

Internet Use in Nile University-Sudan Medical Sciences Students' Life: An Evaluation of Students' Social Life and Academic Achievements

Amel Eltayeb¹, Amar Babikir Elhussein², A A Karar³, Ashraf Salih I Saeed⁴, Rasha Gaffer M Helali⁵

Abstract

Background: This study was carried out at the medical and health colleges of Nile University-Sudan, involving 400 students. The investigation aimed to evaluate the impact of internet and social networking sites (SNSs) usage on students' social life and academic achievements.

Methods: The data was collected using a questionnaire that consisted of both quantitative and qualitative inquiries.

Results: The findings indicate that students' social lives and academic performance can be negatively impacted by using the internet and social media. Many students struggle with managing their online activities, which can result in sleep disturbances and difficulty disconnecting from SNSs. The study also found that excessive internet use can cause physical and mental discomfort and negative academic consequences for a significant portion of participants.

Conclusion: We advise colleges to keep an eye on their students' online usage and guard against internet addiction. Strategies should be developed to promote a healthy balance between internet engagement and other aspects of students' lives, such as engaging in more learning and social activities.

Keywords: Academic performance, Medical Students, Social life, Social networks, Facebook, WhatsApp.

1. Introduction

In the last 40 years, the internet's influence has been deeply impactful. It has created a network that connects people through various forms of interpersonal communication, such as email, instant messaging, video conferencing, and social networking. Additionally, it has become a valuable source of information, providing access to news, entertainment, financial data, and academic resources (Usman, Alavi, and Shafeq 2014). Social Networking Sites (SNSs) are modern interactive communication channels through which people connect and share ideas, experiences, messages, pictures, and information of interest (Kubey, Lavin, and

¹Assistant Professor of Oral and Maxillofacial Surgery, Faculty of Dentistry, Nile University, Sudan.

²Associate Professor of Biochemistry, Faculty of Medicine, Nile University, Sudan

³Assistant Professor of Physics, Nile University, Khartoum, Sudan

⁴Assistant Professor of Computer Science, Faculty of Computer Science, Nile University, Sudan.

⁵Assistant Professor of Computer Science, Faculty of Computing and Information Technology, University of Bisha, Saudi Arabia

Barrows 2001). In Africa, SNSs are becoming more widely spread than ever before, and it appears that people's perception of this technology is diverse (Nalwa and Anand 2003). Recently, due to the convenience and accessibility of smartphones and the high-speed internet, SNSs have become very popular for interpersonal and public communication, especially among the young Sudanese generation. Furthermore, this has been accelerating due to the respiratory illness caused by COVID-19, especially after the government has suspended all face-to-face activities.

Under the COVID-19 pandemic, universities and schools worldwide have suspended face-to-face lectures to avoid the virus's rapid spread. This reshaped educational practices and led to the rapid adoption of online teaching among universities (Crawford et al. 2020; Peimani and Kamalipour 2021). Recently, smartphones and the internet have gradually changed the daily behavioral patterns of students, which gives students access to direct and abundant scientific information. Moreover, social media networks provide access to essentially unlimited educational information resources in no time compared with traditional methods. With the increasing impact of communication technologies, students become independent teachers, and teachers can give lectures virtually to unknown students. Hence, many social media applications have become an important tool for learning, teaching, and research (Cash et al. 2012; Widyanto and Griffiths 2006). Many researchers claim that SNSs have many advantages as they lead to better interaction and cooperation among users. In contrast, other researchers suggest that there is an ongoing debate on its impact on social life and academic performance. In 1995, Dr. Ivan Goldberg introduced the term "internet addiction" to describe the compulsive and pathological use of the internet (Young 1996).

Surveys conducted in the United States and Europe have revealed alarming rates of Internet Addiction Disorder (IAD), ranging from 1.5% to 8.2% (Kraut et al. 2002).

Reports indicated that some online users were becoming addicted to the internet and social networking sites in the same way that others became addicted to alcohol and drugs, which resulted in social, academic, and occupational deficiency (Young 1996). Young linked excessive internet use to pathological gambling, a disorder of impulse control in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) (Young 1996). She adapted the DSM-IV criteria to relate to internet use in the Internet Addiction Test (IAT) (Alias, DeWitt, and Siraj 2013).

The use of social networking websites by those in the field of medical education has significantly increased and attracted substantial interest among educators and institutions (DeWitt et al. 2013). Several studies have investigated whether using social media online affects mental health. These effects include changes in self-esteem, sleep disorders, and a high percentage of depression among students (Kumar and Mondal 2018; Mokhtari, Reichard, and Gardner 2009). In Sudan, there is still a lack of strong evidence to show how the use of these tools affects the social life and academic performance of medical students. This study aimed to establish how these sites relate to health science undergraduate students' social life and their academic performance.

