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Study of the relationship between the Internet and SMS addiction with the motivation of educational development and students' spiritual (mental) intelligence

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Abstract

The present study examines the relationship between the Internet and SMS addiction and the motivation for educational development and spiritual (mental) intelligence among students. For this purpose among the students who studied in the second level of high school in Tehran during the academic year of 2016-2017, 180 people were selected randomly. The data gathering tool in this research is a standard questionnaire of the Internet and SMS addiction, spiritual intelligence, and educational motivation. The present research is a descriptive design of correlation type. Data were analyzed using SPSS software version 19 using regression, Pearson correlation coefficient and t-test. According to the results of this study, spiritual intelligence was a strong predictor of addictive behaviors such as Internet addiction. The results indicated that the Internet addicts had significantly lower levels of spiritual intelligence than other subjects. However, in the present study among the students, gender was not effective. Also, the present study showed that there is a meaningful relationship between spiritual intelligence and the motivation for educational development (sig> 0.05). Although the relationship between spiritual intelligence and internal motivation and development is positive, the relationship between spiritual intelligence and impulsivity is negative. So, there is a significant relationship between educational motivation and internet addiction.

Keywords: *Internet and SMS addiction, the motivation for educational development, spiritual intelligence*

I. Introduction

The use of modern technology is one of the most obvious resplendencies of the world ahead. The Internet and short message as one of the nascent dimensions of these new technologies of the contemporary world have a significant role in changing the lives of people in the community. Internet and the short message could quickly become one of the necessary tools for life, as long as its removal from daily life is inevitable (Farshbaf, 2009). Nowadays, with the expansion of the World Wide Web, the exchange of information and bring them up to date have

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been found widespread dimensions. So that everyone with any occupation and expertise and every level of education can take steps to progress faster and become more successful in their career and in their own profession, anywhere in the world, by referring to this unlimited source of information. Internet technologies and advanced networks are classrooms adaptive newcomers and special tools for students; the development of telecommunications and Internet networks has facilitated communication between schools of the world. Recent studies have shown that the Internet impact was positive on classrooms. The study was conducted by the Center for Special Function Technology in 1996, the findings showed that the ICT and offering ideas indicators scores for the experimental group that accessed the Internet were higher than the group that did not have access to the Internet and the study also found that the experimental group used computers more and used it in four areas: collecting information, organizing received information, carrying out multimedia projects, and helping to acquire basic skills (Lauden, 2007).

Internet addiction includes addiction to chat rooms, pornography, online gambling, and online shopping. Like other addictions, this type of addiction also isolates the addict from his/her family and his/her associates. Behavioral addictions, such as Internet addiction, can cause the destruction of health, relationships, emotions, and ultimately, the individual's mental and spiritual health (Greenfield, 2005). This issue is especially effective in students and their mental and physical health. Therefore, the study of issues related to soul and body health of students and the quality of their educational development with the case of addiction to today's technology has a special place in behavioral and psychological sciences. However, the fundamental question is whether these technologies and explosions necessarily include positive and vibrant energy for human growth and excellence, or contains dangerous and destructive toxins. The answer to this question depends on the type of use this energy and the management of capturing and exploiting it by different users with different motivations and orientations. For example, the Internet as a universal phenomenon provides the facility an opportunity for users to have all the information and services they need at any time, anywhere, at any rate. Or today, we can see people who have a mobile phone in their hands are busy for a long time in homes, streets, schools, university environments, public places, shops, offices, and everywhere. And sometimes this occupation is so extreme that it attracts the attention of others (Bocman, 2011). According to statistics, over time, the use of these devices is increasing. But at the same time, with the widespread access of people to the Internet, we can see a new type of addiction, which is a particular issue of the age of information (Baronio, 2009). Like all other forms of addiction, internet addiction also comes with symptoms. Like anxiety, depression, tension, restlessness, obsessive thinking, or fantasy about the Internet. On the other hand, the relationships of these individuals, especially children, and teenagers, an increase in the virtual world. In contrast, the scope of their relationship in the real world is reduced. In addition, there is a potential deterioration in the performance of training (Samson & Kane, 2005). Studies show that the relationship between increased use of the Internet and an increased sense of loneliness and depression in teens and young people is significant (Sanders et al., 2000). In their 2000 study, Bowl and Harry concluded that as young people spend more time with the Internet, they will decrease the amount of time they spend on their real social environment. There are clinical dimensions and the question of how abuse of the Internet and mobile phone can lead to psychological incompatibility is still the subject of debate. Mobile addiction or excessive use of it is one of the behavioral issues associated with Internet addiction capacity. Quantitative research has been done in this area. Nevertheless, evidence suggests that excessive

