

CORRELATION BETWEEN PROLONGED INTERNET USAGE AND ACHIEVEMENT MOTIVATION AMONG UNDERGRADUATES IN ENUGU STATE, NIGERIA

by

Ignatius I. Onwa*

*Department of computer science
Federal College of Education, Eha Amufu*

***Corresponding Author: -**

Abstract

Motivation is an essential component of the educational ecosystem that has received much research attention. Achievement motivation is an aspect of the motivational concept that is widely correlated with academic achievement. However, there are intimations that the increase in internet technologies exerts pressure on individuals and might potentiate the variation in achievement motivation. The present study examined prolonged internet usage as a correlate of achievement motivation among undergraduates. A convenient sample of two hundred and sixty-seven students pooled from public tertiary institutions in Enugu State, Nigeria, participated in the study. The respondents completed a self-report measure of the achievement motivation and Chen's internet addiction scale. A statistically significant, moderate positive correlation between prolonged internet usage and achievement motivation, $r(265) = .42, p < .001$. Most importantly, observation of the R^2 revealed that prolonged internet usage explained about 21% of the variation in achievement motivation. The result and recommendations are discussed.

Keywords: PIU, AM, undergraduates,

INTRODUCTION

Motivation is an essential component of education that has attracted colossal research attention in recent times (Albrecht & Karabenick, 2018; Blankenburg et al., 2016; Gonida & Lemos, 2019; Kusurkar, 2019; Kyriacou et al., 2008; Lazowski & Hulleman, 2016; Mondal, 2017; Rao, 2016; Tohidi & Jabbari, 2012; Turabik & Baskan, 2015). Academic motivation has been identified as a critical factor for academic success and students' well-being (Kotera et al., 2021). Efforts by parents to enroll their children into education classes justify the value placed on education. However, how much the children will ultimately learn may depend on their level of motivation. Thus, Motivation is a prerequisite for students' learning (Näsström et al., 2021). Literature abounds, emphasizing the importance of motivation in students' academic achievement and life-long learning beyond school (Guo, 2020; Mega et al., 2014; Zimmerman Schunk, 2001). Consequently, lack of motivation has been one of the most frustrating obstacles to student learning by teachers (Fuad et al., 2021). Accordingly, Dörnyei and Ushioda (2013) described motivation as the sum of the need for achievement, the probability of success, the incentive values related to task fulfillment, and the incentives to avoid failure. Indeed, motivation in all spheres is geared towards achievement-related goals. While hunger and thirst may represent the primary human motivational drive, individuals are motivated by potent secondary purposes with no clear biological base. Among the most prominent is the need for achievement, which can also be called achievement motivation.

Achievement motivation is a construct depicting an individual's need to meet realistic goals, receive feedback, and experience a sense of accomplishment. It describes the motivation instigated by the desire to perform well or strive for success. Sarangi (2015) described achievement motivation as the ability to consistently struggle to achieve success with specific standards. Indeed, motivation to achieve is an essential driving force and a prerequisite for success (Shekhar & Devi, 2012). Additionally, achievement motivation influences students' success in attaining an expected standard of excellence in academics (Mahdavi et al., 2021), and increasing achievement motivation can reduce academic procrastination (Akmal et al., 2017). It is evidenced by effort and persistence in the face of difficulties and is generally regarded as a central human motivation and a key determinant of aspiration and persistence.

Achievement motivation influences students' thoughts about their studies and expectations (Sharma et al., 2020). Evidence abounds linking achievement motivation to student's academic achievement (Abdelrahman, 2020; Affum-osei et al., 2014; Chetri, 2014; Hasan & Sarkar, 2018; Khorsidi et al., 2019; Motaharinezhad et al., 2016; Kumar & Sangeetha, 2019; Okafor et al., 2016; Rather, 2016; Sivrikaya, 2019; Waluyohadi, 2019). For instance, Gupta et al. (2012) investigated the effect of achievement motivation on the academic achievement of adolescents concerning gender, locality, and type of school. The findings revealed that high achievement motivation correlated with academic achievement in all domains. Similarly, Erhuvwu and Adeyemi (2019) found that achievement motivation predicted students' academic achievement in mathematics. Thus, achievement motivation assumes a significant variable in academics.

Several disparate studies have highlighted the factors that significantly contribute to students' achievement motivation (Abbasi-Asl et al., 2017; De Castella & Byrne, 2015; Dikbas Torun, 2020; Mittu & Zhimomi, 2019; Mulatu, 2020; Uz et al., 2018; Zou & Shahnawaz, 2013). For example, Adekanmbi and Ukpere (2021) reported that increased self-efficacy and social adjustment levels significantly predict achievement motivation. Also, Deinde et al. (2020) noted that the socio-economic status of parents predicted achievement motivation. Accordingly, Grera et al. (2022) revealed that psychological well-being, social adjustment, and social responsibility are predictors achievement motivation. Similarly, a study showed that resilience and academic self-concept variables were significant predictors of achievement motivation (Abaidoo et al., 2021). Indeed, achievement motivation has been correlated with numerous variables. However, little is known about whether prolonged Internet use is also associated with achievement motivation.