II. Methods:

This study aims to utilize the cross-sectional institutional-based study to address respondents' opinions, attitudes, and knowledge toward using social media networks and its effects on academic performance. The participants were selected randomly from undergraduate students of medicine (MBBS), dentistry (BDS), pharmacy (PHAR), medical laboratory sciences (MLS), and nursing (NUR) colleges at Nile University (NU), Sudan. Table 1, shows the distribution of participants in terms of the colleges and level of the students. Quantitative and qualitative data were

collected from a convenience sample of 400 students. The survey contains 44 qualitative questions (Tables 2 - 6) selected to evaluate the effect of internet use on student academic performance. A self-administered structured questionnaire was used to collect the data from the respondents. Collected data were further analyzed using Statistical Package for the Social Sciences (SPSS®), version 27.0. and results were recorded in the form of tables and figures.

III. Results:

This study included a sample of 400 students from Nile University's medical and health colleges (Table 1). 38.5% of these individuals were male, while 61.5% were female. The majority of students (70.3%) were between the ages of 18 and 22. Only 25.5% were between the ages of 23 and 26, while 4.3% of the overall sample population was older than 26 years old.

Only 9.3% of the participating students lived alone, according to the demographic information, while 11.3% stayed in college housing. The majority of the participants (74%) report that they live with their families. These available data draw attentions to the frequency of students who are younger and of female students. It is significant to highlight that these results may not be typical of the entire student sample population because they are based on a sample of 400 students. To have a deeper insight into the demographics at Nile University, more investigation is required.

Table 1: Participant characteristics in percentage, (n = 400 students).

Gender					
Male			38.5%		
Female			61.5%		
Age Group					
18- 22			70.3%		
23- 26			25.4%		
Above 26			4.3%		
Medical College					
MBBS	BDS	PHAR	NUR	MLS	
43	11.3	13.3	9.8	22.8	
Place of life					
Alone	College hostel	With family		Others	
9.3	11.8	74		5	
Classes					
1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
30.3	13.3	19.3	17.3	12.8	19.3

The survey results revealed that nearly forty percent (39.5%) of the students using frequently YouTube sites for learning purposes, compared to 19.5 %, 13% 12.3%, 9.5%, and 6.3% using WhatsApp, Telegram, Facebook, Twitter, and other social network applications respectively (see Figure 1). While more than forty percent of the participants (43.3%) reported that their social network was open most of the day, the collected data shows 12.8% for 12 hours/day, 19.8% for 9 hours/day, 37.5% are

open for approximately 6 hours/day, 24.8% for 3 hours/day while only 0.5% of participants were never using social networks. As seen in Figure 2, the students spend time on the internet for different purposes such as; searching for information, research purposes, entertainment, shopping and other activities.

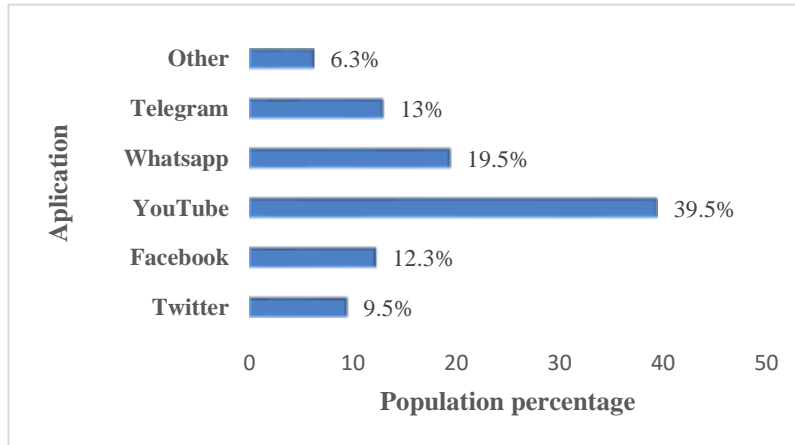


Figure 1: Occurrence of social network sites used by students.