use of mobile phones is related to other behavioral patterns, such as night-time wake-ups, short message exchanges, and affective affinities that are created in the minds of users (Kaar, 2010).

Mobile phones and the Internet as a new tool for informing, in addition to widespread applications in various fields of information, communication, continuity, entertainment, stimulation, have some inappropriate social consequences such as psychological addiction, degradation of values, decline in social interactions, gradual decline of National literature, early maturity, Bluetooth and unethical SMS, and endangering personal security (Heyung, 2010). Therefore, considering that mental health of children and adolescents is one of the most important topics in psychology and sociology, also considering that today many students at low educational levels have access to mobile phone and use it in different uses and it is impossible to eliminate it from the teenagers' world, serious research in this area is necessary (Sio, 2006). Although the impact of internet addiction on student mind has been proven in many studies, this study looks from another look at the two areas of spiritual intelligence and educational motivation on the Internet addiction phenomenon in two separate educational systems.

Spiritual intelligence as the basis of individual beliefs plays a fundamental role in various areas of human life, especially the provision and promotion of mental health. On the other hand, the role of happiness in mental health, physical well-being, and effective social participation are considered very important. Studies in the area of addiction show that people with lower spiritual intelligence (SQ) have lower mental health and are more likely to have drug abuse. The results indicated that substance abuse is endangering individuals' physical and mental health. People with lower spiritual intelligence are more likely to develop drug abuse. Thus, it is possible that we can prevent the onset of addiction by fostering the spiritual intelligence of individuals (Chang, 2008). As the use of the Internet is increasing day by day and is recognized as one of the most important means of accessing information, young people and especially the student population have to spend hours with the Internet, if the present study can recognize the relationship between spiritual intelligence and internet addiction, efforts to increase emotional intelligence that can be trained through education may prevent the destructive effects of this new communication technology. Regarding the findings of this research, it can be concluded that identifying high-risk students and enhancing the positive aspects of personality and helping to increase the awareness and management of spiritual intelligence in young people can help in reducing growing psychological disorder.

On the other hand, there are contradictory studies on the relationship between academic motivation and Internet addiction. Educational motivation is a high-value goal for students, and it's internal enough to create enthusiasm and excitement within them, in order to be close to the goals through special behaviors (Hasanzadeh, 1949). Some studies within our country show that the academic achievement of both groups of extreme users of students from the Internet and those who normally use the internet is approximately the same. This contradicts with the findings of Jung (1996), Duran (2003) and Limm et al. (2004). In this case, the cause of cultural and family issues should not be neglected. Therefore, in this study, two separate educational systems with different cultures and ىifferent procedures are considered, in order to examine the contradictions in this issue.

