



## Study of Two Main Aspects of Development (Moral Development and Social Self-efficacy) as Predictors of Internet Addiction and Student Academic Failure

Koorush Mohammadi<sup>1</sup>, Bitā Torabi<sup>\*2</sup>

1. Department of psychology, Hormozgan University, Bandar Abbas, Iran.

2. Ph. D Student of General Psychology, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran.

### A B S T R A C T

Development and its aspects are important indicators in different stages of life, especially during adolescence. In this period, a person is developing a psychological and personality, and in this regard, the significance of this period is more than other periods. Today, the development of cyberspace and the Internet has made people more vulnerable to excessive and unusual use of it. The unusual use of this charming and captivating world makes people unable to focus on different aspects of life. Accordingly, 150 students of Internet users were targeted as a sample of research. This sample was evaluated for moral growth, social self-efficacy, internet addiction, and academic failure. The classified data were evaluated using two regression models. The results showed that the development and especially moral development aspects have a significant effect on Internet addiction and academic failure among students.

**Keywords:** Development, Moral Development, Social Self-Efficacy, Internet Addiction, Academic Failure.

### INTRODUCTION

One of the most sensitive sections of every human being's life is childhood, the development and development of personality in different dimensions of ethical, cognitive, emotional and social in this period is carried out (Zaynallipour, Zarei, & Mozaffari-Saleh, 2011). A man with a sense of morality, a sense that manifests itself very soon, is born. This feeling is appearing in the family, taken by teachers, and fed by the community. In fact, the family, school, and community educate the moral rules that are based on the principles of justice and the rights of others. But, how people find inner affinity for moral compliance and their motives for enforcing rules, they vary in stages of development (Keramati & Emadian, 2016).

Also, the widespread social, technological and personal encounters with the needs of life and the new experiences in social and cultural affairs will expand the field of growth in these matters. Therefore, human beings, on the one hand, achieve a wide range of moral capacities, and on the other hand, they must make a decision each day and find a more appropriate way from the moral solutions (Bandura, 2014; Yaghoobi & Abdolahimoghadam, 2016). One of the most remarkable technological advances of the present age is the advent of information and

\*. Corresponding Author: bita.torabi@yahoo.com

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communication technology through the Internet, which shone on all aspects of human life (Luke & Harris, 2007; Prell, 2012).

Since Licklider and Clark (1962), put forward the idea of a global network (Salicetia, 2015); as long as the Internet has become an essential means of life for the livelihood of individuals, its use has been accompanied by some problems (Hamidi, Jalalifarahani, Rajabi, & Yousefjamal, 2018a; Moshki, Hassanzade, & Taymoori, 2014). The most accessible media in the world for students is the Internet, which, however, requires learning and use for entertainment and educational purposes (Bielefeld et al., 2017; Yen et al., 2017); but misuse and excessive use leads to formation a kind of dependence and addiction to the Internet (Jang, Hwang, & Choi, 2008; Ng & Wiemer-Hastings, 2005). Internet addiction disorder has attracted increasing attention among researchers (Krishnamurthy & Chetlapalli, 2015; Kuss, Griffiths, & Binder, 2013; Malak, Khalifeh, & Shuhaiber, 2017; Tsumura, Kanda, Sugaya, Tsuboi, & Takahashi, 2018), as a category of behavioral addiction, conceptualized and various diagnostic criteria for it have been proposed, including: 1. use Extreme and often accompanied by a lack of sense of time and ignoring other drives 2. Abandonment syndrome: Sentimental appearance such as anger, tension, when no computer is available. 3. Tolerance: the need for better computer equipment, various software and increase in hours of use. 4. Negative reactions: discussion, lying, marginal achievement, social isolation and fatigue (Bidi, Namdari Pezhman, Amani, Ghanbari, & Kareshki, 2012).

To clarify the meaning of moral development, several points must be considered. 1. Optional and intentional in moral deeds; Relationship with mental states and internal perfection. Therefore, the relationships existing in moral development can be put into different contexts: a) the relationship of the individual with himself in personal life, b) the relationship between the individual and the transcendental God, c) the relationship of the individual with other human beings in general, D) the relationship between the individual and the similar human being; e) the relation between the individual and the natural and the inactive nature (Hasani, 2016).