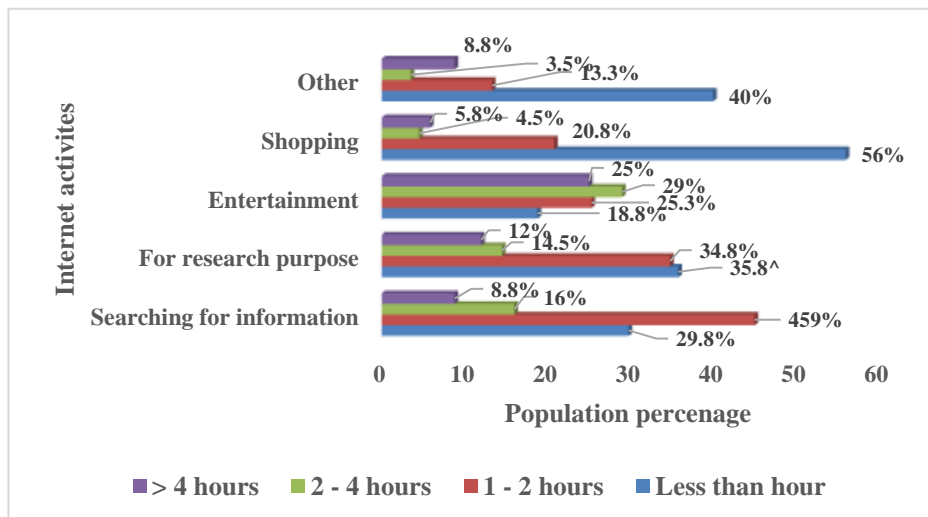


Figure 2: Distribution of the internet activities usage by students

Regarding the frequency of posting/tweeting or changing the status in social media applications, the results of the study found that 29.5% change their status once/day, 13% two times/day, 19.3% the time/day, 25.3% more than 4 time/day and only 7% where never care about posting or changing their status on social media. Moreover, the study results show that the majority of the participants (70%) believe that the SNSs help them in their study. However, it is worth noting that 44 % think the use of SNSs much harmed academic performance, resulting in lower grades or increased absenteeism from classes as seen in Figure 3.

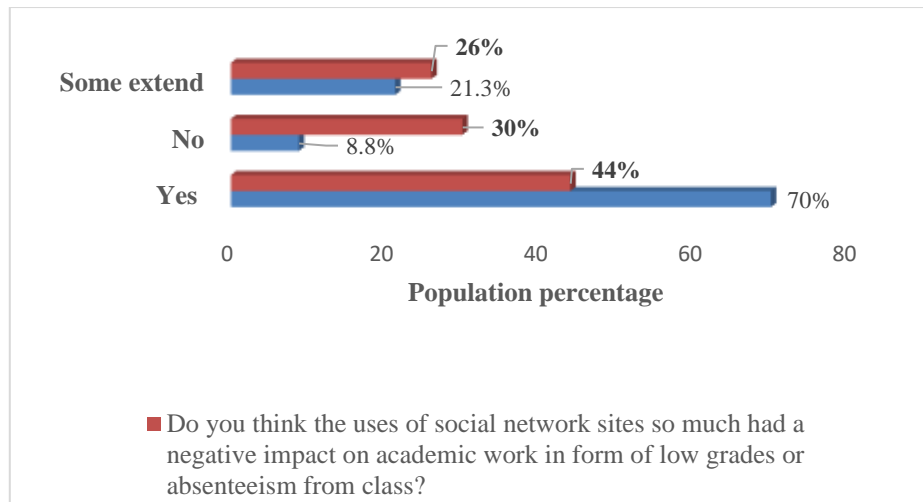


Figure 3: Impression of social network sites usage among students.

Table 2 shows students' questionnaire responses focusing on their internet time use associated with internet addiction. In terms of internet usage, more than fifty percent of the students (53%) admitted that they irregularly stay online longer than intended, while only 23.6 % did not exceed their intended time. More than forty percent of students reported experiencing sleep deprivation due to late-night logins. Additionally, fifty percent admitted to frequently increasing their online periods by saying "Just a few more minutes." Moreover, 42.5% of students acknowledged their attempts to reduce the time they spend online, while 35.8% expressed their intention to hide their online activity duration. Furthermore, 32.6% admitted to feeling preoccupied with the internet when offline and even fantasizing about being online.

Table 2: Association between student's Internet usage time and Internet addiction

Question	Does not apply	Rarely	Occasionally	Frequently	Often	Always
1. How often do you find that you stay online longer than you intended?	7.8	15.8	23	19.5	18	16
2. How often do you lose sleep due to late night log-in?	29.8	17.3	11	9.5	8	23.5
3. How often do you find yourself saying "just a few more minutes" when online?	24.3	16.3	10.3	13	7	29.3

4. How often do you try to cut down the amount of time you spend online?	27	17.8	12.8	10.5	10	22
5. How often do you try to hide how long you've been online?	37.3	14.8	14	10	8.3	17.5
6. How do you feel preoccupied with the internet when offline, or fantasize about being online?	31.3	23	11.8	10.3	9.3	13.0

In terms of forming new social relationships, nearly 50% of the students reported doing so with their online followers, while 46% claimed not to engage in such activities, as seen in Table 3. Although 41.3% of the students reported neglecting household responsibilities to spend more time online, a major portion of the students (43.5%) do not engage in such behaviour. Furthermore, while only 22.3% agree with the concept that they prefer the excitement of internet intimacy with their house-sharing colleagues, 70% of the students disagree with this statement. Additionally, 33.6% of the students choose to spend more time online over going out with others. Moreover, 33.1% admitted to reacting negatively, such as snapping, yelling, or revealing annoyance, when someone interrupts their online activities. Interestingly, more than 40% of the students mentioned that their house-sharing has complained about the amount of time they spend online.

