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ABBES LAGHROUR UNIVERSITY KHENCHELA

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الرقم التسلسلي: .....

# Internet addiction and achievement motivation among youth

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# Dedication

To my beloved parents,  
whose prayers have always been my invisible armor, and whose sacrifices shaped the person I've become. Your  
love is the home I carry with me wherever I go.

To my siblings,  
the quiet strength behind every small triumph, and the echo of encouragement in every setback.  
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whose place in my story is irreplaceable.  
Among them, one holds a silent space of love,  
and others carried pieces of my burden as if it were their own.

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who believed that raising the banner of truth is worth the pain, to the ones who turn impossibility into a  
stepping stone.

To the children of Gaza,  
whose laughter under fire is a miracle of resistance.

To the free people of Palestine,  
who teach us with their courage that dignity has no borders, and that life itself is a struggle worth  
enduring with grace.

This work is yours as much as mine

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**Abstract:**

The widespread integration of the internet into daily life has raised growing concerns about its potential psychological effects on youth, particularly regarding achievement motivation. This study aimed to examine the relationship between internet addiction and achievement motivation among Algerian youth. A descriptive-correlational method was employed. The final purposive sample consisted of 395 participants aged between 18 and 40 years, selected from an initial exploratory group of 500 individuals using accidental sampling. Data were collected through two validated instruments: Young's Internet Addiction Test (IAT) and Achievement Motivation Scale.

Statistical analysis was conducted using SPSS software (version 27), including descriptive statistics, Pearson correlation, and one-sample t-tests. The results showed moderate to high levels of internet addiction and low to moderate levels of achievement motivation among participants. However, there was no statistically significant correlation between internet addiction and achievement motivation ( $r = 0.058$ ,  $p > 0.05$ ). These findings suggest that internet use, although prevalent, does not necessarily impair achievement drive directly, and that other mediating variables may be involved.

**Keywords:** Internet addiction, Achievement Motivation, Algerian Youth.

## مستخلص الدراسة:

أدى الانتشار الواسع للإنترنت في الحياة اليومية إلى تزايد المخاوف بشأن آثاره النفسية المحتملة على الشباب، لا سيما فيما يتعلق بالدافعية للإنجاز. هدفت هذه الدراسة إلى تحليل العلاقة بين إدمان الإنترنت والدافعية للإنجاز لدى الشباب الجزائري. تم اعتماد المنهج الوصفي الارتباطي، حيث تألفت العينة النهائية من 395 مشاركاً تتراوح أعمارهم بين 18 و40 عاماً، تم اختيارهم من مجموعة استكشافية أولية قوامها 500 فرد باستخدام العينة العارضة.

جمعت البيانات باستخدام أداتين معتمدتين: اختبار يونغ لإدمان الإنترنت (IAT) ومقياس الدافعية للإنجاز. أجري التحليل الإحصائي عبر برنامج SPSS (الإصدار 27)، متضمناً الإحصاء الوصفي، معامل ارتباط بيرسون، واختبار t لعينة واحدة.

كشفت النتائج عن وجود مستويات متوسطة إلى مرتفعة من إدمان الإنترنت، ومستويات منخفضة إلى متوسطة من الدافعية للإنجاز بين المشاركين. مع ذلك، لم يظهر التحليل وجود ارتباط ذي دلالة إحصائية بين إدمان الإنترنت والدافعية للإنجاز ( $r = 0.058$ ) ، ( $p > 0.05$ ). تشير هذه النتائج إلى أن استخدام الإنترنت، رغم انتشاره، لا يؤثر بالضرورة بشكل مباشر على الدافعية للإنجاز، وأن متغيرات وسيطة أخرى قد تكون متضمنة في هذه العلاقة.

**الكلمات المفتاحية:** إدمان الإنترنت، الدافعية للإنجاز، الشباب الجزائري.



# **introduction**



# General introduction:

In the digital age, the internet is no longer a luxury but a necessity, a dynamic tool that reshapes the way young people learn, connect, and express themselves. However, the internet's growing accessibility brings both benefits and risks, with the line between productive use and compulsive behavior becomes increasingly blurred

In an era where human experience is deeply interconnected with technology, the phenomenon of internet addiction has emerged as a critical topic in psychological and educational research. Equally relevant is achievement motivation, the psychological force that drives to pursue goals, overcome obstacles, and strive for excellence. Digital platforms demonstrate a dual potential - enabling educational access while potentially eroding the intrinsic motivation necessary for deep learning

Focusing on an Algerian sample, this study aims to explore this intersection by investigating the relationship between internet addiction and achievement motivation among youth. This research combines theoretical analysis with empirical investigation to explore how online behaviors can either fuel or weaken individual's motivation to succeed

This thesis is structured to reflect both the academic depth and practical relevance of the research. It opens with a general overview of the study's framework, followed by two theoretical chapters that explore internet addiction and achievement motivation in detail. The methodology chapter outlines the research design and tools used to collect and analyze data. The final chapters are dedicated to presenting the findings and interpreting them through the lens of relevant literature and psychological theories

By examining this relationship, the study aims not only to contribute to academic knowledge, but also to inform future strategies for fostering balanced digital behaviors and supporting youth in achieving their full potential, both online and offline



# **Chapter 01: General framework of the research**

- I. Research Problematic
- II. Research Questions
- III. Research Hypotheses
- IV. Research Objectives
- V. Significance of the Research
- VI. Motives for Choosing the topic
- VII. Operational Concepts
- VIII. Literature Review
- IX. General Commentary on Literature Review

Chapter Synopsis



## **I. Research Problematic:**

In recent years, the internet has become an essential part of daily life for young people, offering them new ways to communicate, study and work. However, the excessive and uncontrolled use of the internet is raising serious questions about its psychological effects.

The World Health Organization (WHO) has highlighted that the use of the Internet, computers, smartphones and other electronic devices has dramatically increased over recent decades, and this increase is associated not only with clear and tremendous benefits to the users, but also with documented cases of excessive use which often has negative health consequences. (World Health Organization: WHO, 2018)

In an increasing number of countries, the problem has reached the magnitude of a significant public health concern.

Internet addiction has been identified by compulsive and excessive online engagement, leading to mental health issues such as anxiety, depression, and lack cognitive functioning.

A study published in "PLOS Mental Health" found that internet addiction in young people alters brain chemistry, potentially fostering further addictive behaviors and affecting mental health, development, intellectual abilities, and physical coordination. (Thomas, 2025)

Numerous empirical studies have linked problematic internet use to reduced academic performance, impaired concentration, and emotional instability, especially among youth population.

One of the major subjects in clinical psychology is understanding the impact of internet addiction on motivation, especially achievement motivation among youth. Achievement motivation is an essential concept in psychology that drives individuals to set goals, persist in their tasks, and seek for success.

However, extended and unregulated internet use, specifically in activities such as social media, online gaming, and streaming, can lead to procrastination, decreased motivation to pursue goals and declined academic or professional performance. On the other hand, some studies suggest that certain online activities, such as e-

learning and professional networking, may enhance motivation and cognitive engagement.

Given that achievement motivation is deeply tied to self-regulation and focus, it becomes critical to examine how internet addiction might compromise these psychological mechanisms.

This study aims to explore the complex relationship between internet addiction and achievement motivation among young individuals by analyzing how intense internet use impact the psychological mechanisms related to motivation. While compulsive engagement in online activities may undermine intrinsic motivation and lead to procrastination, certain forms of digital use can play a role in improving learning and self-motivation if managed consciously.

From a clinical psychology perspective, it is important to explore the possibility that internet addiction functions as a coping strategy for emotional and social stress, which may gradually weaken individuals motivation to achieve. Understanding this relationship is not only essential for explaining theoretically how technology affects motivation but also for developing intervention strategies that encourage beneficial internet usage instead of diminishing motivation.

**Identifying this relationship can support the development of effective psychoeducational programs aimed at improving digital habits and strengthening academic motivation.**

## **II. Research Questions:**

- What is the level of internet addiction among youth?
- What is the level of achievement motivation among youth?
- Is there a statistically significant relationship between internet addiction and achievement motivation among youth?

## **III. Research Hypotheses:**

**First Hypothesis:** Youth demonstrate a high level of internet addiction.

**Second Hypothesis:** Youth demonstrate a moderate level of achievement motivation.

**Third Hypothesis:** There is a statistically significant relationship between Internet addiction and achievement motivation among youth.

#### **IV. Research Objectives:**

1-To investigate the relationship between internet addiction and achievement motivation among youth.

2-To determine the level of internet addiction among youth.

3-To determine the level of achievement motivation among youth

#### **V. Significance of the Study:**

-The study addresses the impact of internet addiction on achievement motivation among youth, which is an important issue in this digital age.

-It contributes to understanding how internet addiction influences achievement motivation, a key factor in academic and personal success.

-This study may provide useful information for future researchers who want to explore the relationship between internet overuse and motivation, especially in regions that still lack sufficient empirical data on this topic.

#### **VI. Motives for Choosing the topic:**

##### **-Personal Motives:**

1. Daily observation of excessive internet use among young people and its negative effect on academic performance.

2. Curiosity about how internet use may impact goal-setting and ambition in young individuals.

3. A personal interest in understanding psychological mechanisms behind motivation.

4. A desire to explore the link between technology addiction and achievement motivation.

##### **-Scientific and Objective Motives:**

1. The importance of understanding how online behaviors impact youth development and academic progress.

2.The limited empirical studies in the Algerian context addressing the relationship between internet addiction and achievement motivation.