The attention of the theorists on the three basic cognitive, behavioral and emotional elements in the development of morality has caused the researchers to address the ethical and social issues of growth (Bradley, 2005), such as having self-esteem (Beard, Haas, Wickham, & Stavropoulos, 2017), Control of emotions and feelings (Fumero, Marrero, Voltes, & Peñate, 2018), and how to form moral judgments (Shaikhamadi, Yousefi, Taymori, & Roshani, 2018), as predictors of Internet addiction.

Internet addiction in addition to the psychological consequences (anxiety, depression and impaired social function) (Cao & Su, 2007; Mirzaian, Baezzat, & Khakpoor, 2011); and physical impairment (headache, joint pain and fingers, insomnia and appetite disorder) (Hamidi, Jalalifarahani, Rajabi, & Yousefjamal, 2018b), also, causes problems in Students' academic performance. A lot of research has focused on this issue (Frangos, Fragkos, & Kiohos, 2010); whose results confirm the claim that internet addiction is associated with academic failure (Mohammadkhani, Alkasir, Pourshahbaz, Jafarian Dehkordi, & Soleimani Sefat, 2017). Educational failure includes various aspects of academic failure, such as absenteeism from

school, temporary dropout, re-entry of a basic education, and descending from a satisfactory level of education to an undesirable level (vahidi & baratali, 2017).

Considering the importance of widespread, easy and growing access to the Internet in homes, schools and children, especially among teenagers and students who are mainstream users of the Internet (Li, Dang, Zhang, Zhang, & Guo, 2014; Shi, Wang, & Zou, 2017); and consequently the impact on their academic performance is important to identify the factors affecting it. It should be noted that among other factors associated with Internet addiction, one can point out that social self-efficacy (Lei, Li, Chiu, & Lu, 2018; Rahmati & Keramati, 2016), indicates that one's perceived ability to perform certain behaviors in different situations and plays a decisive role in behaviors relative to those situations (İskender & Akin, 2010; Kaur, 2018).

People who have a strong sense of social self-efficacy have a deeper interest in collaborative activities, they feel more committed to their activities, and quickly overcome the sense of despair and hopelessness, but those who feel weak self-efficacy, and they believe that the conditions and tasks of the problem are beyond their ability and capability. So they quickly lose their confidence in their abilities and capabilities. It can be argued that people with low self-efficacy due to lack of commitment and perseverance in their social activities are more likely to be addicted to the Internet because they are not able to use the Internet in a rational manner (Ko, Yen, Chen, Chen, & Yen, 2005). Also, the level of enjoyment of two dimensions is a sense of empowerment and value in social self-efficacy, which predicts positive and negative changes in academic performance. The present study, considering the importance of the main aspects of development in human life, has been studying the moral development and social self-efficacy as predictors of Internet addiction and student academic failure.

## METHODOLOGY

Secondary school students were considered as the target community of research. According to the nature of the research, a targeted sampling method was chosen. At first, 380 second-year students in Bandar Abbas were evaluated for online addiction, and then 150 students with different addiction rates (50 normal people, 50 mild addicts to the Internet and 50 People who were addicted to the Internet) were considered as examples of research. It is worth recalling that in this research, the statistical sample was substantiated that the information requested is for a research project and, if they are satisfied, can participate in this project, otherwise they will not be required to participate in this project. The following standard questionnaires were used to collect the required information.

Ethical Growth Test: The questions in this test are designed in 6 components of ethics and for each component 3 questions that constitute a total of 18 questions. To evaluate the validity of the exploratory and confirmatory factor analysis method, the results indicate that there are six factors on this scale, so that these factors explain a total of 61.70 percent of the total variance. The six components of ethics are: environmental ethics, self-care ethics, or individual ethics, ethics in family relationships, social ethics, human ethics and spiritual or transcendental ethics. The questionnaire was run in a 112-person group. The coefficients of morality were calculated using Cronbach's alpha coefficients 0.73, 0.78, 0.82, 0.77, 0.79, and 0.81,

respectively, and the total reliability of the Cronbach's alpha was 0.99.

