emotional injury leaving its impression for long. The web addict students have increasingly level of emotional maturity, emotional

instability, emotional regression, social maladjustment and personality disintegration.

The role of emotions in each and every individual's life is as important as life itself. The term emotions refer to feelings and its distinctive thoughts, psychological and biological states and range of propensities to act (Goleman,1995). The concept mature emotional behavior at any level is that which reflects the outcome of emotional development. Emotional maturity is an internal development balancing the mind and intellect with the external reality. If a person is truly emotionally mature, he or she has and acts with integrity. If a person has integrity, his or her attitudes and behaviors are emotionally mature. Emotional maturity is the ability to understand reality and facts and the quality of response to a situation by detaching from the pulls and pushes of pleasant and unpleasant feelings. According to Chamberlain (1960), an emotionally mature person is one whose emotional life is well under control. It is the need of everyone who would like to have right understanding. A right understanding makes a person matured. Emotionally matured person sees the world as it is without distortion of perception. It is about understanding facts. For an emotionally matured person, there is always a way out in any circumstances. An emotionally stable child has a capacity to make effective adjustments with himself, members of the family and his peers (Smithson 1974). Gurmit Singh (2014) studied Mental Health of Adolescents in Relation to Emotional Maturity and Parent Child Relationship. The results of the study showed positive and significant relation between Mental Health with Emotional Maturity also between Mental Health and Parent Child Relationship

According to Walter D. Smithson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra- psychically and intra- personally. Kaplan and Baron elaborate the characteristics of an emotionally mature person, say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long- term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. Emotional maturity predicts ability to manage and monitor own emotions, to assess the emotional state of others and to influence their opinions while effectiveness reflects emotional intelligence. The most outstanding mark of emotional maturity is the ability to deal with the situations accordingly and purposefully and even in the extreme conditions be emotionally stable and under control. Individuals who are emotionally mature generally find that they are more comfortable with themselves, and find those things in life that include other people more enjoyable and much less chaotic than people who are emotionally immature. According to Ellison 2013, these days the use of internet in our society as well as in our colleges has bloomed. The new generation which is growing up with these new technologies can work more effectively with these technologies than the old generation. The youth are highly engaged in using internet. There are many reasons for which internet and other digital technologies are used, but communication is still the number one. With the emergence and increased usage of web 2.0 tools and social networking sites it effects on various aspects of individual's personality. Although as all other things internet use also has positive and negative effects sometimes it can be used as stress busters but on the contrary use of internet to the addictive level can cause various health disorder. Newness et al (2012) found that individuals scoring high on emotional intelligence and honesty/integrity disclosed less inappropriate social network content. Honest and emotionally intelligent individuals seem to understand the negative implications of disclosing inappropriate social network content.

### Objectives and Research Methods:

The main objectives of the present paper are as follows:

- To study the influence of internet on emotional maturity of students;
- To compare the emotional maturity of students on the basis of age ;
- To compare the emotional maturity of students on the basis of gender.

The paper is based on primary data collected through filed survey. Institute of Management Studies, Ghaziabad, Uttar Pradesh was selected for field survey. Overall, 120 students pursuing management course were surveyed with the help of structured interview schedule. The paper is based on descriptive research design with quantities approach. The data has been analyzed with the help of SPSS package. In view of the examine the levels of emotional maturity among the students, we have calculated mean scores based on the scales of the questions. Overall, 22 questions pertaining to different categories of emotional instability ( 7 ) ; emotional regression (5) ; social maladjustment (5) ; and personality disintegration (5) were asked to students pursuing PGDM course in the management institute . The questions were rated answers as (1) very much ; (2) much; (3) undecided; (4) probably; and (5) never. The rating of the options of responses is based on low to high on the basis of degree of importance while Chi Square test has been applied to examine the relationship between age, gender and use of internet with levels of emotional maturity.

### Discussion of Results:

About 72 per cent respondents had medium level intensity of internet uses while about 22 per cent recorded high level intensity of internet uses. The intensity of internet uses was recorded high among the high age group of respondents as compared to low age group of respondents. The chi-square has been applied to test the relation between age and Intensity of internet uses of respondents. The chi-square value is found not significant at the desired level of significance that means the Intensity of internet uses is not related to the age of the respondents (Table 1).

**Table 1: Age of Respondents Wise Intensity of Internet Uses**

Age	Intensity Of Internet Uses			Total
	Low	Medium	High	
15-20	1	7	0	8
	12.5%	87.5%	0.0%	100.0%
20-25	5	69	23	97
	5.2%	71.1%	23.7%	100.0%
25-30	0	9	3	12
	0.0%	75.0%	25.0%	100.0%
Above 30	1	1	1	3
	33.3%	33.3%	33.3%	100.0%
Total	7	86	27	120
	5.8%	71.7%	22.5%	100.0%
$\chi^2$ test	8.25 <sup>NS</sup>			

NS indicates that value is not significant at desired level of significance

The intensity of internet uses was recorded high among the male respondents as compared to female respondents. The chi-square has been applied to test the relation between gender and Intensity of internet uses of respondents. The chi-square value is found not

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significant at the desired level of significance that means the Intensity of internet uses is not related to the gender of the respondents (Table 2).