3.The need to enrich academic literature by connecting clinical psychology with digital variables.

### **VII. Operational Concepts:**

\* **Internet addiction:** Refers to the score obtained by individual on Young's Internet Addiction Test (IAT) adopted by the researcher, which measures behaviors related to excessive and uncontrolled internet use, such as loss of control, preoccupation, and its impact on daily, social and academic life.

\* **Achievement motivation:** Refers to the score obtained on the Achievement Motivation Scale adopted by the researcher, which reflects the individual's drive to achieve goals. persistence in task performance, and desire for success and excellence both academically and personally.

**IIIX. Literature Review:**

<b>Resear- cher</b>	<b>Study title</b>	<b>Metho- dology</b>	<b>Year &amp; Country</b>	<b>Sampling</b>	<b>Instruments used</b>	<b>Main findings</b>
<b>Arab studies</b>						
Manal M. Al-Dosuki & Lubna M. Hassan	Internet use and its relation to social responsibility and achievement motivation among Saudi university youth	Descriptive - correlationa l	2013, Saudi Arabia/ Egypt	Saudi university students	Questionnaire on internet use; Social Responsibility scale; Achievement Motivation scale	Found that higher internet use was positively correlated with social responsibility and achievement motivation

<p>Kareem, A. F Aaiz, F. L &amp; Shihab, L. A</p>	<p>Internet addiction and its relationship to academic achievement motivation towards middle school</p>	<p>Descriptive</p>	<p>2020, Iraq</p>	<p>Random sample of 300 students chosen from different schools were collected.</p>	<p>Internet addiction questionnaire</p>	<p>The results revealed a low level of internet addiction among middle school students. A total of 86 female and 85 male students were found to use the internet for more than six hours daily, mainly for chatting or gaming.</p>
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<p>Sayegh, A., Hussein, N., &amp; Bdier, D</p>	<p>Internet addiction and achievement motivation among university students</p>	<p>Descriptive - correlationa 1</p>	<p>2020, Palestine</p>	<p>university students</p>	<p>-Internet Addiction Test (IAT) was developed by Young (1998)  -Herman's (1970) Scale for Achievement Motivation.</p>	<p>The findings revealed statistically significant differences in achievement motivation based on gender, with females having higher levels than males. Also, the results indicate that there are statistically significant differences in the degree of achievement motivation with respect to academic specialization, in favor of the humanities.</p>
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Tabbas, N. & Mellal, K.	Internet addiction among university students	Descriptive	2021, Algeria	200 university students from University of Oran 2	Internet Addiction Scale by Arnout (2007), adapted by El-Houssaini (2011)	The results revealed a moderate level of Internet addiction among students. Significant gender differences were found in favor of males.
<b>Foreign Studies</b>						
Kutlu, M. & Demir, Y.	Relationships among Internet Addiction, Academic Motivation, Academic Procrastination, and School Attachment in Adolescents	Descriptive - correlational with structural equation modeling	2022, Turkey	390 adolescents (140 males, 250 females) from Malatya province	-Young's Internet Addiction Test – Short Form (YIAT- SF) -Academic Procrastination Scale (APS) -School Attachment Scale (SAS)	-Internet addiction positively correlates with academic procrastination -Internet addiction negatively correlates with academic achievement/motiv

						<p>ation</p> <p>-School attachment positively correlates with motivation and negatively with procrastination</p>
Vrioni, R. & Shijaku, A	Internet Addiction and Its Effects on Academic Motivation: An Empirical Study among University Students	Hierarchical multiple regression analysis	2023, Albania	187 undergraduate students (100 females, 87 males) from the University of Tirana, Albania	<p>-Internet Addiction Test (IAT) was developed by Young (1998)</p> <p>-The Motivated Strategies for Learning Questionnaire (MSLQ), formulated by Pintrich and DeGroot (1990)</p>	<p>Hierarchical regression analysis revealed that Internet addiction was a significant negative predictor of intrinsic task orientation, learning self-efficacy, and control over learning. IAT scores significantly predicted lower academic motivation independently of</p>

						depression, anxiety, and social isolation.
Bukhori, B. Said, H. Wijaya, T Mohamad Nor, F	The Effect of Smartphone Addiction, Achievement Motivation, and Textbook Reading Intensity on Students' Academic Achievement	Quantitative – Cluster random survey & path analysis	2019, Indonesia/Malaysia	720 university students from two public universities	<b>Smartphone Addiction Scale:</b> A self-report measure used to assess students' level of smartphone dependency. <b>Achievement Motivation Scale:</b> A tool designed to evaluate students' internal drive to achieve academic success. <b>Reading Textbook Intensity Scale:</b>	-Both smartphone addiction and achievement motivation directly influenced reading intensity. -All three variables had direct effects on academic achievement. -Reading intensity partially mediated the effect of smartphone addiction on achievement, but

					Measures how frequently and intensely students engage in reading academic textbooks. <b>Academic Achievement:</b> Measured using students' Cumulative Grade Point Average (CGPA)	not for achievement motivation.
Neverkovich, S. D. et al.	Students' Internet Addiction: Study and Prevention	Descriptive-analytical method	2017, Russia	A total of 657 participants, including high school and college students from Moscow, Irkutsk, Kazan, and several Russian universities.	-Young's Internet Addiction Test (2000) -Chen's Internet Addiction Scale (2007) -Kulakov's Social Network Addiction Test (2017) -Leary's Interpersonal Relationship Test (2004)	<b>Internet Addiction Levels:</b> -52% of students in the experimental group showed <b>moderate</b> levels of internet addiction. -48% had <b>low</b> levels of addiction (according to Chen's Scale, 2007). -No participants

						<p>showed high levels, but moderate levels indicated a <b>risk of future addiction.</b></p> <p><b>Social Media Addiction (Kulakov's Scale, 2017):</b></p> <ul style="list-style-type: none"><li>-Majority of students showed <b>low to average</b> levels of social media addiction.</li><li>-A <b>small portion (8%)</b> had <b>above-average</b> addiction levels.</li><li>-No high-level addictions were observed, but signs of emotional dependence and excessive time use were noted.</li></ul>
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						<p><b>Interpersonal Relationships (Leary's Test, 2004):</b></p> <ul style="list-style-type: none"><li>-High presence of submissive, dependent, and aggressive styles.</li><li>-Low development of altruism and maturity in relationships.</li><li>-Poor interpersonal styles may contribute to addiction tendencies, especially in social media use.</li></ul>
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<p>Sun, W., Sun, Q., &amp; Ye, C</p>	<p>The effects of online game addiction on reduced academic achievement motivation among Chinese college students: the mediating role of learning engagement</p>	<p>Correlation -al, Mediation Analysis</p>	<p>2024, China</p>	<p>443 college students</p>	<p>- Online Game Addiction Scale - Academic Motivation Scale - Learning Engagement Scale</p>	<p>Online game addiction negatively influenced achievement motivation, and learning engagement partially mediated this relationship.</p>
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## IX. General Commentary on Literature Review:

The following section presents a comparative overview of the most relevant Arab and foreign studies related to the research topic. The reviewed literature covered a variety of national and international studies that examined the relationship between internet addiction and achievement motivation among youth and students. Most studies, such as those conducted by **Sayegh et al. (2020)** and **Kutlu & Demir (2022)**, used a descriptive correlational methodology, reflecting a growing interest in uncovering the impact of digital behaviors on academic outcomes.

Several studies (e.g., **Vrioni & Shijaku, 2023**; **Sun et al., 2024**) consistently reported a negative correlation between internet or smartphone addiction and achievement motivation, with digital overuse linked to decreased intrinsic motivation, lower academic performance, and emotional imbalance. However, a few studies such as **Al Dosuki & Hassan (2013)**, revealed a positive association, especially when internet use was constructive and educational.

In terms of tools, the **Internet Addiction Test (IAT)** developed by Young (1998) was the most widely used, allowing comparisons across diverse samples and cultures. Achievement motivation was often measured using well-established scales, including Herman's Scale and the Motivated Strategies for Learning Questionnaire (MSLQ).

The samples in most studies were university students, except for **Kareem et al. (2020)** who investigated middle school students, and **Neverkovich et al. (2017)** who combined high school and college participants. This diversity highlights the widespread concern of internet-related behaviors across age groups.

Despite the insights these studies offer, certain limitations were noticed. Most of the reviewed studies relied on self-reported questionnaires, such as emotional factors or learning engagement, which were explored only in a few cases (e.g., **Sun et al., 2024**).

Compared to these works, the current study seeks to contribute by focusing on a more specific Algerian youth population, while simultaneously integrating both clinical and motivational psychological perspectives. It aims to address a gap by offering localized data and proposing potential directions for psychoeducational interventions in digital behavior and motivation management.