Self-efficacy questionnaire: The Bates and Smith and Betz (2000) questionnaire has 25 questions with a 5-point Likert scale. The range of scores is from 25 to 125, with a higher score indicating a higher level of social Self-efficacy. For standardization, this test was performed on three groups of Iranian students. The total of the reliability in the first group was 0.90, in the second group 0.92 and in the third group was 0.95. The reliability of the test-retest method in the first group with a two-week interval is 0.94, 0.81 for men and 0.86 for women.

Young's Internet Addiction Questionnaire: The questionnaire consists of 20 questions with a five-point Likert scale, and range from 0 to 100. A score of 0 to 39 indicates a typical user, a score of 40 to 69 indicates a user at risk and a score of 70 to 100 represents an internet addict user. The reliability of this tool has been reported by Kim et al. via Cronbach's Alpha method equal to 0.90. The study also evaluated the reliability of this questionnaire by 0.85 after two weeks.

Academic failure questionnaire: Student academic failure questionnaire measures student's view in 10 items. This tool has a 5-point Likert scale. The subject is very much 5 points, 4 points high, average 3 points, low 2 points and very low 1 point. To assess the validity of this questionnaire, the questionnaire was used by professors and experts who approved the validity. The Cronbach's Alpha coefficient in this study was 0.80.

After collecting the required data, the data were analyzed by SPSS software. For statistical descriptive data, mean and standard deviation were used and linear regression analysis and multivariable regression were used to evaluate the research models.

## RESULTS

In the sample, 70 people were female (46.6%) and 80 were males (53.4%). In the meantime, 38 people (25.3%) said they used the Internet for more than 4 years, and the rest were under 4 years old. In Table 1, the descriptive statistics of variables have been reported.

Table 1. Descriptive statistics of the variables studied in the sample

Variables	N	Mean	SD
Moral Development	150	55.59	9.98
Social Self-Efficacy	150	86.3	10.53
Internet Addiction	150	56.28	7.76
Academic Failure	150	31.96	6.69

The descriptive findings of the research variables according to the table 1, indicate that the average moral growth rate is 55.59, social self-efficacy is 86.3, Internet addiction is equal to 56.26 and academic failure is 31.96.

Table 2. Regression Model Explaining Internet Addiction through Moral Development and Self-efficacy

Predictors	beta	t	p	R	R <sup>2</sup>	F	p
Moral Development	-0.258	-2.93	0.004	0.238	0.057	4.43	0.01
Social Self-Efficacy	0.149	1.68	0.09				

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The regression model of the prediction of Internet addiction through moral development and social self-efficacy suggests that, in total, the coefficient of  $R^2$  is 0.057 and the F model equals 4.43; this indicates that overall the moral development and social self-efficacy explains 5.7 percent of Internet addiction. The results in detail also indicate that moral development has a significant and opposing effect on students' Internet addiction, but social self-efficacy has no statistically significant effect on student internet addiction.

Table 3. Regression Model Explaining Educational Fall through Moral Growth and Self-efficacy

Predictors	beta	t	p	R	$R^2$	F	p
Moral Development	-0.161	-2.29	0.02	0.629	0.396	48.09	0.001
Social Self-Efficacy	0.679	9.62	0.001				

The regression model of prediction of academic failure through moral development and social self-efficacy suggests that, in total, the coefficient of  $R^2$  is 0.366 and the model F is equal to 48.094; this indicates that overall the moral development and Social self-efficacy explains 39.6% of students' academic failure. The results in detail also indicate that moral development has a significant and opposite effect on students' academic decline, but self-efficacy has a positive and significant effect on students' academic failure.

## CONCLUSION

Human development is based on many indicators that the effect of this growth varies on different aspects of life. Individuals in different growth conditions have different behavioral responses and their performance varies in each situation; for example, the aspects of moral development in different societies have different meanings and, in this regard, the impact of each of the different aspects of moral development can be different. According to the importance of the development aspects, this study examined the role of the development aspects (moral development and social self-efficacy) on internet addiction and academic failure as two important injuries in adolescents.

Research findings indicated that development and especially moral development have a significant effect on Internet addiction and student drop-outs. The moral development of this power is passed on to the individual, who can react logically and avoid extremes. Therefore, the results in this study have also highlighted this issue.

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