IMPACT OF DIGITAL DEVICE ADDICTION ON STUDENTS' CAREER DEVELOPMENT

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INTRODUCTION

During the last few decades, due to the advancement of digital technology and widespread Internet use, online games have been popularized and have become an addiction among children and teenagers. Digital devices and tools are widely available in markets at a reasonable cost. Children and teenagers heavily use and depend on digital devices and tools convenient in day-to-day life because of easy accessibility, portability, and ability to use anywhere, anytime.

"Digital addiction" refers to the compulsive or excessive use of digital technology, including computers, smartphones, social media, video games, and the Internet. It is characterized by adverse effects such as the inability to control one's use of digital devices, preoccupation with digital activities and neglect of essential responsibilities, social isolation, and physical health problems (Young & Nabuco de Abreu, 2011).

At present, technological devices have become much more essential than convenient. Indeed, reliance on technology affects life at home, work, and play by replacing interpersonal relationships and face-to-face encounters. Kids and adults, at present, communicate information through Internet services and social media. People are busy and have become accustomed to following an easy and quick lifestyle. At present, quality family time is hard to come by, and even when it does happen, it is usually structured around media like TV shows and spent in front of a screen. Family members engage in different activities while using media together and near each other (Hoque, 2018).

Presently, most schoolchildren are heavily addicted to digital devices. Even if parents warn them, it is challenging to save them from that situation (Mustafaoğlu et al., 2018). Although digital technology has many advantages, excessive use can have a negative impact on social interactions, work productivity, mental and physical health, and more. It is essential to be aware of the symptoms of digital addiction, which badly affects students' academic performance. This research examines the extent to which factors influence digital addiction among Sri Lankan secondary school students.

Development of digital software, games, social media, and new digital devices added to the literature are considered new forms of behavioral addiction. Addiction to smartphones is an example of this (Surat et al., 2021). Rapid developments in technology indicate that new addictions can appear within this scope. Digital addiction is a concept that includes gaming, social networking, smartphone, internet addiction, etc. Thus, Digital addiction can be defined as an impulse to overuse such tools despite being known to continue using digital tools and can result in physical, emotional, mental, and social problems for a person. Few studies on digital addiction seem to have been conducted abroad. The most significant proof is the opening of multiple clinics to treat digital addicts. Consequently, it is crucial to investigate digital addiction in its various aspects to protect youth and children from its adverse effects (Macey & Hamari, 2019).

317

METHODOLOGY

The conceptual framework was developed based on the literature review and identified four independent variables: smartphone addiction, social media addiction, video game addiction, and gambling addiction. The dependent variable was student career development among O/L students.

H_1: Mobile addiction has a significant negative impact on career development among O/L students.

H_2: Social media addiction has a significant negative impact on career development among O/L students.
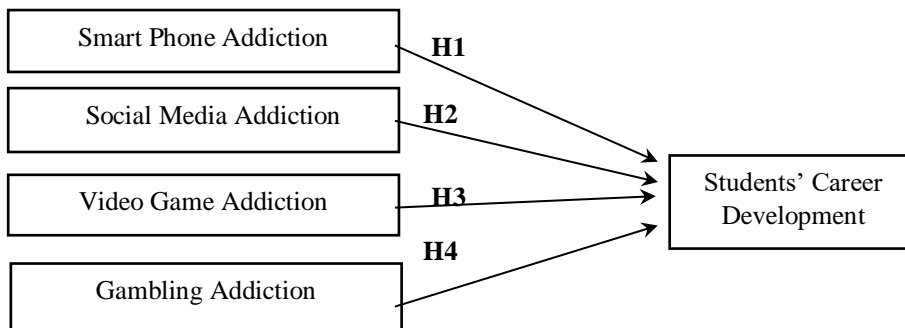
H_3: Video game addiction has a significant negative impact on career development among O/L students.

H_4: Video gambling addiction has a significant negative impact on career development among O/L students.

The study's conceptual framework is shown in Figure 1 based on the above hypotheses.

Figure 1
Conceptual framework of the study

The nature of the study is quantitative, and the research approach of this study is deductive. In this research, the researcher used primary data for the data collection method, a multi-stage random sampling method. The unit of analysis was individual students. Data were collected from a total of 384 General Certificate of Examination (Ordinary Level) (G.C.E. (O/L)) students in the Gampaha Educational Zone. They were selected through a structured questionnaire using the snowball sampling method.

RESULTS AND DISCUSSION

This section presents the correlation analysis and the regression analysis of the study.

This table shows the relationship of each independent variable with the dependent variable. All variables in the table show their hostile relationship with the student's career development. The significance level (Sig. column in the tables) shows the strength of the relationship. All the variables have a significance level of 0.000. This finding shows that all the variables strongly relate to the dependent variable.

Table 1

Correlation Analysis

Variable	Correlation with SCD		
	Pearson Correlation	Sig. (2-tailed)	N
Mobile Addiction	-0.596**	0.000	378
Social Media Addiction	-0.266**	0.000	378
Video Game Addiction	-0.554**	0.000	378
Gambling Addiction	-0.612**	0.000	378

N= 378, ** $p<0.01$ * $p<0.05$

Table 2

ANOVA test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	54.648	4	13.662	91.485	0.000[b]
Residual	55.702	373	0.149		
Total	110.350	377			

R Square= 0.495

Table 3

Coefficients of the Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	β		
(Constant)	5.725	0.112		51.128	0.000
Mobile Addiction	-0.315	0.050	-0.296	-6.249	0.000
Social Media Addiction	-0.083	0.029	-0.110	-2.870	0.004
Video Game Addiction	-0.160	0.043	-0.185	-3.674	0.000
Gambling Addiction	-0.255	0.042	-0.306	-6.018	0.000

The rule of the significant value (sig. value) shown in the coefficients table is that it should be less than 0.05 to accept the variable. Similarly, the beta values of Table 4 describe the type of impact within variables. In this table, all the sig values are less than 0.05 level. Therefore, all variables are accepted. Correspondingly, since all the beta values are negative, all the variables have a negative relationship with the dependent variable.

Table 4

Summary of the hypothesis testing

Hypothesis	Status
H_1: Mobile addiction has a significant negative impact on career development among O/L students.	Accepted
H_2: Social media addiction has a significant negative impact on career development among O/L students.	Accepted
H_3: Video game addiction has a significant negative impact on career development among O/L students.	Accepted
H_4: Gambling addiction has a significant negative impact on career development among O/L students.	Accepted

CONCLUSION AND IMPLICATIONS

Our behavior when using technological tools and services should be guided by knowledge management, time management, and life priorities. Children must be aware of the risks associated with cyberbullying because it is a severe problem linked to the Internet and digital addiction. Text messages, emails, rumors sent via email or posted on social networking sites, movies, websites, and phony accounts are a few examples of cyberbullying. Bullied children have more excellent rates of alcohol and drug use, absenteeism, personal bullying, hatred of school, bad grades, low self-esteem, and health issues. The researcher requests that all O/L students and all other students use digital devices to support their education.

Keywords: Academic performance, digital device addiction, social media addiction, video gambling addiction

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