**Chapter Synopsis:**

In summary, this chapter has established the study's framework by clarifying the research problem, objectives, hypotheses, and significance. It also presented the key concepts and outlined previous findings related to internet addiction and achievement motivation. By establishing a clear rationale and direction for the research, this chapter provides the necessary background for the theoretical and methodological discussions that follow



## **Chapter 02: Internet addiction**

### Introduction

- I. Definition of Internet Addiction
- II. Types of Internet Addiction
- III. Diagnosis of Internet Addiction
- IV. Assessment Tools
- V. Theoretical Frameworks of Internet Addiction
- VI. Risk Factors of Internet Addiction

### Chapter Synopsis



**Introduction:**

In recent years, the internet has become an essential part of modern life, offering a variety of benefits in communication, enjoyment, information access, and education. However, the excessive and uncontrolled use of the internet has led to a growing concern about its likely harmful effects on individuals' mental, emotional, and social well-being. Among these concerns, internet addiction has appeared as a significant psychological and behavioral issue, especially among youth. This chapter seeks to present a theoretical overview of internet addiction by examining its definition, theoretical frameworks, types, risk factors, and consequences.

**I. Definition of Internet Addiction:**

Internet addiction has been defined and described by various researchers and institutions, reflecting different perspectives on its causes, characteristics, and consequences. The following are some of the most recognized definitions:

-Internet addiction is a behavioral disorder characterized by excessive or poorly controlled preoccupations, urges, or behaviors regarding computer use and internet access that lead to impairment or distress. (Shaw & Black, 2008)

**I.1. American Psychological Association (APA):** A behavioral pattern characterized by excessive or obsessive online and offline computer use that leads to distress and impairment. The condition, though controversial, has attracted increasing attention in the popular media and among health care professionals. Expanding research has identified various subtypes, including those involving excessive gaming, sexual preoccupations, and e-mail and text messaging. (APA Dictionary of Psychology, n.d.)

**I.2. World Health Organization (WHO):** Although WHO does not label it as a standalone disorder in all cases, it has recognized excessive use of digital platforms (including gaming and internet use) as a public health concern due to its negative effects on mental and physical health.

**I.3. Caron Treatment Centers:** Internet addiction disorder or IAD is a broad term that describes an impulse control disorder characterized by spending excessive amounts of time on the internet in chat rooms, on dating sites, scrolling through social media, playing online games, watching YouTube videos, etc. Also called Problematic Internet Use (PIU), internet addiction is characterized by hard to control, excessive use of, preoccupation with, or difficult to withstand urges to use

one's computer, smartphone, and internet. It is also characterized by the experience of withdrawal symptoms when the user loses access to online activities. The behavior continues despite impairment and negative consequences. (Centers, 2024)

## **II. Types of Internet Addiction:**

Internet addiction includes many forms, each characterized by particular online behaviors. Recognizing these types is crucial for identifying and tackling the different manifestation of internet addiction.

### **II.1. Cyber-sexual Addiction:**

This occurs in individuals who are typically engaged in viewing, downloading and trading online pornography or are involved in adult fantasy role-play chat rooms. (Shaw & Black, 2008)

### **II.2. Cyber-relational Addiction:**

People with this type become overly involved in online relationships through social media, messaging apps, or chat rooms. These virtual connections can become more meaningful to the than their real-life relationships, leading to emotional and social isolation. (Shaw & Black, 2008)

### **II.3. Net compulsion:**

This includes behaviors such as compulsive online gambling, online shopping, or stock trading, which can lead to financials issues and interference with real-life responsibilities. (Capocci et al., 2010)

### **II.4. Information Overload:**

This form is characterized by excessive web surfing or database searching. People with this type of addiction may spend hours browsing news articles, or databases, which affects concentration and productivity. (Capocci et al., 2010)

### **II.5. Computer or Gaming Addiction:**

This type involves excessive and compulsive use of video games, especially online multiplayer games (e.g., MMORPGs). This can result academic decline, neglect of real-world obligations, and social withdrawal. (World Health Organization, 2015)

### **III. Diagnosis of Internet Addiction:**

The diagnosis of internet addiction is still a topic of debate in the field of mental health due to the lack of universal criteria. However, various assessment tools and clinical frameworks have been developed to help identify problematic internet use.

#### **III.1. Kimberly Young's Diagnostic Criteria (1998):**

Dr. Kimberly Young was among the pioneers in identifying and assessing Internet addiction. She developed the Internet Addiction Test (IAT), a 20-item questionnaire designed to measure the presence and severity of Internet dependency among adults. The IAT evaluates factors such as compulsive use, escapism, and neglect of duties. Scores range from 20 to 100, with higher scores indicating greater levels of addiction. (NetAddiction, Internet Addiction Test (IAT), n.d.)

#### **III.2. DSM-5 Criteria for Internet Gaming Disorder (2013):**

The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), introduced by the American Psychiatric Association, includes Internet Gaming Disorder (IGD) as a condition warranting further study. (Sarkis, 2014)

IGD is characterized by a pattern of excessive and prolonged Internet gaming leading to significant impairment or distress. The DSM-5 outlines nine criteria, and a diagnosis requires meeting five or more within a 12-month period. (Chew & Wong, 2022)

#### **III.3. ICD-11 Criteria for Gaming Disorder (2018):**

In its 11th revision, the International Classification of Diseases (ICD-11), issued by the World Health Organization, officially identifies Gaming Disorder as a diagnosable mental health condition. "It is defined by impaired control over gaming, increasing priority given to gaming over other activities, and continuation or escalation of gaming despite negative consequences. (Addictive Behaviours: Gaming Disorder, n.d.)

### **IV. Assessment Tools:**

#### **IV.1. Internet Addiction Test (IAT):**

As previously mentions, the Internet Addiction Test (IAT) developed by Young (1998) continues to be one of the most widely used tools for measuring internet addiction.

## **IV.2. Chen Internet Addiction Scale (CIAS):**

The Chen Internet Addiction Scale (CIAS), developed in Taiwan, is a self-report tool made up of 26 items. It is used to measure the level of internet addiction by covering five main aspects: compulsive use, withdrawal symptoms, tolerance, problems related to health, social relationship, and time management issues. (Chen Internet Addiction Scale (CIAS) Care, n.d.)

## **IV.3. Compulsive Internet Use Scale (CIUS):**

The Compulsive Internet Use Scale (CIUS) is a 14-item questionnaire designed to assess the severity of compulsive Internet use. It covers aspects such as loss of control, preoccupation, withdrawal symptoms, coping, and conflict. (Downing et al., 2014)

## **IV.4. Neuroimaging Studies:**

Recent neuroimaging studies have explored the neurological underpinnings of Internet and gaming addiction. (Kuss & Griffiths, 2012)

Findings suggest that individuals with Internet addiction exhibit changes in brain regions associated with reward, impulse control, and decision-making, similar to those observed in substance use disorders.

## **V. Theoretical Frameworks of Internet Addiction:**

To gain a deeper understanding of internet addiction, several psychological and behavioral theories have been proposed. These frameworks help explain the factors that lead to the onset and continuation of problematic internet use

### **V.1. Cognitive-Behavioral Model (CBM):**

The Cognitive-Behavioral Model, proposed by Davis (2001), suggests that internet addiction develops due to maladaptive cognitions and psychological vulnerabilities. The model highlights that individuals suffering from depression, anxiety, or social isolation may use the internet excessively as a coping mechanism, leading to reinforcement of problematic behaviors. (Davis, 2001)

Originally developed by Bandura, the Social Cognitive Theory (SCT) explains that human behavior is shaped by reciprocal interactions between personal, behavioral, and environmental factors. In the context of internet use, individuals may imitate excessive online behavior observed in others, especially peers or influencers which can lead to the development of addictive patterns.

**V.2. I-PACE Model (Interaction of Person–Affect–Cognition–Execution):**

The I-PACE model, developed by Brand et al. (2016), is a comprehensive and flexible framework that helps explain how internet-use disorders, such as internet addiction, develop and persist. It focuses on how personal, emotional, and cognitive factors work together to influence problematic internet behavior.

The model suggests that internet addiction is not caused by one single factor but results from the interaction of four main areas:

- **Person:**

This includes individual traits like personality (e.g., impulsivity or emotional instability), genetic risks, and mental health conditions such as depression, anxiety, or ADHD. These factors may increase the risk of excessive internet use.

- **Affect (Emotion):**

This refers to emotional states, both short-term and long-term. Negative feelings like loneliness, boredom, or stress can lead people to use the internet as a way to escape or feel better.

- **Cognition:**

This domain involves thinking patterns, such as poor decision-making or unrealistic beliefs about the internet. For example, someone might think that going online will solve their problems or give instant happiness, which encourages more use.

- **Execution (Executive Functions):**

This refers to a person's ability to control their behavior, resist impulses, and manage their time. If this self-control is weak, it becomes harder to reduce internet use, even when someone knows it is harmful.

These four areas constantly influence each other, and learning processes or rewards (like social approval or temporary relief) can strengthen the behavior. Over time, this may lead to compulsive use and signs of addiction. (Brand et al., 2016)

What makes the I-PACE model especially useful is that it combines psychological theories with findings from neuroscience, offering a full explanation of internet-related behavioral addictions.

### V.3. Biopsychosocial Model of Internet Addiction:

The Biopsychosocial Model, originally developed by Engel (1977), explains internet addiction as the result of interacting biological, psychological, and social factors, rather than a single cause.