Table 3: Association between Internet usage and students' social conductivity

Question	Does not apply	Rarely	Occasionally	Frequently	Often	Always
1. How often do you form new relationships with fellow online users?	27	19.1	7.3	15.8	13.5	18.8
2. How often do you neglect household chores to spend more time online?	24.5	19	15.3	17.3	8	16
3. How often do you prefer the excitement of the internet to intimacy with your partner/ friends?	51.3	18.3	9.5	7.8	3.5	11
4. How often do you choose to spend more time online over going out with others?	36.5	19.8	11.3	10.5	6.8	15.3

5. How often do you snap, yell, or act annoyed if someone bothers you while you are online?	33.9	18	14.8	9.8	8.8	14.5
6. How often do others in your life complain to you about the amount of time you spend online?	24	20.8	14	10.5	9.3	21.5

Table 4 represents the questioners' responses associating internet use with the student's mental and well-being feelings. As seen from the results, 40% of students have reported becoming defensive or secretive about their internet usage. Additionally, 56.3% of students express a fear that their lives would become boring, empty, and joyless without the internet. Furthermore, 54.3% of students admit to using the internet as a means to block out disturbing thoughts about their lives, finding comfort in the online world. Interestingly nearly fifty percent (49.4%) of students find themselves excitedly anticipating their next online session. Nearly 60% of the students to some extent do not feel depressed, moody, or nervous when they are offline, which goes away once they are back online.

Table 4: Relationship between Internet usage and students' mental and well-being feelings

Question	Does not apply	Rarely	Occasionally	Frequently	Often	Always
1. How often do you become defensive or secretive?	24.5	18.5	15.8	13.5	12.8	14
2. How often do you fear that life without the internet would be boring, empty, and joyless?	13.3	19	8	11.3	12.5	32.5
3. How often do you block out disturbing thoughts about your life with soothing thoughts of the internet?	15.3	19	11	14	14.5	25.8
4. How often do you find yourself anticipating when you will go online again?	15.8	17.8	17.3	9.3	13.5	26.6
5. How often do you feel depressed, moody, or nervous	38.3	21.3	11.8	7.5	9.8	11

when you are offline, which goes away once you are back online?						
---	--	--	--	--	--	--

In terms of academic impact, a significant portion of students, approximately 38.8%, have admitted that their grades have been negatively affected (Table 5). Additionally, 34.8% of students have experienced a decline in their academic productivity and attendance due to excessive internet use. Furthermore, 34.7% of students have acknowledged preferring checking their email over other important academic tasks.

Table 5: Relationship between internet usage and student' academic achievement

Question	Does not apply	Rarely	Occasionally	Frequently	Often	Always
1. How often do your grades or school work suffer because of the amount of time you spend online?	25.3	20.8	15.3	16.3	5	17.5
2. How often does your job performance or productivity / Academic attendance in a wake time suffer because of the internet?	28.3	22.3	14.8	14.3	8	12.5
3. How often do you check your E-mail before something else that you need to do?	31.8	17.3	13.3	9.5	8.5	16.7

Table 6 shows students' questionnaire responses associated with the student's impression regarding internet excessive use. As shown in Table 6, the results of the survey suggest that a significant portion of participants (64%) use the Internet as a way of escaping from problems or relieving a dysphoric mood. Interestingly, only 26% of participants were not engaged in such behavior. Additionally, more than half of the students (53.3%) do not fail attempts to control their internet usage behavior while the 36.3 % cannot be ignored.

Conversely, 29.8% of the participants do not feel they neglect their friends and family when they are online, whereas 28.3% of the student's state to neglect their friends or family. Only 22 % of participants reported that their relationships with family and friends were slightly affected. Moreover, a third of the students (33.3%) reported that their sleep was affected by long staying online, while 52.7% of their sleep characters remained unaffected, and 14% experienced some degree of disturbance.

Table 6: Students' questionnaire responses associated with the students' impression regarding internet use.

Question	Yes	No	Some extend
1. Do you use the internet as a way of escaping from a problem or of reliving a dysphoric mood	64.0	26.0	10.0
2. Do you Fail attempts to control your internet usage behavior?	36.3	53.3	9.8
3. Do you Neglected your friends and family when you are online	28.3	29.8	22
4. Do you Neglect adequate sleep to stay online?	33.3	52.7	14
5. Do you guilty, ashamed, anxious, or depressed as a result of online behavior?	32.8	57.2	10
6. Do you think the use of the internet leads to weight gain or loss?	29.0	63.3	7.3
7. Did you suffer from neck pain because of excessive use of the Internet?	43.3	50.7	6.0
8. Did you suffer from backache because of excessive use of the internet?	36.8	56.7	6.5
9. Withdrawing from other pleasurable activities?	40	44.8	14.8

The study results also revealed that nearly one-third of participants (32.8%) experienced feelings of guilt, ashamed, anxiety, or depression as a consequence of their online behavior. While 10% were moderately affected to some extent, the majority (57.7%) revealed no effect. In terms of weight changes, 29% of students think that excessive use of the internet leads to weight changes. However, only 7.3% of the students believed that weight may change to some extent, while the majority of the participants (63.3%) reported that they believed there is no correlation between internet usage and weight changes.