Prolonged internet usage and achievement motivation

Internet usage refers to the use of internet facilities or the extent to which individuals or groups use the internet. The increasing use of the internet in many countries has changed how people socialize, learn, direct or do their business (Isaac et al., 2019). Indeed, most students are facilitated with increasingly convenient access to the internet, which has a civilizing influence on their learning and living (Xu et al., 2019). However, there is growing concerned about prolonged internet usage among students. Students who stay longer on the internet are more likely not to pay attention to their time and tend to ignore their significant tasks, such as reading or learning. Primarily, they interact more with internet gadgets than with other school work activities. Evidence has shown that students addicted to smartphones or the internet are likely to sleep less (Hawi & Samaha, 2016; Young, 2004). In particular, inadequate sleep time affects school activities and results in declining learning achievement. Similarly, prolonged internet use creates academic distraction, procrastination, laziness, withdrawal, attention challenges, and failure. Thus, internet overuse potentiates the experience of decline in academic-related achievement motivation and increases achievement motivation in unrelated domains. This means a significant effect of prolonged internet usage or internet addiction on students' achievement motivation. The present paper examined the association between undergraduate's prolonged internet usage and achievement motivation.

Hypothesis: *Prolonged internet usage would positively correlate with achievement motivation among undergraduates in Enugu state.*

Method

Participants

This study's sample comprised students enrolled in public tertiary institutions in Enugu State, Nigeria. In total, 267 students participated in this study, and 156 males (59.7%) and 111 females (40.3%), aged between 18 and 25 years ($M = 16.21, SD = 0.43$), completed the questionnaire. Participants in this study came from different departments in three schools in Enugu state, which the author randomly selected. They were briefed on the research purpose and urged to participate in the survey. Most importantly, they were informed that they could withdraw at any point they wanted. Indeed, other ethical issues were duly observed. Those who consented to participate in the study were made to complete the consent form before filling out the questionnaires. In the end, only the properly completed questionnaires (267) were used for data analysis.

Measures

Achievement motivation

Achievement motivation was measured with a 10-item achievement motive scale (Lang & Fries, 2006), adapted and modified to suit the present paper. This instrument assumes that achievement motivation can be regarded as a trait. The scale was scored in a five-point Likert format. The original scale indicated a Cronbach's coefficient of 0.82, while the present study achieved a Cronbach's alpha reliability coefficient of 0.71.

Prolonged internet usage

Prolonged internet usage was assessed using the Chen Internet Addiction Scale (CIAS). The scale is a four-point, 26-item self-reported scale designed to measure five dimensions of Internet-related symptoms and problems, including compulsive use, withdrawal, tolerance, and difficulties in interpersonal relationships and health/time management (Chen et al., 2003). The total score of the CIAS ranges from 26 to 84. Higher CIAS scores indicate increased severity of addiction to Internet activity. The internal reliability of the scale and the sub-scales in the original study ranged from 0.79 to 0.93. however, a Cronbach's alpha reliability coefficient of 0.72 was recorded in the present study

Result

The present paper employed the correlational research design. The data retrieved from the respondents were analyzed with the statistical package for social sciences (SPSS version 26). A Pearson's product-moment correlation was performed to determine the correlation between prolonged internet usage and achievement motivation. Two hundred and sixty-seven participants were recruited. Analyses revealed that the relationship is linear, both variables were normally distributed as calculated by Shapiro-Wilk's test ($p > .05$), and there were no outliers. There was a statistically significant, moderate positive correlation between prolonged internet usage and achievement motivation, $r(265) = .42, p < .001$. Most importantly, observation of the R^2 revealed that prolonged internet usage explained about 21% of the variation in achievement motivation.

Table 1:

Table showing correlation between the main variables

Variables	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>
1, PIU	3.27	0.35	.12**	
2, AM	4.73	0.43	-.33	.42**
R^2	.21			

Note. $N = 267, ** = p < .01$ (two-tailed). PIU= Prolonged Internet Usage; AM = Achievement Motivation

Discussion

The current study examined the correlation between prolonged internet usage and achievement motivation. Two hundred and sixty-seven undergraduates completed the survey instrument. The Pearson's product-moment correlation analyses indicated a statistically significant, moderate positive correlation between prolonged internet usage and achievement motivation, $r(265) = .42, p < .001$. The result showed that prolonged internet use contributed about 21% of the variation in achievement motivation. Thus, the result suggests that internet overuse positively correlates with achievement motivation. The result shows that the trend in cyber addiction positively contributes to the increasing variation in student achievement motivation, especially at the higher education level. Consistent with previous studies, the finding revealed that students' continuous use of the internet could negatively affect their academic motivation. Thus, students addicted to the internet are more likely to experience a decline in academic-related achievement motivations. Hence, their achievement motives might be redirected to other domains unrelated to their education. In this case, activities relative to academic achievement may not be given attention. This condition is unfavorable to the educational development of any given society and could potentiate the experience of academic withdrawal and failure.

Conclusion

The study investigated the association between prolonged internet usage and achievement motivation among undergraduates in Enugu state, Nigeria. The result provided insight into the growing effect of internet overuse on students' achievement motivation. Thus, the paper concluded that prolonged internet usage correlates with achievement motivation.

Notably, the research finding contributes to the internet addiction literature by revealing problematic internet use as a contemporary pathway to academic distraction. Although, the study is challenged with certain limitations. For instance, caution is advised in generalizing the finding due to the sampling method applied. Since the data collection was based on self-report, the issue of common variance becomes a concern. A more comprehensive sampling approach and multiple data collection methods are needed in future research. Nonetheless, the paper recommends that school managements adopt a robust approach to tackle the menace of internet addiction, especially among undergraduates. Future studies are needed to examine other intervening variables that explain the relationship between prolonged internet usage and achievement motivation.

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