- **Biological factors:**

- include changes in brain functioning, especially in the reward system and prefrontal cortex, leading to poor impulse control and craving-like behaviors during internet use. (Karch et al., 2009)
- **Altered reward system activity:** Functional MRI scans reveal that individuals with internet addiction show heightened activity in the dopaminergic reward system, particularly in the ventral striatum, leading to cravings and compulsive use. (Klitzman & Appelbaum, 2012)
- **Prefrontal cortex dysfunction:** The prefrontal cortex, responsible for decision-making and impulse control, often shows reduced activity in addicted users, resulting in impaired executive functions. (Dong et al., 2010)
- **Neuroplasticity changes:** Prolonged internet use alters brain plasticity, especially in adolescents, making them more vulnerable to addiction. (Klitzman & Appelbaum, 2012)

Internet addiction involves distinct neurobiological alterations, primarily affecting the brain's reward circuitry and prefrontal regions. Research demonstrates excessive activation in dopamine-driven reward pathways (like the ventral striatum), promoting compulsive internet-seeking behaviors, alongside diminished prefrontal cortex function-resulting in poor impulse regulation and judgment. Prolonged exposure may also rewire neural connectivity, particularly in developing adolescent brains. A typical manifestation would be a teenager persistently gaming online despite failing grades: their overstimulated reward system prioritizes digital rewards, while their weakened prefrontal control cannot override this maladaptive pattern.

- **Psychological factors** :involve low self-esteem, depression, anxiety, and the use of the internet as an emotional escape from real-life problems. (Young, 2011)

Internet addiction alters brain function in key areas. The reward system becomes overactive, creating strong cravings for online activities, while the prefrontal cortex (which controls impulses) becomes weaker. This imbalance makes it hard to resist

excessive internet use. For example a teen might keep gaming online even when it harms his homework, because their brain prioritizes digital rewards over real life responsibilities.

- **Social factors:** include peer pressure, lack of family monitoring, academic stress, and overdependence on digital tools—especially during situations like the COVID-19 pandemic. (Király et al., 2020)

Social factors significantly shape internet use patterns. Peer influence often leads individuals to adopt excessive online habits mirroring their social circle. Insufficient parental oversight frequently results in unregulated screen time and uncontrolled access. External stressors like academic pressure or pandemic isolation can push people toward digital escapism, as seen when students or quarantined individuals increasingly rely on online activities for relief.

## **VI. Risk Factors of Internet Addiction:**

Internet addiction does not arise in isolation; instead, it is shaped by various psychological, social, and environmental factors. Recognizing these risk factors is crucial for effective prevention and intervention.

### **VI.1. Psychological Factors:**

Many studies have linked internet addiction to underlying psychological issues, such as:

- **Depression and anxiety:** Individuals suffering from mood and anxiety disorders may turn to the internet as a form of escape or emotional regulation. (Ko et al., 2011)
- **Low self-esteem and loneliness:** Adolescents and young adults with poor self-image or weak real-life social ties are more likely to seek validation and relationships online. (Hsu et al., 2008)

Research indicates that depression, anxiety, loneliness, and low self-esteem are key risk factors for internet addiction. These psychological traits correlate with excessive online engagement, often as maladaptive coping. Meta-analyses highlight particularly strong links with depression and social isolation.

### **VI.2. Personality Traits:**

- **Impulsivity and novelty seeking:** These traits strongly predict problematic internet and gaming use. Meta-analyses and individual studies underline the robust link with reckless, reward-driven behavior. (Koo & Kwon, 2014)
- **Neuroticism/ Emotional instability:** A strong personality correlate: individuals with higher neuroticism show greater vulnerability to internet addiction. (Othman, 2024)
- **Low conscientiousness /Poor self-control:** Students with poor planning, self-regulation, or low conscientiousness are more likely to develop problematic internet habits, often exacerbated by impulsivity. (Othman, 2024)

Certain personality traits increase the risk of internet addiction, particularly impulsivity, emotional instability, and poor self-discipline. Individuals who are impulsive or emotionally sensitive tend to engage in excessive internet use, while those lacking self-control struggle to regulate their online behavior.

### Chapter Synopsis:

In conclusion, this chapter examined the problem of internet addiction, covering its definitions, types, frameworks, and models of diagnosis. It was concluded that internet addiction is not simply an excess of behavior, but, within a biopsychosocial framework, a deeply rooted psychological problem with complex underlying causes. Important theoretical approaches were discussed in the chapter, such as the Cognitive-Behavioral Model, I-PACE model, and Biopsychosocial Model, which have all greatly advanced the understanding of online addictive behaviors and how they develop and persist. Understanding the numerous risk factors, including mental illness, certain personality traits, and more, illustrates the immediate need for proactive prevention measures, early identification, and focused strategies tailored for adolescents. That will be the understanding that I will build in the next chapter, which will focus on the achievement motivation concept and its relationship with digital behavior.



## **Chapter 03: Achievement motivation**

### Introduction

- I. Definition of Achievement Motivation
- II. Theoretical Perspectives on Achievement Motivation
- III. Factors affecting Achievement Motivation
- IV. Effects of Low and High Achievement Motivation

### Conclusion



**Introduction:**

Achievement motivation represents a fundamental psychological force that inspires individuals to pursue success, persist through challenges, and attain personal excellence. This chapter explores this critical concept through multiple dimensions: its essential definition, the theoretical perspectives that explain it, the various factors that shape it, and its profound connection to educational performance.

**I. Definition of Achievement Motivation:**

**\*APA Dictionary:** the desire to overcome obstacles and master difficult challenges. High scorers in achievement motivation are likely to set higher standards and work with greater perseverance than equally gifted low scorers. David McClelland found a significant relationship between high achievement motivation and early independence in childhood; in addition, there is a positive correlation between high achievement motivation and actual achievement in later life. (APA Dictionary of Psychology, n.d.-b)

Achievement motivation refers to an individual's need or desire to accomplish goals; meet standards of excellence, and feel competent

\*Achievement motivation refers to an individual's drive to pursue success and attain specific goals, often influenced by personal inclinations and environmental factors. (Achievement Motivation ,EBSCO, n.d.)

This psychological construct reflects the cognitive and behavioral patterns individuals employ when pursuing goals, demonstrating how people establish and respond to personal or societal standards of excellence.

\* Achievement motivation is what moves students' choice, persistence, effort, and engagement on achievement-related tasks and activities... based on students' expectancies for academic success, centered around the beliefs about their own academic competence, and subjective value that students attribute to academic tasks. (Erentaitė et al., 2022)

Achievement motivation reflects the inner drive to succeed, pushing individuals to set goals, persevere through challenges, and strive for excellence. Whether in academics or life, this psychological force shapes how people approach tasks and ultimately determine success.

## II. Theoretical Perspectives on Achievement Motivation:

### II.1. Expectancy- Value Theory:

This influential theory (Eccles & Wigfield, 2002) explains motivation as a function of two cognitive assessments:

1. Expectancy of Success - An individual's belief in their capability to perform a task successfully, influenced by past experiences and self-concept.
2. Task Value - The perceived importance of the task, comprising:
  - Intrinsic value (enjoyment)
  - Utility value (usefulness for goals)
  - Attainment value (personal importance)
  - Cost (required effort/time)

The theory emphasizes that both components must be present for optimal motivation - people engage most when they believe they can succeed AND value the outcome.

### II.2. Self-Determination Theory (SDT):

Proposed by (Ryan & Deci, 2000), this theory identifies three universal psychological needs that fuel motivation:

1. Autonomy: The need to feel in control of one's actions and decisions.
2. Competence: The need to master tasks and experience effectiveness.
3. Relatedness: The need to feel connected to others.

SDT distinguishes between:

- Intrinsic motivation (doing something because it's inherently interesting/enjoyable).
- Extrinsic motivation (doing something for separable outcomes).
- Ranges from external regulation (rewards/punishments) to integrated regulation (personal alignment with the activity).

The theory posits that environments supporting these three needs foster higher-quality motivation and better performance outcomes.

### II.3. Achievement Goal Theory:

Proposes that individuals adopt distinct types of competence-based goals: (Li & Li, 2024)

1. **Mastery goals** (task-focused)– Prioritizing skill development, self-improvement, and effort-based growth.
2. **Performance goals** (other-focused)– Emphasizing normative comparisons and demonstrating superior ability relative to peers.

This framework highlights a critical motivational divergence: mastery-oriented individuals derive satisfaction from learning processes, while performance-oriented individuals seek external validation through competition.

### II.4. Attribution Theory:

suggests that people's motivation and emotional responses to success or failure are shaped by how they explain the causes of these outcomes. (Weiner, 1986)

These explanations are categorized along three dimensions:

1. **Locus** (internal vs. external cause).
2. **Stability** (fixed vs. changeable over time).
3. **Controllability** (within vs. beyond personal control).

### II.5. Self-Efficacy Theory (Bandura, 1977):

Self-efficacy refers to a person's belief in their own ability to successfully carry out specific actions and achieve designated goals. As Bandura explains:

“Unless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy belief, therefore, is a major basis of action”. Individuals' beliefs in their capability to execute tasks (self-efficacy) play a key role in motivation, effort, goal-setting, persistence, and emotional well-being. These beliefs are shaped by mastery experiences, observing others, social encouragement, and interpreting emotional/physical states. (Artino, 2012)

High self-efficacy supports resilience and intrinsic goal pursuit, while low self-efficacy can hinder engagement and foster anxiety.

Self-Efficacy Theory explains why students choose tasks, how much effort they invest, and how persistently they engage-making it a vital lens for understanding achievement motivation.