The results show that more than forty percent of the participants (43.3%) suffer from neck pain due to excessive use of the internet. Only 6% suffer from the pain to some extent, while more than half of students (50.7%) were not affected by excessive internet use. Additionally, more the one-third of the participants (36.8%) reported that they suffered from backache because of the drastic use of the internet. Only, 6.5% of students reported that they suffered from back pain to some extent, while 56.7% did not suffer from backache. The study revealed that 40% of the students withdrew from pleasurable activities due to excessive internet use, compared to 44.8% who were not affected by it.

Discussion:

This study proposes to investigate how internet usage affects the academic performance and social activity of undergraduate medical colleges' students at Nile University, Sudan. The demographic information has been summarized in Table one with 400 participants selected randomly from the medical colleges. This available data draw attention to the frequency of students who are younger and of female students. It is significant to highlight that; these results may not be typical of the entire student sample population because they are based on a sample of 400 students. To have a deeper insight into the demographics at Nile University, more investigation is required.

Even though it is widely accepted that the internet has become an essential resource with many educational benefits, like providing information search, writing assignments and online learning engagement, it remains concerning that many students suffer from poor academic performance due to their excessive usage of the internet and SNSs (Usman, Alavi, and Shafeq 2014). Many researchers have investigated and demonstrated how internet addiction affects students' academic performance and the results have shown a negative potential impact on students' social behavior (Kraut et al. 2002; Kubey, Lavin, and Barrows 2001; Nalwa and Anand 2003; Young 1996).

The current results reported that, YouTube is the most used application (39.5%), followed by other social media applications, see Figure 1(a). These results are agreeable with the other research which claimed that Students use YouTube for watching recorded lectures and practical sectors (Alias, DeWitt, and Siraj 2013), in which they are capable of sharing views and downloading videos. Main while, more than forty percent of the participants (43.3%) reported that their social network was open most of the day, the data draw attention to that 33% using social media application more than 9 hours /day while only 0.5% of the students do not use the social media applications at all. With the development of technology; day-by-day new SNSs are developing and creating user-friendly and attractive apps, this will lead to an increase in the duration of using SNSs among users. Furthermore, this may be also due to the internet services with the problem of poor internet speed and easy accessibility for social media through smartphones rather than E-learning platforms. To resolve the problem of slow operational internet connectivity, the university should purchase a high-speed internet connection with maximum bandwidth. It is worth mentioning here, that many students assume that cannot calculate the total time they spend on the internet because they use unlimited data on their smartphones. Regarding the frequency of posting/tweeting or changing the status in social media applications, the results of the study found that only 7% never cared about posting or changing their status on social media. These results, to some extent, is agreeable with the results of the study that was conducted at the University of Abuja, Nigeria showed 55% of the study population use the Internet daily (Emeka and Nyeche 2016). Whereas Fatema et al, study results revealed that nearly 50% of students were using the Internet more than 9 hours/day (Fatema et al. 2020). This result reveals how important the use of the internet and social media at the university level has become. These results reveal that, although the advantages of the internet make it an excellent research tool, students disrupted by the opportunities afforded by the internet surf irrelevant websites, engage in chatting rooms and other activities at the cost of academic and healthy activities.

Referring to the data shown in Figure 2, most of the students use the internet for other activities, such as searching information and entertainments, compared to the research purpose. It is worth to mention here some of the student cannot calculate their time internet usage. Moreover, the study results show that the majority of the participants (70%) believe that the SNSs help them in their study. Some researchers believe that the SNSs stimulate students learning and have found a significant

positive impact on academic performance (Khanam 2020). However, it is worth noting that 44 % of our participants think the excessive use of SNSs had a negative impact on academic performance, resulting in lower grades or increased absenteeism from classes (see Figure 3).

Table 2 shows students' questionnaire responses focusing on their internet usage associated with internet addiction. By simplicity internet addiction is the state which the individual loses the ability to control and manage the time spent online. The study results revealed that more than fifty percent of the students (53%) admitted that they occasionally stay online longer than intended, while only 23.6 % did not exceed their intended time. Besides, more than forty percent (41%) of students reported experiencing sleep deprivation due to late-night logins. Additionally, fifty percent admitted to frequently increasing their online periods by saying "Just a few more minutes". Moreover, 42.5% of students acknowledged their attempts to reduce the amount of time they spend online, while 35.8% expressed their intention to hide their online activity duration. Furthermore, 32.6% admitted to feeling preoccupied with the internet when offline and even fantasizing about being online. These results give evidence that a considerable percentage of students struggle with managing their online activities, leading to sleeping instabilities. This issue calls for attention and further investigation to develop strategies that encourage healthier performance within students' internet usage.