**Table 2: Gender Of Respondents Wise Intensity Of Internet Uses**

Gender	Intensity Of Internet Uses			Total
	Low	Medium	High	
Male	1	32	13	46
	2.2%	69.6%	28.3%	100.0%
Female	6	54	14	74
	8.1%	73.0%	18.9%	100.0%
Total	7	86	27	120
	5.8%	71.7%	22.5%	100.0%
X <sup>2</sup> Test	2.85 <sup>NS</sup>			

NS Indicates That Value Is Not Significant At Desired Level Of Significance

Slightly less than 2/3<sup>rd</sup> respondents had medium level of emotional instability. However, emotional instability was recorded high among the respondents from higher age group as compared to the respondents from lower age group. The chi-square has been applied to test the relation between age and emotional instability level of respondents. The chi-square value is found significant at 1% that means the emotional instability is highly related to the age of the respondents (Table 3).

**Table 3: Age Of Respondents Wise Emotional Instability Level**

Age	Emotional Instability Level			Total
	Low	Medium	High	
15-20	1	4	3	8
	12.5%	50.0%	37.5%	100.0%
20-25	12	68	17	97
	12.4%	70.1%	17.5%	100.0%
25-30	4	6	2	12
	33.3%	50.0%	16.7%	100.0%
Above 30	0	0	3	3
	0.0%	0.0%	100.0%	100.0%
Total	17	78	25	120
	14.2%	65.0%	20.8%	100.0%
$\chi^2$ test	17.50**			

\*\* indicates that value is significant at 1% level of significance

Emotional instability level was recorded high among the female respondents as compared to male respondents. The chi-square has been applied to test the relation between gender and emotional instability levels of respondents. The chi-square value is found not significant at the desired level of significance that means the emotional instability is not related to the gender of the respondents (Table 4).

**Table 4: Gender of Respondents Wise Emotional Instability Level**

Gender	Emotional Instability Level			Total
	Low	Medium	High	

Male	4	34	8	46
	8.7%	73.9%	17.4%	100.0%
Female	13	44	17	74
	17.6%	59.5%	23.0%	100.0%
Total	17	78	25	120
	14.2%	65.0%	20.8%	100.0%
X <sup>2</sup> Test	2.91 <sup>ns</sup>			

Ns Indicates That Value Is Not Significant At Desired Level Of Significance

Emotional regression level was reported high among the respondents from the age group of 25-30 years as compared to the respondents from the lower age group i.e. 15-20 years. Emotional regression level was recorded high among the female respondents as compared to the male respondents. The chi-square has been applied to test the relation between age and emotional regression level of respondents. The chi-square value is found not significant at the desired level of significance that means the emotional regression is not related to the age of the respondents (Table 5).

**Table 5: Age of Respondents Wise Emotional Regression Level**

Age	Emotional Regression Level			Total
	Low	Medium	High	
15-20	0	7	1	8
	0.0%	87.5%	12.5%	100.0%
20-25	14	63	20	97
	14.4%	64.9%	20.6%	100.0%
25-30	3	5	4	12
	25.0%	41.7%	33.3%	100.0%
Above 30	0	3	0	3
	0.0%	100.0%	0.0%	100.0%
Total	17	78	25	120
	14.2%	65.0%	20.8%	100.0%
X <sup>2</sup> Test	6.54 <sup>ns</sup>			

Ns Indicates That Value Is Not Significant At The Desired Level Of Significance

The overwhelming majority of the respondents had medium level of social maladjustment. However, social maladjustment level was recorded high among the respondents from lower age group as compared to middle and high age group respondents. The chi-square has been applied to test the relation between gender and emotional regression levels of respondents. The chi-square value is found not significant at the desired level of significance that means the emotional regression is not related to the gender of the respondents (Table 6).

**Table 6: Gender of Respondents Wise Emotional Regression Level**

Gender	Emotional Regression Level			Total
	Low	Medium	High	
Male	6	33	7	46
	13.0%	71.7%	15.2%	100.0%
Female	11	45	18	74
	14.9%	60.8%	24.3%	100.0%
Total	17	78	25	120

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	14.2%	65.0%	20.8%	100.0%
X <sup>2</sup> Test	1.71 <sup>Ns</sup>			

NS indicates that value is not significant at desired level of significance

Social maladjustment level was recorded high among the female respondents as compared to male respondents. The chi-square has been applied to test the relation between age and social maladjustment level of respondents. The chi-square value is found significant at 5% that means the social maladjustment is related to the age of the respondents (Table 7).