Target

The advancement of industry and technology has increased power and wealth, but it has been stripped off the possibility of living with peace and security of humans, and in fact, "the quality is sacrificed for quantity", and

the moderation and proportion are gone, neuropsychiatric and mental illness, has replaced it. (Hashemzadeh, 2000) Disability and discontinuity caused by mental illness are often intense and long and impose heavy burdens on the patient, family, and society. Generally, 10.6% of the total burden of diseases is related to mental illness and by calculating the approximate years of disability in the lifetime, this figure increases to 28%. It can be said that the Internet network is like a virtual venue for the public meeting of the world, a common cross point where millions of people from more than 155 countries are linked, an enormous organization whose order has already been set to some extent. At any moment, they learn about various issues, conversation, games, commerce, scientific research, viewing different pictures, listening to voices and songs, watching videos, and many more. The Internet is not a database, it is the broadest and most important computer network in the world, and it may be the initial example of information highways in the first quarter of the twenty-first century. Internet in the repository of information can be considered as good, bad, ugly and beautiful, ethical, and immoral (Mohseni, 2002). Thus, the probability of moral corruption and social deviations in such a space is relatively high. On the other hand, the unhealthy virtual environment can dramatically affect the psychological components, such as mental health and social skills. Unfortunately, there has not been much research in this area. Mirzaeyan et al. (2011) studied the Internet addiction among students and its effect on mental health. The results showed that mental health and its components included physical syndrome, anxiety syndrome, social function disorder syndrome and depression syndrome, were different among the students in three groups (based on an addiction to the Internet). The result is that addiction to the Internet can threaten the mental health of individuals. It is essential for the proper use of the Internet, the benefits and disadvantages of the virtual Internet world, culture, and education at the family and community level. Khosravi et al. (2011) investigated the relationship between Internet addiction and family functioning and mental health in students. The results of this study, while confirming the negative effects of Internet addiction on mental health, emphasize the importance of family environment in increasing the use of the Internet. Hence, the design of family-based therapeutic programs should be considered. Ghasemzadeh et al. (2007) examined the prevalence of internet addiction in girls and the comparison of addicted and non-addicted girls to the Internet in terms of loneliness, self-, and social skills. According to the results of this study, of the 435 Internet users, 14 were Internet addicts. Therefore, the prevalence rate of Internet addiction among high school girls in Tehran is 3.2 percent. Based on demographic characteristics, 14 normal users (non-addicts) and 14 non-users were matched with the addicted group and compared by using variance analysis. There was no significant difference between loneliness and self-confidence in the three groups. In social skills, the three groups did not show any significant difference in the components of altruistic behaviors, fear of relationship with peers and superiority, but addicts from the other two groups showed significantly more inappropriate social behaviors, and their rebelliousness was also significantly more than regular users. As you can see from the above, so far there has not been much research in this area and there is no acceptable agreement between them. On the other hand, issues such as mental health, educational achievement and spiritual intelligence have been underestimated.

Theories:

- There is a significant relationship between spiritual intelligence and Internet and SMS addiction.
- There is a significant relationship between spiritual intelligence and educational motivation.

- There is a significant relationship between educational motivation and Internet 5and SMS addiction.

II. Methodology

This is a descriptive-correlational study. The statistical population of the study included all students who studied in the second year of high school in Tehran during the academic year of 2016-2017. The sample consisted of 180 students selected by multistage cluster sampling from high schools in Tehran. The sampling method was used to select two randomly selected areas from 22 areas of Tehran. Then, in selected areas, 4 high schools were randomly selected. Finally, 180 girl and boy students selected by stratified random sampling from selected high schools as sample groups.

Toolkit:

Spiritual Intelligence Questionnaire: Spiritual Intelligence Questionnaire was designed by King in 2008, which has 24 questions and is 5 options (Likert). Using exploratory factor analysis in a sample of 619 students from the University of Trent in Canada in 2007, Cronbach's Alpha (95%) and reliability of 84% were obtained through a spin-off test. The reliability coefficient of the Spiritual Intelligence Questionnaire was calculated 67% through a re-test in a sample of 70 individuals at a time interval of 2 weeks.