Moreover, a third of the students (33.3%) reported that their sleep was affected by long stays online, while 14% experienced some degree of disturbance. Interestingly, 33.3% of this study population ignored adequate sleep to stay online. The research showed that internet addiction and intensification time usage SNSs may affect the accomplishing of other responsibilities or may overlap with other sleeping time (Anderson et al. 2012), leading to sleeping difficulties or insomnia (Jain et al. 2020). Furthermore, some researchers showed that lack of adequate sleep interferes with the secretion of serotonin and melatonin which increases the stress and anxiety level among students (Ndubuaku et al. 2020). These emotional states will reduce brainpower and mental capabilities leading to negative impact on students' academic performance.

To evaluate the association between internet use and student's social behavior (see Table 3), results show 29.8% of the participants do not feel they neglect their friends and family when they are online, whereas 28.3% stated that they neglect their friends and family. Only 22 % of participants reported that their relationships with family and friends were slightly affected. Chen and Peng (2008) observed that internet addiction among students had lower their social relationships (Chen and Peng 2008). Our study results also revealed that nearly one-third of participants (32.8%) experienced feelings of guilty, ashamed, anxiety, or depression as a consequence of their online behavior. While 10% were moderately affected to some extent. Furthermore, the results showed that 40% of the students withdrew from pleasurable activities due to excessive internet use. These data highlight the significant negative impact of internet usage on students' lives. It is, also, evident that a considerable portion of students struggle with managing their online activities, leading to sleep disturbances and difficulty in social connectivity.

In terms of students' forming new relationships (Table 3), close to fifty percent of the students (46%) reported doing so with their online colleagues, while 46% claimed not to engage in such activities. Additionally, over forty percent of the students mentioned that their house sharing has complained about the amount of time they spend online. Although 41.3% of the students reported neglecting household responsibilities to spend more time online, 70% of the students disagree with the concept that they prefer the excitement of the internet intimacy with their house sharing colleagues. Interestingly, 33.6% of the students choose to spend more time online over going out with others. while 33.1% admitted to reacting negatively, such

as snapping, yelling, or revealing annoyance, when someone interrupts their online activities. This result is agreeable with the results that have been published by Iluku et al, who found some of his study populations occasionally stay longer online compared with their house shares (Iluku-Ayoola et al. 2020). These results give evident that students in this study setting spent a considerable amount of time, engaged in internet social activities, higher than the amount of time spent by students in their face-to-face social activities.

Looking at the mental and psychological behaviors associated with excessive internet use (Table 4 questioners), 40% of students have reported becoming defensive or secretive about their internet usage. Additionally, 56.3% of students express a fear that their lives would become boring, empty, and joyless without the internet. Furthermore, 54.3% of students state using the internet as a means to block out disturbing their life thoughts by finding comfort through the virtual world. Interestingly, 49.4% of students find themselves excitedly anticipating their next online session, and, 41% of respondents reported losing sleep due to late-night internet use. there is a lot of research that showed true evidence that the rate of depression and feeling lonely has increased with the excessive use of the internet (Cash et al. 2012; Widyanto and Griffiths 2006). It is worth mentioning here, that nearly 60% of the students to some extent do not feel depressed, moody, or nervous when they are off-line, which goes away once you are back online. These kinds of results highlight a significant negative impact of excessive internet use on students' academic performance and emotional health.

Recently, it is well-known that the internet has become a significant source of information, leading students to spend excessive amounts of time on learning activities. In fact, research showed that the majority of students now prefer reading through the Internet over conventional reading methods (Mokhtari, Reichard, and Gardner 2009). In terms of academic impact (see results in Table 5), a significant portion of students, approximately 38.8%, have admitted that their grades have been negatively affected. Additionally, 34.8% of students have experienced a decline in their academic productivity and attendance due to excessive internet use. Furthermore, 34.7% of students have acknowledged preferring checking their email over other important academic tasks. These results, to some extent, are agreeable with the study where the frequent SNS users had lower academic grades compared to the slighter ones (Chandrasena and Ilankoon 2022).

Several research, shown statistical evidence that time spent using SNSs has a strong negative predictor of academic performance (Al-Menayes 2014; AlFaris et al. 2018; Leyrer-Jackson and Wilson 2018). Moreover, research has shown that internet addiction has a negative impact on academic performance due to academic postponement insomnia, and high academic stress (Ahmadi and Zeinali 1970). In numerous previous studies, several factors that affect academic performances due to excessive internet use were mentioned as; loss of learning satisfaction, excessive time outside the class spent at SNSs, missing lectures sessions, assignments, and other academic activities (Li et al. 2019).

Recently, internet addiction has been increasing and has been classified as a behavioral problem (Kuss and Griffiths 2014). As shown in Table 2, the results of the survey suggest that a significant portion of participants (64%) use the internet as a way of escaping from problems reliving a dysphoric mood. Interestingly, only 26% of participants were not engaged in such behavior. Additionally, more than half of the students (53.3%) do not fail attempts to control their internet usage behavior

while 36.3 % cannot ignore using the Internet. Several previous investigations showed that the failure to control and manage the spending of internet time is highly associated with internet addiction (Derbyshire et al. 2013; Garrett, Liu, and Young 2018; Long Xu et al. 2015).

