



The Role of Mood-Based Learning Styles in Explaining Students Internet Addiction

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A B S T R A C T

Seeking to see that the Internet's unconventional users and in fact Internet addicts are rising and this situation is among teenagers more than other classes, this study examines the role of mood-based learning styles in explaining students Internet addiction. The statistical population of the study included second-grade adolescents in Iran's educational system, which had unusual use of the Internet. To select the sample, 378 people were randomly selected from among the available samples and they were evaluated by Young's Internet addiction questionnaire. Among the 100 people who had high scores, they were considered as the research sample. To conduct research, after evaluating the use of the Internet, students of the research sample were evaluated by mood-based learning styles. The results in this research showed that mood-based styles have a role in explaining the Internet addiction in students, so that the coefficient of determination was equal to 0.778. Accordingly, mood-based learning styles explain how teenagers behave in their logical or pathological use of the Internet.

Keywords: Mood, Introversion-Extraversion, Applied-Intuitive, Reflective-Emotional, Organized-Flexible, Internet Addiction.

INTRODUCTION

The acceleration of change in today's world in areas such as information technology has created complex conditions that have led to the formation and increase of the use of the Internet as a fast and easy way to search for information and communicate with others (Capetillo-Ventura & Juárez-Treviño, 2015); and the increase the prevalence of behavioral dependence on the Internet (Jorgenson, Hsiao, & Yen, 2016), among teenagers and especially the most critical of the community, i.e. students (Azizi, Esmaeili, Esmaeili, & Peyda, 2015).

Internet addiction is specified with features such as increasing Internet costs, unpleasant emotional feelings (such as anxiety, depression, etc.), when a person is not in touch with the Internet, being able to tolerate the effects of being on the Internet, denying problematic behaviors, disorder as tension disorder or impulse control such as gambling (DSM 5), unsuccessful attempts to control internet games and use the Internet to reduce boredom and restlessness (Ho et al., 2014; Park, Jeon, Bae, Seong, & Hong, 2017).

The amount of information available through computers and communication devices surpasses the ability of the individual to use information. In this context, it is very important for

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learners to use their thinking skills to process and use existing information (Kadivar, Tavoosi, & Alizadeh, 2012). In this context, the success of the academic achievements is not only guaranteed by having a set of knowledge and skills, but also by the human ability to learn from these conditions (Chou, Condrón, & Belland, 2005).

Learning is a cycle that consists of four stages of objective experience, observation, reflection, abstract formulation, and experimentation, and each person learns in a very special and very different way (Fischer, Soyeze, & Gurtner, 2015). Based on the learning style, each student has a particular method and skill for collecting, understanding, organizing, storing and processing information (Biemans & Van Mil, 2008).

Since learning styles are identical or in harmony with individual and personality traits (Babadogan & Budakoglu, 2012); some researchers describe the learning styles based on personality types and mood Axis (Gholamzadeh & Alborzi, 2010). Accordingly, learning style refers to the individual's preferences in the learning method, which are described in four dimensions of different creations: 1. Extraverted-introverted, 2. Sensing-intuitive, 3. Thinking-feeling and 4. Organized-Flexible (Truong, 2016).

Regarding the personality type of extraterrestrials, socializing people are socially dignified, oriented towards others and the outside world, and introverts are interested and often inferior and tend to focus on their thoughts and feelings (and their concentration) (Baer and Liang, 2003). Also, the introverted-external-learning style is based on the source of what a person gains from his energy (Gholamzadeh & Alborzi, 2010), in other words, the individual is to gain energy into the inner world (ideas and concepts in mind) or outside and in communication with others (Yanardöner, Kiziltepe, Seggie, & Sekerler, 2014).

While theoretically there is a significant relationship between the extraterrestrial factor and the excessive use of the Internet, since extraterrestrials are quickly absorbed by environmental stimuli, this tends to affect the person who is searching for New and exciting content is more likely to go online (Swickert, Hittner, Harris, & Herring, 2002); however, numerous studies on the personality and mood of users and Internet addiction suggest that most Internet addicted students have an introverted personality (Jahanbini & Hosseinzadeh, 2016), the results of Kunimura and Thomas (2000), also showed a negative and significant relation between extroversion and Internet addiction.

In the explanation of mood-centered learning, the second pair of learning styles shows that the individual focuses more on actual and applied details or on theories. Also, the reflective-emotional style specifies that when one wants to make decisions, he relies on his thoughts or feelings (Oakland & Lub, 2006).

Applicant students choose simple and common ways to carry out their activities, while the style of intuitive decision-making relies on internal insight and freshness, and although the rationale is not clear, just the individual thinks it is right (Fischer et al., 2015).

And it's also a matter of distinguishing students with a style of emotional style, using rational and reasonable standards or personal standards in decision making. Students, who prefer the organized style in their decisions, have organization in the life. In contrast, students who adopt a flexible learning style have a free and flexible personality (Oakland, Alghorani, & Lee, 2007). Studies have shown that flexibility predicts 53 percent of Internet addiction

changes. On the other hand, the results of Agah et al. (2016) suggest a significant and negative relationship between the realism and flexibility dimensions with Internet addiction of students.

Personality types are special reservoirs of individual attitudes and skills in overcoming environmental issues, and because personality-based learning styles seem to play a very important role in the interaction and communication of students with the curriculum Educational programs based on computers and the Internet. Therefore, the present research studies the role of students-based learning styles in explaining Internet addiction in students.