AMS Educational Motivation Scale Questionnaire

Vallerand and his colleagues in 1992 returned the AMS scale in English and performed it in English language subjects. They used internal consistency and retesting high coefficients of correlation between the AMS seven-point subscale, which in most cases was upper than 0.80. They used the Structural reliability techniques to measure scale validity and found that since the correlation between adjacent subscales is high and between non-adjacent scales is low or negative, the AMS scale has acceptable vendors. In Iran, Bagheri, Shahraray, and Farzad in 2004 after translating the scale, performed it on 838 subjects and with use of factor analysis technique found that five factors of the 7-factor structure of the scale the reliability of the scale are repeating and in fact the result of their research matched the scale with cultural conditions and cultural differences of Iranian community. In order to measure the reliability of the scale, they calculated internal correlation coefficients and test-retest test, which in each subscale, in most cases was higher than 0.77, indicating the reliability of the scale (Bagheri, same).

Standard Internet and SMS Addiction Questionnaire:

Yang's Internet Addiction Test (1996): This scale consists of 20 questions that have been prepared and validated by Yang et al. This questionnaire is based on the Likert scale (I completely disagree, 1; I disagree, 2; I do not agree or disagree, 3; I agree, 4; I totally agree; 5). The same theme was designed with 20 questions for addiction to SMS. Yang and his colleagues estimated the internal validity of this questionnaire to be 0.92, and the validity of the re-test was also substantiated. Vidianto and McMoran have mentioned the formal validity of this questionnaire very high. Also, through factor analysis, they gained six factors of prominence, excessive use, lack of attention to job tasks, lack of control, social problems and impact on performance. Alavi et al In their research estimated the internal consistency of the Yang questionnaire $\alpha = 0.88$.

III. Findings

The gender distribution of the sample people is as follows:

Table 1: Distribution of the sample population by gender

Sex	Abundance	Percent
Girl	200	55.55
Boy	160	44.45
Total	360	100

From the 360 individuals, 200 (55.55%) were Girls and 160 (44.45%) were boys. The chart for this distribution is as follows:

Table 2: Descriptive indicators of age

Variable	Average	Middle	ode	Standard deviation	Variance	Domain	Lowest	Highest
Age	17.25	18	6	1.38	1.9	5	14	19

According to Table 2, the average age of 360 students is 17.25 years, the average is 14, and the mode is 16. The standard deviation is equal to 1.38, the variance is equal to 1.9, the range of domain is equal to 5, from the lowest value of 14 to the highest value of 19.

Descriptive statistics of research variables:

In this section, the descriptive statistics of the variables in the research are presented in Table 3. It should be noted that these statistics relate to the percentage scores of the variables:

Table 3: Descriptive statistics of research variables

Variable	Number	Average	Standard Deviation
Internet addiction	**360**	**47.32**	**9.68**
SMS addiction	**360**	**39.03**	**6.99**
Spiritual Intelligence	**360**	**61.19**	**3.84**
Internal		**3**	**5.77**

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motivation	**60**	**5.89**	
External motivation	**60**	**3 1.16**	**4.53**
Demotivation	**60**	**1 2.57**	**3.12**

According to Table 3, the average score of Internet addiction among students in this study was 47.32 with a standard deviation of 9.68 and SMS addiction score was 39.03 with a standard deviation of 6.99 and the spiritual intelligence score was 61.19 with a standard deviation of 3.84. The average score of internal motivation was 35.89 and the average score of external motivation was 31.16 and the rate of demotivation among students was 12.57.

Hypothesis 1: There is a significant relationship between spiritual intelligence and Internet and SMS addiction.

Table 4: The results of the Pearson correlation coefficient for the relationship between spiritual intelligence and Internet addiction.

Predefined variable / Criterion variable	Spiritual Intelligence	
Internet addiction	correlation coefficient	0.895
	significance level	0.001

Regarding the results of Table 4, there is a significant relationship between spiritual intelligence and internet addiction (sig = 0.001). Therefore, the first hypothesis of the research is confirmed.