In terms of physical health, the study reveals (see Table 6) that the majority of the participants (63.3%) believe there is no connection between internet usage and weight changes, while 29% of student think that excessive use of the internet leads to weight changes. The results show that nearly more than forty percent of the participants (43.3%) reported that they suffer from neck pain due to excessive use of the internet. Additionally, more than one-third of the participants (36.8%) reported that they suffered from backache because of the drastic use of the internet. Certain physical disorders were reported as shown to be related to internet addiction, as headache, insomnia, dry eyes, carpal tunnel syndrome, and musculoskeletal problem (Coniglio et al. 2007; Kj 2001). Moreover, Kim Sang (2016) reported that the most common rejoin of fatigue is neck, eye, and shoulders, despite the visual is a most frequent complication of internet addiction (Dol 2016).

Conclusion:

While the internet and social media platforms are not self-destructive on their own, their usage can lead to both positive and negative consequences. The study reveals that a considerable portion of students struggle with managing their online times' activities, leading to sleep disturbances and difficulty disconnecting from the internet.

The survey also reveals that excessive internet use leads to growing behavioral problems and physical health concerns among students. Putting these factors in mind, in conclusion, the study reveals that excessive internet and social media use negatively impacts students' social life and academic performance. An essential lesson learned from this analysis is the need to monitor, diagnose and respond to addiction. Universities can develop strategies to promote a healthy balance between Internet engagement and other aspects of students' lives, encouraging the students to use the Internet for learning and really social activities.

References

- Ahmadi, Jaleh, and Ali Zeinali. 1970. "The impact of social network addiction on academic achievement of Students: The mediating role of sleep quality, academic procrastination and academic stress." *Research in School and Virtual Learning* 6 (2):21-32.
- Al-Menayes, Jamal. 2014. "The relationship between mobile social media use and academic performance in university students." *New Media and Mass Communication* 25:23-29.
- AlFaris, Eiad, Farhana Irfan, Gominda Ponnampuruma, Amr Jamal, Cees Van der Vleuten, Nassr Al Maflehi, Sairaa Al-Qeas, Awtan Alenezi, Mashael Alrowaished, and Reem Alsalman. 2018. "The pattern of social media use and its association with academic performance among medical students." *Medical teacher* 40 (sup1):S77-S82.
- Alias, Norlidah, Dorothy DeWitt, and Saedah Siraj. 2013. *Development of Science Pedagogical Module: Based on Learning Styles and Technology*: Pearson Malaysia.
- Anderson, Beth, Patrick Fagan, Tom Woodnutt, and Tomas Chamorro-Premuzic. 2012. "Facebook psychology: Popular questions answered by research." *Psychology of Popular Media Culture* 1 (1):23.
- Cash, Hilarie, Cosette D Rae, Ann H Steel, and Alexander Winkler. 2012. "Internet addiction: A brief summary of research and practice." *Current psychiatry reviews* 8 (4):292-298.
- Chandrasena, PPCM, and IMPS Ilankoon. 2022. "The impact of social media on academic performance and interpersonal relations among health sciences undergraduates." *Journal of Education and Health Promotion* 11.
- Chen, Ying-Fang, and Samuel S Peng. 2008. "University students' Internet use and its relationships with academic performance, interpersonal relationships, psychosocial adjustment, and self-evaluation." *CyberPsychology & Behavior* 11 (4):467-469.