METHODOLOGY

A descriptive-correlation model was designed to explain the role of mood-based learning styles on internet addiction among students. In this research, high school students from Bandar Abbas were evaluated for their psychological and personality development (adolescence) and the conditions for easy and uncontrolled access to cyberspace and the Internet. To select the research sample, 378 people were randomly selected from among available samples and assessed by Internet addiction inventory. Of these, 100 people who had Internet addiction and in fact scored over 39 of the Internet addiction questionnaire were considered as the sample study. After a week, the sample was evaluated by mood-based learning styles. To comply with ethical principles, the sample was first justified in terms of the research objectives, and it was ensured that the data were analyzed in a group and their information would not be shared with others. The tool used to collect information about mood-style learning styles and internet addiction was obtained through questionnaires.

Student Style Styles Questionnaire (SSQ): Students' Learning Styles Questionnaire (Oakland, Stafford, Horton, & Glutting, 2001), which has 69 items, and styles of students in four dimensions of extroversion- Extrovert, applied-intuitive, reflective-emotional and organized-flexible. The questions of this scale are two-dimensional and continually, so that for scoring, the raw scores derived from each dimension should be converted to T (with a mean of 50 and standard deviation of 10). Scores higher than the mean express preferences in introspection, intuitional, emotional and flexible styles, and scores below the mean represent preferences in extraversion, applied, reflective and organized styles. The reliability of this scale in the American society, and calculated by Cronbach's alpha in the range of 7 months in the exogenous-introversive dimension is 0.87, applied-intuitive 0.79, emotional reflection 80.80, and organization flexibility 87.70.

Young's Internet Addiction Questionnaire: A standardized online addiction questionnaire developed by Young (1998) contains 20 items on a 5-point Likert scale from zero (never) to five (always), among students it was measured. The status of users is determined by scores of 20 to 39 (functional), 40 to 69 (mild addiction) and 70 to 100 (severe addiction) to the Internet. To determine the internal validity of the questionnaire, the half method was used and the correlation coefficient was 0.82. Cronbach's alpha coefficient for the whole questionnaire was 0.88 and for the five factors, respectively, 0.71, 0.73, 0.75, 0.74, and 0.62.

Data analysis was done in descriptive and instructive part and analyzed using SPSS software. In the descriptive section, the mean and standard deviation were used and in the inferential part of the multivariable regression analysis and in the same way.

RESULTS

In this research, a sample of 100 secondary school students in Bandar Abbas, 50 of who were 50 percent female and 50 were 50 percent, were boys. Of the 20 students, 20% of the students in the first grade, 40 were 40% in the second and 40% in the second grade, 40% in the second grade. The descriptive report of the research variables in the sample is according to Table 1.

Table 1. The mean and standard deviation of the research variables in the sample

Variables		Min.	Max.	Mean	SD
mood-based learning styles	extraversion-introversion	23	46	34.72	8.58
	applied-intuitive	28	47	39.44	5.59
	thinking-emotional	48	80	63.64	10.53
	organized-flexible	42	87	69.03	10.31
Internet addiction		31	77	59.47	11.68

Investigating the mood-based learning styles in the studied students showed that the mean extraversion-introversion was equal to 34.72, the mean applied-intuitive was 39.44, the thinking-emotional mean was 63.64 and the organized-flexible average is also 69.03. The average Internet addiction was 59.47%. Based on these descriptive indicators, the results of the evaluation of the research model based on the role of mood-based learning styles on the prediction of Internet addiction among students were as follows.

Table 2. Evaluation of the role of mood-based learning styles on prediction of Internet addiction among students

Variables		Beta	T Value	P.
mood-based learning styles	extraversion-introversion	-0.705	-9.51	0.001
	applied-intuitive	-0.292	-3.29	0.001
	thinking-emotional	0.215	2.09	0.03
	organized-flexible	0.076	0.87	0.3
R		0.888		
R ²		0.788		
Value F		88.45		
Sig.		0.001		

The evaluation of the research model indicated that in the details of the model, the introverted-extroverted style (Beta= -0.705 and p = 0.001) and the applied-intuitive style Beta= -0.292 and p = 0.001) had a opposing and significant relationship with Internet addiction and thinking-emotional style (Beta= 0.215 and p = 0.03), has a significant positive correlation with Internet addiction, but the organized -flexible style does not have a significant effect on

student addiction to the Internet. Overall evaluation of the model also suggests that in general, mood-based learning styles have a significant effect on 78% of students' Internet addiction.

CONCLUSION

The effect of behavior and personality on the lives of individuals is undeniable, so that observations indicate the role of personality and learning styles in individual and social functions (Jahanbini & Hosseinzadeh, 2016; Kadivar et al., 2012). The results in this research also indicate that mood-based learning styles that are consistent with personality traits have a significant effect on the explanation of Internet addiction in students. Adolescents are in a period where most of their personality traits are formed through learning in this period; therefore, the sensitivity of this period and the learning styles of individuals in this period can be a personality balanced in the individual.

The results indicate that intrinsic individuals tend to have more unusual use of the Internet, in other words, students who are more introspective, have higher levels of internet addiction and, on the contrary, the more extroverted, the less addicted to the Internet. Externally, people tend to be more physically connected and have a tendency to be in touch with each other. Extroverted people have a social shame, and face-to-face communication is difficult and in a state of affairs; these people have more power to connect through the virtual world. This power has made use of the Internet more than usual. On the other hand, the results indicate that they have intuitive learning styles, have less Internet addiction, and tend to have more use of the Internet than those with a learning style. This tendency is such that it causes addiction and unconventional use of the Internet in them.

Also, the results show that flexible learning style has more addiction to the Internet, and those with a structured learning style will have less addiction to the Internet.

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