### **III. Factors affecting Achievement Motivation:**

Achievement motivation is influenced by a variety of psychological, environmental, and individual factors. These factors either enhance or hinder the internal drive to succeed, set goals, and persist through challenges.

#### **III.1. Self-Efficacy and Expectancy of Success:**

The higher the general self-efficacy level of college students, the higher the motivation to learn. (N. Li et al., 2022).

Self-efficacy belief in one's competence enables setting challenging goals and persisting through difficulty.

#### **III.2. Intrinsic vs. Extrinsic Motivation:**

- Learners with intrinsic motivation (curiosity, internal satisfaction) outperform those driven by external rewards. (Wang & Xue, 2022)
- Extrinsic rewards (e.g., grades) may undermine intrinsic drive a phenomenon known as the over-justification effect. (Wang & Xue, 2022)

#### **III.3. Anxiety and Emotional Factors:**

- Test anxiety and emotional instability hinder motivation and performance. Conversely, moderate arousal may enhance performance. (Joanna, 2022)
- Anxiety harms performance when overwhelming, but mild stress may boost engagement the key is balancing challenge and skill.

#### **III.4. Social and Environmental Factors:**

- Peer and teacher expectations, social support, and learning environment shape motivational levels. Self-Determination Theory posits that feelings of autonomy, competence, and relatedness foster intrinsic motivation. (MSED, 2024)
- Personality traits such as conscientiousness and emotional stability also play a significant role.

## **IV. Effects of Low and High Achievement Motivation:**

### **IV.1. Academic Performance:**

- High achievement motivation is consistently associated with better academic outcomes. Meta-analysis studies indicate a positive correlation between motivation and student achievement, with effect size around  $r = 0.27$ . (Özen, 2017)
- Conversely, low motivation often leads to decreased academic performance, less persistence in challenging tasks, and poor learning strategies. (Poddar, 2013)

### **IV.2. Study Strategies and Effort: (Steinmayr et al., 2019)**

- Students with high intrinsic motivation employ effective study strategies, show greater self-regulation, and invest more effort in their learning .
- Low motivated students tend to rely on surface learning, lack persistence, and are more prone to procrastination

### **IV.3. Well-being and Self-Efficacy**

- Strong achievement motivation enhances general self-efficacy, especially when supported by social backing and sports participation.(N. Li et al., 2022b)
- Low achievement motivation is linked to lower self-esteem, reduced engagement, and poorer adjustment in academic and social contexts. (Hart & Albarracín, 2009)

### **IV.4. Goal Orientation and Engagement**

- High achievers tend to develop clear, intrinsic goals and show sustained engagement, which leads to deeper learning.(Vu et al., 2021)
- Students with low motivation often lack clear goals, exhibit extrinsic or avoidant orientations, and disengage more quickly from educational tasks. (Steinmayr et al., 2019b)

### **IV.5. Reciprocal Motivation–Achievement Cycle:**

Evidence shows a reciprocal dynamic: motivation boosts achievement, which in turn enhances future motivation, creating a positive feedback loop. (Vu et al., 2021b)

**Chapter Synopsis:**

In conclusion, achievement motivation is a fundamental construct in educational and psychological research. It plays a critical role in determining students' academic success, personal growth, and overall engagement. This chapter provided a comprehensive overview of the concept, including its definitions, major theoretical frameworks, influencing factors, and the implications of both high and low levels of motivation. Understanding achievement motivation is essential for designing effective educational interventions, fostering learner autonomy, and guiding students toward setting meaningful goals. As such, cultivating achievement motivation remains a priority in promoting student well-being and academic excellence.



# Chapter 04: Research procedures

## Introduction

1-Research methodology

II- Exploratory study

II.1. Objectives

II.2. Exploratory Sample

II.3. Tools (Instruments)

II.4. Results of the Exploratory Study

III- Main Study

1.Study Limitations

2. Descriptive Statistics of the Sample

3. Main Sample and its Characteristics

4. Study Instruments description

5. Psychometric properties of the instruments

6. Application Procedures

7. Statistical Analysis Methods

Chapter  
synopsis



**Introduction:**

This chapter contains the methodology adopted to investigate the relationship between internet addiction and achievement motivation among youth. It presents the research design, instruments used, the exploratory study, sampling procedures, data collection methods, statistical tools and the limitations encountered during the study.

**1-Research methodology:**

A methodology is a set of rules, procedures and techniques that represents the means through which a study is conducted. It focuses on achieving the objectives of the research within the target population, and on validating a set of facts in various situations by testing their reliability.

In this study, the descriptive-correlational method was adopted because it is the most appropriate for the nature of the research (in this case we have internet addiction and achievement motivation). This approach is based on describing the observed phenomenon as it exists in reality, paying attention to accurate description, and expressing how and how much it varies either qualitatively or quantitatively.

The descriptive-correlational method specifically aims to uncover the relationships between two or more variables, to determine the extent of the association between them, and to express these associations in numerical form. It also helps in understanding the type of these relationships.

This method was particularly appropriate because the aim was to investigate the strength and direction of the relationship between two psychological variables (internet addiction and achievement motivation) without manipulating them.

**II- Exploratory study:****II.1. Objectives:**

This stage of the research was an opportunity to achieve the following goal:

- Select the actual sample for the main study by identifying individuals who demonstrate a level of internet addiction, in order to subsequently apply the Achievement Motivation Scale to them.

## **II.2. Exploratory Sample:**

The exploratory sample consisted of 500 young individuals who responded to the Internet Addiction questionnaire. After analyzing their scores, it was found that 395 participants exhibited moderate to severe levels of internet addiction. These individuals were selected as the core sample for the main study.

## **II.3. Tools (Instruments):**

- **Internet Addiction Test (IAT):** Developed by Kimberly Young, consisting of 20 items rated on a five-point Likert scale. The total score ranges from 20 to 100.
- **Achievement Motivation Scale:** Comprising 24 items designed to measure an individual's drive to succeed and excel, also rated on a five-point Likert scale.

## **II.4. Results of the Exploratory Study:**

- The psychometric properties (validity and reliability) of both scales were confirmed prior to proceeding with the main study.
- The final sample for the main study was identified, consisting of 395 participants who showed moderate to high levels of internet addiction.

## **III- Main Study:**

### **III.1. Study Limitations:**

#### **1.1. Human limitations:**

The study was limited to 395 young individuals who exhibited moderate to high levels of internet addiction.

#### **1.2. Spatial limitations:**

Data were collected from various Algerian regions via online forms, and from the city of Khenchela via paper forms.

#### **1.3. Temporal limitations:**

Data collection took place between March 2025 and May 2025.

### **III.2. Main Sample and its Characteristics:**

The main sample consisted of 395 male and female youth, selected from the exploratory study participants based on their scores on the Internet Addiction Scale

(score  $\geq 40$ ). The data were collected from various Algerian regions through an online questionnaire distributed via social media, and through 100 paper-based questionnaires distributed locally in the city of Khenchela.

Participants were aged between 18 and 40 years, and represented various educational levels and geographical regions across Algeria.

### III.3. Descriptive Statistics of the Sample:

Descriptive statistics represent the first step in data analysis, as they allow understanding the characteristics of the sample.

The sample consisted of 395 participants aged between 18 and 40 years, distributed by gender and educational level.

**Table 1:** Distribution of the sample according to demographic variables:

variable	categories	frequency	percentage(%)
<b>Gender</b>	Female	272	68.0%
	Male	128	32.0%
<b>Age</b>	18–20	53	13.3%
	21–26	237	59.3%
	27–40	110	27.5%
<b>Marital status</b>	Single	356	89.0%
	Married	38	9.5%
	Divorced	4	1.0%
	Widowed	2	0.5%
<b>Professional status</b>	Employed	131	32.7%
	unemployed	269	67.3%

As shown in the table above, the majority of the sample were female (68%). Most participants were single (89%), and the age range was mainly between 21 and 26 years. Regarding employment , 67.3% were unemployed.

#### **III.4. Study Instruments description:**

- The Internet Addiction Test (IAT) developed by Kimberly Young (1998), is one of the most used tools to assess problematic internet use. It consists of 20 items rated on a 5point Likert scale ranging from "Never" (1) to "Always" (5). The total score ranges from 20 to 100. A score of 40 or higher indicates signs of internet addiction.
- The Achievement Motivation Scale, was developed by Othman Kamal Mostafa Hazin (2014), commonly used in educational and psychological research, includes 24 items measuring persistence, ambition, and desire for success. The items are rated on a 3point scale (1 = Does not apply, 2 = Applies somewhat, 3 = Applies). Some items are negatively worded and scored in reverse.

Both tools were administered to the selected sample to assess the correlation between the two study variables.

#### **III.5. Psychometric properties of the instruments:**

To ensure the quality and accuracy of the measurement tools used in this study, both construct validity and internal consistency were evaluated.

#### **III.6. Application Procedures:**

After identifying the final sample, the Achievement Motivation Scale was distributed electronically to those participants. The collected data were then entered into SPSS for statistical analysis to test the research hypotheses.

The Internet Addiction Test was distributed first to a broad online audience via social media platforms. Those who scored 40 or above were then invited to complete the Achievement Motivation Scale. Additionally, 100 paper forms were distributed in Khenchela city to ensure regional representation.

**III.7. Statistical Analysis Methods:**

The collected data were analyzed using SPSS software (version 27). Statistical techniques such as frequency analysis, Pearson correlation, and t-test were applied to answer the research questions and test the hypotheses.