- Coniglio, Maria Anna, Viviana Muni, Giuseppe Giammanco, and Sarina Pignato. 2007. "Excessive Internet use and Internet addiction: emerging public health issues." *Igiene e sanita pubblica* 63 (2):127-136.
- Crawford, Joseph, Kerryon Butler-Henderson, Jürgen Rudolph, Bashar Malkawi, Matt Glowatz, Rob Burton, Paola A Magni, and Sophia Lam. 2020. "COVID-19: 20 countries' higher education intra-period digital pedagogy responses." *Journal of Applied Learning & Teaching* 3 (1):1-20.
- Derbyshire, Katherine L, Katherine A Lust, Liana RN Schreiber, Brian L Odlaug, Gary A Christenson, David J Golden, and Jon E Grant. 2013. "Problematic Internet use and associated risks in a college sample." *Comprehensive psychiatry* 54 (5):415-422.
- DeWitt, Dorothy, Norlidah Alias, Saedah Siraj, Mohd Yusaini Yaakub, Juhara Ayob, and Rosman Ishak. 2013. "The potential of Youtube for teaching and learning in the performing arts." *Procedia-Social and Behavioral Sciences* 103:1118-1126.
- Dol, Kim Sang. 2016. "Fatigue and pain related to internet usage among university students." *Journal of physical therapy science* 28 (4):1233-1237.
- Emeka, Ugwulebo Jeremiah, and Okoro Sunday Nyeche. 2016. "Impact of internet usage on the academic performance of undergraduates students: A case study of the university of Abuja, Nigeria." *International Journal of Scientific & Engineering Research* 7 (10):1018-1029.
- Fatema, Kaniz, Shamima Nasreen, Md Shahin Parvez, and Md Anisur Rahaman. 2020. "Impact of using the internet on students: A sociological analysis at bangabandhu sheikh mujibur Rahman science and technology university, gopalganj, Bangladesh." *Open Journal of Social Sciences* 8 (12):71-83.
- Garett, Renee, Sam Liu, and Sean D Young. 2018. "The relationship between social media use and sleep quality among undergraduate students." *Information, Communication & Society* 21 (2):163-173.
- Iluku-Ayoola, Olusoji, Stephen Olalekan Awogbami, Onaope Paul Agunbiade-Olu, and Favour Onyinyechi Asoh-Chika. 2020. "Prevalence of internet addiction and its effects on academic performance among college students in semi-urban settlement of Ijero-Ekiti, Ekiti State Nigeria." *Global Journal of Engineering and Technology Advances* 4 (3):012-022.
- Jain, Akhilesh, Rekha Sharma, Kusum Lata Gaur, Neelam Yadav, Poonam Sharma, Nikita Sharma, Nazish Khan, Priyanka Kumawat, Garima Jain, and Mukesh Maanju. 2020. "Study of internet addiction and its association with depression and insomnia in university students." *Journal of Family Medicine and Primary Care* 9 (3):1700.
- Khanam, Zobaida. 2020. "Social media use and academic performance: A study on undergraduate accounting Students in Bangladesh." *Asian Journal of Accounting Perspectives* 13 (2):78-95.
- Kj, Anderson. 2001. "Internet use among college students: an exploratory study." *J Am Coll Health* 50:21-26.
- Kraut, Robert, Sara Kiesler, Bonka Boneva, Jonathon Cummings, Vicki Helgeson, and Anne Crawford. 2002. "Internet paradox revisited." *Journal of social issues* 58 (1):49-74.
- Kubey, Robert W, Michael J Lavin, and John R Barrows. 2001. "Internet use and collegiate academic performance decrements: Early findings." *Journal of communication* 51 (2):366-382.
- Kumar, Manish, and Anwasha Mondal. 2018. "A study on Internet addiction and its relation to psychopathology and self-esteem among college students." *Industrial psychiatry journal* 27 (1):61.
- Kuss, Daria, and Mark Griffiths. 2014. *Internet addiction in psychotherapy*: Springer.
- Leyrer-Jackson, Jonna M, and Ashley K Wilson. 2018. "The associations between social-media use and academic performance among undergraduate students in biology." *Journal of biological education* 52 (2):221-230.
- Li, Yuan, Chong Yao, Siyao Zeng, Xinye Wang, Tianjiao Lu, Chenlin Li, Jijun Lan, and Xuqun You. 2019. "How social networking site addiction drives university students' academic achievement: The mediating role of learning engagement." *Journal of Pacific Rim Psychology* 13:e19.
- Long Xu, X, RZ Zhu, M Sharma, and Y Zhao. 2015. "The influence of social media on sleep quality: a study of undergraduate students in Chongqing." *China. J Nurs Care* 4 (253):2167-1168.

- Mokhtari, Kouider, Carla A Reichard, and Anne Gardner. 2009. "The impact of internet and television use on the reading habits and practices of college students." *Journal of Adolescent & Adult Literacy* 52 (7):609-619.
- Nalwa, Kanwal, and Archana Preet Anand. 2003. "Internet addiction in students: A cause of concern." *Cyberpsychology & behavior* 6 (6):653-656.
- Ndubuaku, Victor, Victor Inim, Ufodiana Clifford Ndudi, U Samuel, and Abner Ishaku Prince. 2020. "Effect of social networking technology addiction on academic performance of university students in Nigeria." *International Journal of Recent Technology and Engineering (IJRTE)*:173-180.
- Peimani, Nastaran, and Hesam Kamalipour. 2021. "Online education and the COVID-19 outbreak: A case study of online teaching during lockdown." *Education Sciences* 11 (2):72.
- Usman, Najmi Hayati, Masoumeh Alavi, and Syed Mohamed Shafeq. 2014. "Relationship between internet addiction and academic performance among foreign undergraduate students." *Procedia-Social and Behavioral Sciences* 114:845-851.
- Widyanto, Laura, and Mark Griffiths. 2006. "'Internet addiction': a critical review." *International Journal of mental health and Addiction* 4:31-51.
- Young, Kimberly S. 1996. "Psychology of computer use: XL. Addictive use of the Internet: a case that breaks the stereotype." *Psychological reports* 79 (3):899-902.