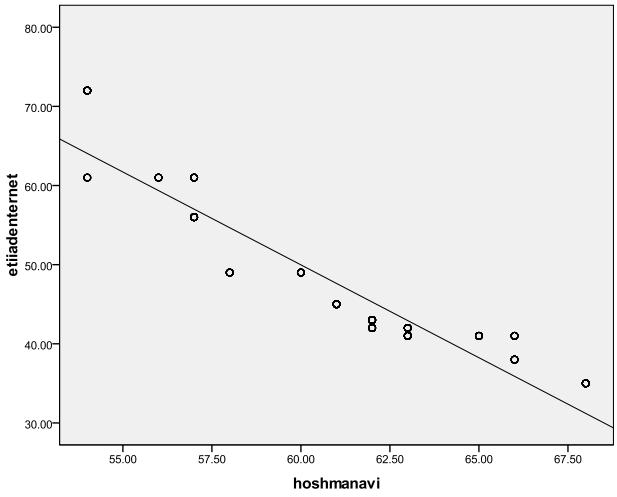


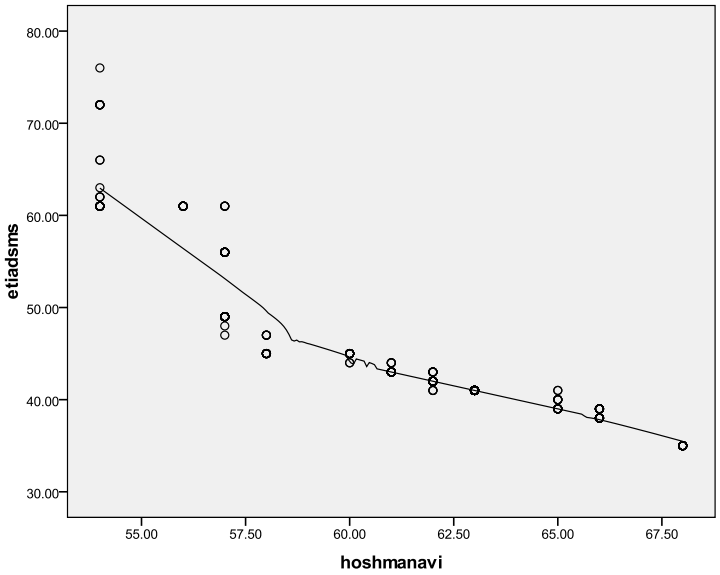
Figure 2: The Relationship between Spiritual Intelligence and Internet Addiction

According to the correlation coefficient chart, there is a high correlation between spiritual intelligence and Internet addiction which is, of course, inverted.

Table 5: The results of the Pearson correlation coefficient for the relationship between spiritual intelligence and addiction to SMS

Predefined variable / Criterion variable	Spiritual Intelligence	
SMS addiction	correlation coefficient	0.395
	significance level	0.039

According to the results of Table 5, there is a significant relationship between spiritual intelligence and



SMS addiction (sig = 0.039). Therefore, the first hypothesis of the research is confirmed.

Figure 3: The relationship between spiritual intelligence and addiction to SMS

Based on the correlation coefficient chart, between spiritual intelligence and SMS addiction, there is a high correlation which is, of course, inverted.

According to the above tables, there is a significant relationship between spiritual intelligence and internet addiction (sig = 0.029). Therefore, the first hypothesis of the research is confirmed. However, the above relation is a negative relation. That is the more spiritual intelligence, the less addictive to the Internet and SMS.

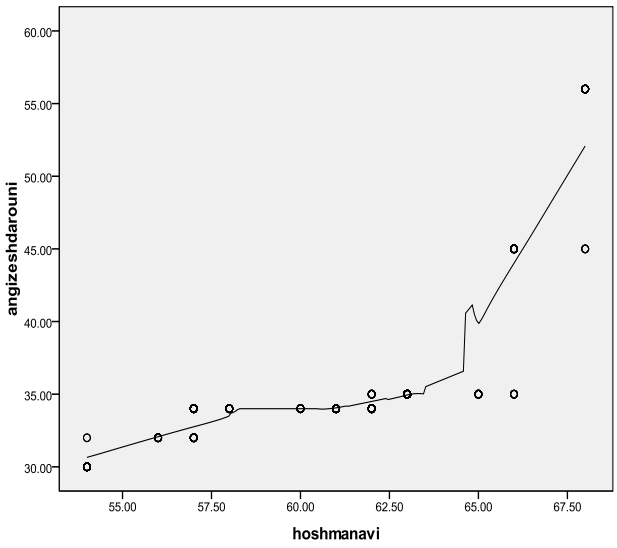
The second hypothesis: There is a significant relationship between educational motivation and spiritual intelligence.