These analyses were conducted to examine the levels of both variables and to assess whether a statistically significant correlation exists between them.

**Chapter synopsis:**

This chapter outlined the methodological framework of the study. It detailed the descriptive-correlational approach adopted, the steps of the exploratory and main studies, the characteristics of the sample, the tools used for data collection, and the validity and reliability procedures followed to ensure measurement accuracy. The next chapter will present the statistical analysis and interpretation of the collected data.

## Introduction:

### I. Presentation of the Results:

This section presents the results obtained through SPSS analysis to verify the study's hypotheses. It includes descriptive statistics, scale results, and inferential statistics such as Pearson correlation and t-test.

#### I.1. Descriptive Statistics of the Main Variables:

The descriptive statistics of the main variables are shown in **Table 2**. The results indicate that the average score for Internet addiction was (56.24), which falls within the moderate addiction range according to the scale's interpretation. Participants had a mean score of 41.78 on the achievement motivation scale, which suggests a moderate to high level of motivation.

These values reflect a noticeable presence of both phenomena in the study sample.

**Table 2:** Descriptive statistics of internet addiction and achievement motivation

Variable	N	Minimum	Maximum	Mean	Std.Deviation
Internet Addiction	395	37	104	62.38	11.539
Achievement motivation	395	36	70	50.56	5.125

This table presents the mean, standard deviation, minimum and maximum scores for the internet addiction and achievement motivation scales among the sample.

#### I.2. Testing the Study Hypothesis:

##### I.2.1. Level of Internet Addiction among Youth:

To test the second hypothesis, which assumed that youth demonstrate a moderate level of internet addiction, a one-sample t-test was conducted. The test value was set at 54.5, representing the midpoint of the moderate addiction range as defined by Young (1998).

The results, as shown in **table 4**, revealed that the sample's mean score for internet addiction ( $M = 62.38$ ,  $SD = 11.53$ ) was significantly higher than the test value ( $t = 13.576$ ,  $p < 0.01$ ).

**Table 3:** One-Sample T-Test results for internet addiction level compared to the moderate cutoff score

Variable	Test value	Mean	t-value	df	p-value
<b>Internet addiction</b>	54.5	62.38	13.576	394	Sig. (2-tailed))<.001

This statistically significant result suggests that the participants, on average, exhibit a moderate to high level of internet addiction.

### **I.2.2. Level of Achievement Motivation among Youth:**

To test the second hypothesis, which assumed that youth demonstrate a moderate level of achievement motivation, a one-sample t-test was conducted. The test value was set at 54.5, representing the midpoint of the moderate motivation range, as commonly referenced in prior literature.

As shown in **Table 5**, the mean score for achievement motivation ( $M = 50.56$ ,  $SD = 5.12$ ) was significantly lower than the test value ( $t = -15.377$ ,  $p < .001$ ), suggesting that the participants, on average, tend to exhibit a low to moderate level of achievement motivation.

**Table 4:** One-Sample T-Test results for achievement motivation compared to the moderate cutoff score

Variable	Test value	Mean	t-value	df	p-value
<b>Achievement Motivation</b>	54.5	50.56	-15.377	399	$p < .001$

This statistically significant result indicates that the level of achievement motivation among the participants is lower than the moderate level, pointing to a potential psychological or behavioral concern.

### **I.3.3. Correlation Analysis**

To test the second hypothesis which assumes a significant relationship between internet addiction and achievement motivation among youth, the Pearson correlation coefficient was used. The results are shown in the following table:

**Table 5:** Pearson correlation between internet addiction and achievement motivation

<b>Variables</b>	<b>Internet addiction</b>	<b>Achievement motivation</b>
<b>Internet Addiction</b>	1.000	0.058
<b>Achievement Motivation</b>	0.058	1.000
<b>Sig. (2-tailed)</b>	0.248	0.248
<b>N</b>	395	395

The Pearson correlation coefficient between internet addiction and achievement motivation was  $r = 0.058$ , with a **p-value of 0.248**, which is **not statistically significant** at the 0.05 level. This indicates that there is no significant relationship between the two variables in the sample.

## **II. General Interpretation of the Results:**

The findings of this study revealed a lack of significant correlation between internet addiction and achievement motivation, suggesting that the presence of internet dependency may not directly predict motivation levels in this sample. While participants demonstrated moderate to high levels of internet addiction, their achievement motivation was found to be below the expected moderate range. These contrasting results may point to other mediating variables not addressed in this study, warranting further investigation in future research.

### **Chapter summary:**

This chapter outlined the study's statistical findings, analyzing internet addiction and achievement motivation patterns among youth through descriptive and inferential methods. The results provide a basis for the discussion in the following chapter, which will interpret and discuss the results in light of existing theories and previous research.



## **Chapter 05: Discussion of the Results**

Introduction

I. Discussion of the Results

1. Discussion of the First Hypothesis Results
2. Discussion of the Second Hypothesis Results:
3. Discussion of the Third Hypothesis

II. General Discussion

1. Discussing the lack of significant correlation
2. Discussing Moderate to High Levels of Internet Addiction
3. Discussing Low to Moderate Levels of Achievement Motivation

Chapter  
synopsis



**Introduction:**

This chapter aims to provide an interpretation of the findings presented in the previous section in light of the research questions, hypotheses, and theoretical frameworks. It seeks to provide an in-depth understanding of the patterns, associations, and discrepancies found in the data, and to evaluate their consistency with existing literature. By doing so, this chapter aims to draw meaningful conclusions about the relationship between internet addiction and achievement motivation among youth, and to reflect on the broader psychological and educational implications of these results.

**I. Discussion of the Results:****I.1. Discussion of the First Hypothesis Results:**

**Hypothesis:** Youth demonstrate a moderate level of internet addiction

This was confirmed by the results of the one-sample t-test ( $M = 62.38$ ,  $SD = 11.53$ ;  $t = 13.576$ ,  $p < .001$ ), where the mean score significantly exceeded the cutoff point for moderate addiction (54.5). This suggests that participants tend toward moderate to high levels of internet addiction.

These findings are consistent with the results of several previous studies, such as:

- Neverkovich et al. (2017) who found moderate levels of internet addiction among Russian students using Young's IAT and Chen's Scale.
- Tabbas & Mellal (2021), an Algerian study, also revealed a moderate level of internet addiction among university students.
- Sayegh et al. (2020) showed internet addiction is widespread among youth, with females showing significant patterns of use.
- Kareem et al. (2020) reported moderate to low levels among Iraqi middle schoolers, though cultural and age differences may account for variations.

**-Interpretation in Light of Theoretical Frameworks:**

According to the Biopsychosocial Model (Engel, 1977), internet addiction arises from the interaction of biological, psychological, and social factors:

- Biologically, repeated digital stimulation can alter neural reward pathways and impulse control areas in the brain (Karch et al., 2009).
- Psychologically, many participants may use the internet as a form of emotional escape from academic stress, boredom, or anxiety (Young, 2011).
- Socially, the high unemployment rate in the sample (67.3%) may lead to increased free time, social isolation, and reliance on online platforms especially in a post-pandemic context (Király et al., 2020).

Moreover, the I-PACE Model (Brand et al., 2016) helps explain how personal traits (e.g., impulsivity), emotions (e.g., boredom), and executive dysfunction (e.g., poor time management) interact to reinforce internet use and create addictive cycles.

From the Cognitive-Behavioral Model (Davis, 2001), maladaptive thoughts like “the internet helps me escape pressure” may strengthen usage patterns, especially in the absence of alternative coping mechanisms or recreational activities.

Lastly, the Social Cognitive Theory (Bandura, 1986) suggests that youth may be modeling peers’ online behavior, especially when internet overuse is normalized or reinforced by digital culture.

## **I.2. Discussion of the Second Hypothesis Results:**

**Hypothesis:** Youth demonstrate a moderate level of achievement motivation.

The results of the one-sample t-test showed that the sample’s mean score ( $M = 50.56$ ,  $SD = 5.12$ ) was significantly lower than the test value of 54.5 ( $t = -15.377$ ,  $p < .001$ ). Therefore, the hypothesis was rejected, and it was concluded that youth in this sample display a low to moderate level of achievement motivation.

### **Interpretation in light of Previous Studies:**

These findings are in line with:

- Vrioni & Shijaku (2023): Their study found that internet addiction negatively predicted academic motivation, particularly intrinsic task orientation and self-efficacy.
- Sun et al. (2024): Highlighted that online game addiction reduced achievement motivation, with learning engagement acting as a mediating factor.

- On the contrary, Al Dosuki & Hassan (2013) found a positive association between internet use and achievement motivation when internet usage was goal-oriented and academically constructive.

### **Interpretation in light of Theoretical Frameworks:**

**McClelland's Achievement Motivation Theory:** According to McClelland, individuals are driven by the need for achievement, which varies in strength. A lower level of motivation, as seen in this study, may reflect a lack of internal goal orientation among youth, possibly due to the instant gratification provided by excessive internet use.

**Attribution Theory (Weiner, 1986):** The results may reflect students attributing failure to internal, stable, and uncontrollable causes (e.g., "I'm not capable"), which can reduce motivation to achieve. Alternatively, external factors like academic pressure or poor learning environments may shift responsibility and further weaken their achievement orientation.