**Table 7: Age Of Respondents Wise Social Maladjustment Level**

Age	Social Maladjustment Level			Total
	Low	Medium	High	
15-20	0	3	5	8
	0.0%	37.5%	62.5%	100.0%
20-25	11	72	14	97
	11.3%	74.2%	14.4%	100.0%
25-30	2	8	2	12
	16.7%	66.7%	16.7%	100.0%
Above 30	1	2	0	3
	33.3%	66.7%	0.0%	100.0%
Total	14	85	21	120
	11.7%	70.8%	17.5%	100.0%
X <sup>2</sup> Test	14.16*			

\* Indicates That Value Is Significant At 5% Level Of Significance

Slightly more than 2/3<sup>rd</sup> respondents had medium level of personality disintegration while about 22 per cent respondents had high level of personality disintegration. The personality disintegration level was recorded high among the respondents from higher age group as compared to respondents from lower age group. The chi-square has been applied to test the relation between gender and social maladjustment levels of respondents. The chi-square value is found not significant at the desired level of significance that means the social maladjustment is not related to the gender of the respondents (Table 8).

**Table 8: Gender Of Respondents Wise Social Maladjustment Level**

Gender	Social Maladjustment Level			Total
	Low	Medium	High	
Male	8	33	5	46
	17.4%	71.7%	10.9%	100.0%
Female	6	52	16	74
	8.1%	70.3%	21.6%	100.0%
Total	14	85	21	120
	11.7%	70.8%	17.5%	100.0%
X <sup>2</sup> Test	3.97 <sup>Ns</sup>			

Ns Indicates That Value Is Not Significant At Desired Level Of Significance

There are marked variations in the personality disintegration level depending upon the age of respondents. The chi-square has been applied to test the relation between age and

personality disintegration level of respondents. The chi-square value is found no significant at the desired level of significance that means the personality disintegration is not related to the age of the respondents (9).

**Table 9: Age Of Respondents Wise Personality Disintegration Level**

Age	Personality Disintegration Level			Total
	Low	Medium	High	
15-20	1	6	1	8
	12.5%	75.0%	12.5%	100.0%
20-25	9	66	22	97
	9.3%	68.0%	22.7%	100.0%
25-30	2	7	3	12
	16.7%	58.3%	25.0%	100.0%
Above 30	0	2	1	3
	0.0%	66.7%	33.3%	100.0%
Total	12	81	27	120
	10.0%	67.5%	22.5%	100.0%
X <sup>2</sup> Test	1.70 <sup>ns</sup>			

Ns Indicates That Value Is Not Significant At Desired Level Of Significance

About 2/3<sup>rd</sup> respondents had medium level of personality disintegration while about 22 per cent respondents had high level of personality disintegration level. There is marginal difference of personality disintegration level among the male and female respondents. The chi-square has been applied to test the relation between gender and personality disintegration levels of respondents. The chi-square value is found not significant at the desired level of significance that means the personality disintegration is not related to the gender of the respondents (Table 10).

**Table 10: Gender Of Respondents Wise Personality Disintegration Level**

Gender	Personality Disintegration Level			Total
	Low	Medium	High	
Male	3	33	10	46
	6.5%	71.7%	21.7%	100.0%
Female	9	48	17	74
	12.2%	64.9%	23.0%	100.0%
Total	12	81	27	120
	10.0%	67.5%	22.5%	100.0%
X <sup>2</sup> Test	1.12 <sup>Ns</sup>			

Ns Indicates That Value Is Not Significant At Desired Level Of Significance

Emotional maturity is a subjective characteristic of an individual which varies across different age groups and gender. A mature individual is capable of handling stressful life circumstances effectively. Emotional maturity is something on which individuals can constantly work over and improve. It enables individuals to create the life they desire. When an individual is faced with difficulties it is his/her level of emotional maturity that determines his/her ability to cope. A mature individual is one who has developed intellectually, emotionally and spiritually. Students are mostly mature intellectually but not emotionally. Emotional maturity enables

students to understand and manage one's own and others emotions effectively. In the age of social media, students are provided with more information that makes them feel overloaded. Overloading students with information and knowledge do not make them mature emotionally. They may feel frustrated and may have emotional backups and social media enables students to have more friends and relations than ever before. But it only has short term effects on one's mental well-being

### **Conclusion:**

The research findings revealed that the young internet users are not emotionally mature. The results of this study can create awareness among teachers and parents to control the access of their children on internet. In the present circumstances, youth as well as children are facing many difficulties in life. These difficulties are resulting into many psycho-somatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. Hence spiritual science has emerged besides the felt need of meditation and Raj Yoga among the college going students. The meditation and yoga have long-lasting impact of personify development, positive thinking, and sound physical and mental development. It became pertinent to look for lasting ways in order to regulate emotions as without this, a distorted mind, driven by chaotic thought pattern would only leads to volatile words and actions, creating lots of disturbance to the self, family and whole society. The concept of emotional intelligence act as an umbrella that embraces broad range of individual skills and temperaments, generally treated as life skills, soft skills or intra-personal and interpersonal skills that separates from old-style pattern of general intelligence inclusive of general technical and professional skills,

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