**Self-Determination Theory (Deci & Ryan, 1985):** From the SDT perspective, low motivation might result from unmet psychological needs: autonomy, competence, and relatedness. Excessive and unregulated internet use can disrupt the satisfaction of these needs, thereby weakening self-motivation and goal pursuit.

**I-PACE Model (Brand et al., 2016):** The I-PACE model provides further insight by suggesting that persistent internet use disrupts executive functions like planning and self-regulation, both essential to academic motivation. Negative affect, impulsivity, and maladaptive cognitive patterns may also undermine motivational processes over time.

### **1.3. Discussion of the Third Hypothesis:**

**Hypothesis:** There is a statistically significant relationship between Internet addiction and achievement motivation among youth.

The study hypothesized a statistically significant relationship between internet addiction and achievement motivation among youth. However, the results of the Pearson correlation analysis ( $r = 0.058$ ,  $p > 0.05$ ) indicated that there is no significant correlation between the two variables in the current sample.

This result contrasts with findings from previous studies such as Vrioni & Shijaku (2023), who reported a significant negative relationship between internet addiction

and academic motivation among university students in Albania, using hierarchical regression analysis that controlled for depression and social isolation. Similarly, Kutlu & Demir (2022) found that internet addiction negatively correlated with academic motivation and school attachment among adolescents in Turkey.

On the other hand, the current result may align partially with Bukhori et al. (2019), who noted that smart phone addiction influenced academic achievement indirectly, and that motivation had a separate effect, suggesting a more complex and possibly mediated relationship.

### **-Interpretation in Light of Theoretical Frameworks:**

From a theoretical standpoint, the Cognitive-Behavioral Model (Davis, 2001) suggests that maladaptive behaviors like excessive internet use can be influenced by underlying cognitive distortions, but does not necessarily predict a direct effect on motivation unless mediated by emotional distress. Also, the I-PACE Model (Brandet al., 2016) supports the idea that individual characteristics and affective states shape internet use outcomes, which could explain the weak association found in the current study.

Therefore, the non-significant relationship in this study might be due to sample specific factors, such as resilience in the Algerian youth population, cultural coping mechanisms, or the presence of motivational structures unaffected by internet overuse.

## **II. General Discussion:**

This study examined to investigate the relationship between internet addiction and achievement motivation among youth. The statistical analysis revealed three major findings:

1. Participants demonstrate a moderate to high level of internet addiction.
2. Participants demonstrate a low to moderate level of achievement motivation.
3. There is no statistically significant correlation between internet addiction and achievement motivation.

These results reflect a complex pattern of how psychological variables interact in the digital age.

### **II.1. Discussing the lack of significant correlation:**

Although prior literature has often reported a negative relationship between internet addiction and academic motivation (e.g., Vrioni & Shijaku, 2023; Kutlu & Demir, 2022), this study found no significant association. One possible explanation could be the variability of internet usage patterns among youth, some individuals may use the internet for educational or professional purposes, which may not hinder motivation. Alternatively, the heterogeneity of the sample in terms of age, educational background, and digital habits could have diluted the strength of the correlation.

From the Biopsychosocial model (Engel, 1977), internet addiction can be understood as a result of the interaction between biological predispositions, psychological vulnerabilities (such as stress, anxiety), and social influences (peer pressure, academic demands). These elements may affect motivation indirectly, which may explain the lack of direct correlation.

### **II.2. Discussing Moderate to High Levels of Internet Addiction:**

The results showed that participants scored significantly above the midpoint of the Internet Addiction Test (IAT), indicating moderate to high levels of dependency. This finding is consistent with Neverkovich et al. (2017) and Sayegh et al. (2020), who found high levels of problematic internet use among students. The growing reliance on digital tools for both academic and recreational purposes may contribute to this trend.

According to the I-PACE model (Brand et al., 2016), high internet usage may result from a combination of emotional dysregulation, poor self-control, and cognitive biases. These factors not only fuel internet addiction but can gradually impair executive functions essential for motivation and academic success.

### **II.3. Discussing Low to Moderate Levels of Achievement Motivation:**

Participants demonstrated achievement motivation levels below the expected moderate benchmark. This aligns with Sun et al. (2024), who reported that internet addiction may interfere with learning engagement and goal-directed behavior.

This also resonates with McClelland's Theory of Need for Achievement, which posits that motivation arises from a personal desire to excel. The excessive availability of online entertainment and immediate gratification may weaken this internal drive, leading to procrastination and reduced ambition.

**Chapter synopsis:**

In summary, the discussion highlighted the complexity of the relationship between internet addiction and achievement motivation. While no significant direct correlation was found between the two variables, the individual results revealed moderate to high levels of internet addiction and lower-than-expected achievement motivation among youth. These findings emphasize the need to consider contextual and psychological mediators when exploring such phenomena. The integration of theoretical insights and previous studies allowed for a broader interpretation of the results and pointed to future directions for research and intervention.



# **conclusion**



## Research Conclusion:

This study aimed to explore the relationship between internet addiction and achievement motivation in young people. Based on data collected from 395 youths from different areas of Algeria, the analysis provided insights into the prevalence of internet addiction and levels of academic motivation.

The findings showed that while internet addiction levels were moderate to high, achievement motivation was found to be low to moderate. Surprisingly, the study found no statistically significant correlation between the two variables. This contradicts several previous studies, which reported a negative association between excessive internet use and decreased motivation. The current finding may reflect the complexity of digital behavior and the influence of various mediating factors such as psychological resilience, educational context, or personal goals.

From a theoretical perspective, the Biopsychosocial Model, I-PACE Model, Cognitive-Behavioral Model, as well as motivation theories like McClelland's Achievement Motivation Theory and Self-Determination Theory were used to interpret the results as a theoretical framework. These models indicate that digital behavior and motivation are not connected only through direct causality, but may interact through emotional, cognitive, and environmental factors.

Overall, this study contributes to the growing literature on psychological variables in the digital era and offers a culturally relevant perspective from the Algerian youth context. The findings underscore the importance of addressing internet usage patterns and fostering motivational support systems to enhance academic engagement.



# **refernces**



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# Appendices



Appendices list:

Appendix 1: Internet Addiction Test (IAT)

اختبار يونغ لادمان الأترنت (1996)

Young's internet addiction test (1996)

ترجمه وقننه في البيئة العربية "دكتور ابراهيم الشافعي ابراهيم (2009)

السلام عليكم ورحمة الله وبركاته،

-يسعدنا مشاركتكم في هذا الاستبيان، الذي يعد جزءا من دراسة ميدانية لاستكمال متطلبات نيل شهادة الماستر "إدمان الإنترنت ودافعية الإنجاز لدى الشباب": في علم النفس العيادي، بعنوان

نرجو منكم التفضل بالإجابة على جميع العبارات بكل صدق وموضوعية. نؤكد لكم أن جميع المعلومات التي تقدمونها ستعامل بسرية تامة، ولن تستخدم إلا لأغراض البحث العلمي فقط

نشكر لكم تعاونكم واهتمامكم، ونسأل الله أن يجزيكم خير الجزاء

يرجى وضع علامة (✓) أمام الإجابة التي تعبر عنكم بصدق

أنثى  السن:.....  ذكر  الجنس:

ثانوي  جامعي  متوسط  ابتدائي  غير متعلم  المستوى التعليمي:

دون عمل  نوع العمل:.....  عامل  الوضع المهني:

أرمل  مطلق  متزوج  أعزب  الحالة الاجتماعية:

	العبارة	لا يحدث مطلقا	لا يحدث غالبا	يحدث أحيانا	يحدث كثيرا	يحدث دائما
01	هل تقضي -غالبا-وقتا على الانترنت أطول مما كنت تنوي؟					
02	هل تهمل بعض أعمالك المنزلية لتقضي وقتا أطول على الإنترنت؟					

appendices

03	هل تشعر بالاثارة والمتعة من خلال علاقاتك مع أصدقائك عبر الإنترنت؟				
04	هل اكتسبت علاقات صداقة جديدة من خلال الإنترنت؟				
05	هل يشكو أهلك من انشغالك بالإنترنت عنهم؟				
06	هل تجد صعوبات في دراستك بسبب ضياع الوقت على الإنترنت؟				
07	هل ترى أن فتح بريدك الإلكتروني يمثل لك أولوية؟				
08	هل تعاني من ضعف انجازاتك بسبب الإنترنت؟				
09	هل تحرص على أن تظل أنشطتك على الإنترنت محاطة بالسرية؟				
10	هل أنت غير قلق على أمورك بسبب الإنترنت؟				
11	هل تحرص على المتابعة الكاملة لكل جديد على الإنترنت؟				
12	هل تعتقد بأن الحياة بدون إنترنت ستكون مملة وكنيية؟				
13	هل تنزعج من الصوت العالي أو دخول أحد عليك فجأة وأنت على الإنترنت؟				
14	هل تعاني من صعوبات في النوم بسبب سهرك على الإنترنت لوقت متأخر؟				
15	هل تفكر بما يكون على الإنترنت حتى وأنت غير متصل؟				
16	هل تقول لنفسك: "مزيديا من بعض الوقت" كلما هممت بالخروج من الإنترنت؟				
17	هل تفشل محاولتك للوقف عن استخدام الإنترنت؟				
18	هل تحرص على محو الصفحات والمواقع التي زرتها قبل الخروج من الإنترنت؟				

appendices

19	هل تفضل الإنترنت على الخروج مع الأصدقاء؟					
20	هل تشعر بالضيق والحزن اذا مرت فترة لم تدخل فيها على الإنترنت؟					

Appendix 2: Achievement Motivation Scale:

مقياس دافعية الإنجاز

إعداد كمال مصطفى حزين عثمان

السلام عليكم ورحمة الله وبركاته،

-يسعدنا مشاركتكم في هذا الاستبيان، الذي يعد جزءا من دراسة ميدانية لاستكمال متطلبات نيل شهادة الماجستير "إدمان الإنترنت ودافعية الإنجاز لدى الشباب": في علم النفس العيادي، بعنوان

-نرجو منكم التفضل بالإجابة على جميع العبارات بكل صدق وموضوعية. نؤكد لكم أن جميع المعلومات التي تقدمونها ستعامل بسرية تامة، ولن تستخدم إلا لأغراض البحث العلمي فقط

نشكر لكم تعاونكم واهتمامكم، ونسأل الله أن يجزيكم خير الجزاء

-يرجى وضع علامة (✓) أمام الإجابة التي تعبر عنكم بصدق

أنثى  السن:.....  ذكر  الجنس:

ثانوي  متوسط  ابتدائي  غير متعلم  المستوى التعليمي:

جامعي

دون عمل  نوع العمل:.....  عامل  الوضع المهني:

أرمل  مطلق  متزوج  أعزب  الحالة الاجتماعية:

	العبارة	تنطبق	تنطبق إلى حد ما	لا تنطبق
01	لا أترك عمل اليوم للغد			
02	أشعر بالكسل كلما ذهبت للعمل			

appendices

03	عندي قدرة كبيرة على الصبر		
04	أفضل الأعمال التي تتطلب بذل جهد كبير		
05	أسعى لإنهاء العمل بإتقان		
06	أنصرف إلى أي عمل آخر عندما أجد العمل الذي أقوم به صعبا		
07	أشعر بالملل والتعب بعد فترة قصيرة من بداية العمل		
08	أحاول التفوق على الزملاء في العمل		
09	أتوقف عن إتمام ما أقوم به من عمل عندما تواجهني مشكلات وصعوبات		
10	الفوز وحده هو هدفي من المنافسات		
11	أحاول تجنب المشكلات في العمل		
12	أتجنب تحمل المسؤوليات		
13	أقوم بعمل الأشياء قبل التفكير بها جيدا		
14	أتجنب تحدي الآخرين في عملي على مهمة ما		
15	أحاول إضاعة الوقت حتى ينتهي وقت العمل		
16	أبذل جهدا محدودا في تحقيق هدف ذي قيمة		
17	أعمل ساعات إضافية لإتمام العمل الذي يعطى لي		
18	أبدأ الأعمال الصعبة أولا ثم الأعمال الأقل صعوبة		
19	أنجز الأعمال الموكلة إلي بشكل متقن		
20	أسعى لإنجاز العمل في الوقت المحدد له		
21	أحرص على القيام بعمل كل ما يطلب مني مهما كانت درجة صعوبته		
22	أسعى نحو النجاح لأنه يحقق لي الاحترام		
23	إنجاز العمل هو معياري للنجاح		

24	أخطائي في العمل تؤدي بي إلى الإحباط			
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### Appendix 3: Questionnaire Example

<https://docs.google.com/forms/d/e/1FAIpQLSfShuXHIiCCfLe9vGyzWDbCxyP6fmKXffA0S2CILI3mJD1mqg/viewform?usp=header>

### Appendix 4: SPSS Tables:

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
مجموع_الإدمان	395	37	104	62.38	11.539
مجموع_الدافعية	400	36	70	50.56	5.125
Valid N (listwise)	395				

#### Correlations

	مجموع_الدافعية	مجموع_الإدمان
مجموع_الإدمان	.058	1
مجموع_الدافعية		
Pearson Correlation		

appendices

	<b>Sig. (2-tailed)</b>		<b>.248</b>
	<b>N</b>	<b>395</b>	<b>395</b>
مجموع_الدا فة عية	<b>Pearson</b>	<b>.058</b>	<b>1</b>
	<b>Correlation</b>		
	<b>Sig. (2-tailed)</b>	<b>.248</b>	
	<b>N</b>	<b>395</b>	<b>400</b>

Statistics

		الجنس	السن	الوضع_المه ني	الحالة_الاجتما عية
<b>N</b>	<b>Valid</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>
	<b>Missing</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Frequency Tables:

الجنس

		<b>Frequenc y</b>	<b>Valid Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>أنثى</b>	<b>272</b>	<b>68.0</b>	<b>68.0</b>	<b>68.0</b>
	<b>ذكر</b>	<b>128</b>	<b>32.0</b>	<b>32.0</b>	<b>100.0</b>
	<b>Total</b>	<b>400</b>	<b>100.0</b>	<b>100.0</b>	

السن

appendices

	<b>Frequenc</b>	<b>Percent</b>	<b>Valid</b>	<b>Cumulative</b>
	<b>y</b>		<b>Percent</b>	<b>Percent</b>
<b>Valid 18</b>	<b>6</b>	<b>1.5</b>	<b>1.5</b>	<b>1.5</b>
<b>19</b>	<b>15</b>	<b>3.8</b>	<b>3.8</b>	<b>5.3</b>
<b>20</b>	<b>32</b>	<b>8.0</b>	<b>8.0</b>	<b>13.3</b>
<b>21</b>	<b>33</b>	<b>8.3</b>	<b>8.3</b>	<b>21.5</b>
<b>22</b>	<b>44</b>	<b>11.0</b>	<b>11.0</b>	<b>32.5</b>
<b>23</b>	<b>40</b>	<b>10.0</b>	<b>10.0</b>	<b>42.5</b>
<b>24</b>	<b>49</b>	<b>12.3</b>	<b>12.3</b>	<b>54.8</b>
<b>25</b>	<b>53</b>	<b>13.3</b>	<b>13.3</b>	<b>68.0</b>
<b>26</b>	<b>19</b>	<b>4.8</b>	<b>4.8</b>	<b>72.8</b>
<b>27</b>	<b>25</b>	<b>6.3</b>	<b>6.3</b>	<b>79.0</b>
<b>28</b>	<b>25</b>	<b>6.3</b>	<b>6.3</b>	<b>85.3</b>
<b>29</b>	<b>20</b>	<b>5.0</b>	<b>5.0</b>	<b>90.3</b>
<b>30</b>	<b>13</b>	<b>3.3</b>	<b>3.3</b>	<b>93.5</b>
<b>31</b>	<b>11</b>	<b>2.8</b>	<b>2.8</b>	<b>96.3</b>
<b>32</b>	<b>4</b>	<b>1.0</b>	<b>1.0</b>	<b>97.3</b>
<b>33</b>	<b>3</b>	<b>.8</b>	<b>.8</b>	<b>98.0</b>
<b>34</b>	<b>4</b>	<b>1.0</b>	<b>1.0</b>	<b>99.0</b>
<b>35</b>	<b>2</b>	<b>.5</b>	<b>.5</b>	<b>99.5</b>
<b>36</b>	<b>1</b>	<b>.3</b>	<b>.3</b>	<b>99.8</b>
<b>38</b>	<b>1</b>	<b>.3</b>	<b>.3</b>	<b>100.0</b>
<b>Total</b>	<b>400</b>	<b>100.0</b>	<b>100.0</b>	

## appendices

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### الحالة\_الاجتماعية

	Frequency	Valid Percent	Valid Percent	Cumulative Percent
Valid أرمل	2	.5	.5	.5
أعزب	356	89.0	89.0	89.5
متزوج	38	9.5	9.5	99.0
مطلق	4	1.0	1.0	100.0
Total	400	100.0	100.0	

### الوضع\_المهني

	Frequency	Valid Percent	Valid Percent	Cumulative Percent
Valid	4	1.0	1.0	1.0
عامل	127	31.8	31.8	32.8
غير عامل	269	67.3	67.3	100.0
Total	400	100.0	100.0	

## T-Test (Internet addiction)

### Group Statistics

الجنس N	Mean	Std.	Std. Error
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## appendices

			Deviation	Mean
ذكر مجموع الإلام ان	127	58.83	11.250	.998
	أنثى	268	64.06	11.310

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
مجموع الإلمان	Equal variances assumed	.086	.769	-4.299	393	<.001	-5.229	1.216	-7.620	-2.837
	Equal variances not assumed			-4.307	248.681	<.001	-5.229	1.214	-7.620	-2.838

## T-Test (Achievement motivation)

### Group Statistics

	الجنس N	Mean	Std. Deviation	Std. Error Mean
ذكر مجموع الدافعية	128	50.89	5.129	.453
	أنثى	272	50.40	5.125

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
مجموع الدافعية	Equal variances assumed	.039	.844	.885	398	.377	.486	.549	-.594	1.566
	Equal variances not assumed			.885	248.663	.377	.486	.550	-.596	1.569

### Independent Samples Effect Sizes

	Standardiz er <sup>a</sup>	Point Estimate	95% Confidence Interval	
			Lower	Upper
الداف عينة مجموع_ Cohen's d	5.126	.095	-.115	.305
Hedges' correction	5.136	.095	-.115	.304
Glass's delta	5.125	.095	-.115	.305

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.