Table 6: The results of the Pearson correlation coefficient on the relationship between academic motivation and spiritual intelligence

Predefined variable / Criterion variable	Spiritual Intelligence	
Internal motivation	correlation coefficient	0.495
	significance level	0.019
External motivation	correlation coefficient	0.795
	significance level	0.019
Demotivation	correlation coefficient	0.895
	significance level	0.035

According to the results of Table 6, there is a significant relationship between spiritual intelligence and motivation (sig > 0.05). Therefore, the second hypothesis of the research is confirmed. Although the relationship between spiritual intelligence and internal motivation and progress is positive, the relationship between spiritual intelligence and demotivation is negative.

Figure 4: The Relationship between Spiritual Intelligence and Internal Motivation



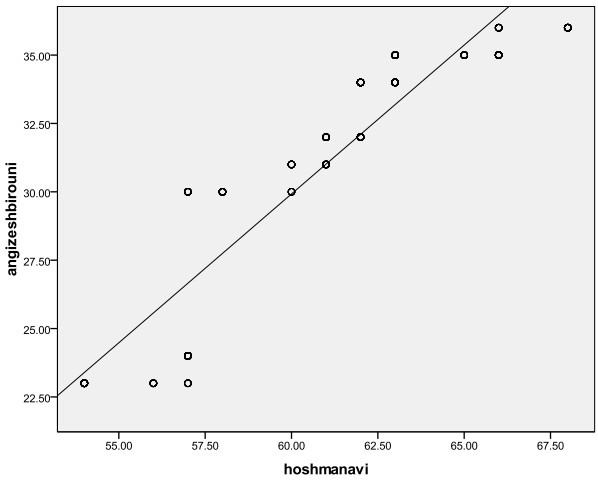


Figure 5: Relationship between spiritual intelligence and external motivation

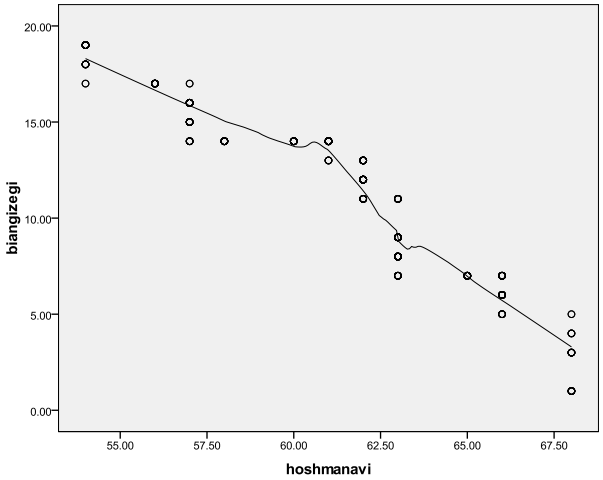


Figure 6: The Relationship between Spiritual Intelligence and Demotivation

The third hypothesis: There is a significant relationship between educational motivation and Internet and SMS addiction.

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Table 7: The results of the Pearson correlation coefficient on the relationship between academic motivation and Internet addiction

Criterion variable / Predefined variable	Internet Addiction	
External motivation	correlation coefficient	0.595
	significance level	0.001
Internal motivation	correlation coefficient	0.465
	significance level	0.001
Demotivation	correlation coefficient	0.466
	significance level	0.001

According to Table 7, there is a significant relationship between educational motivation and internet addiction and the third hypothesis of the research is confirmed.

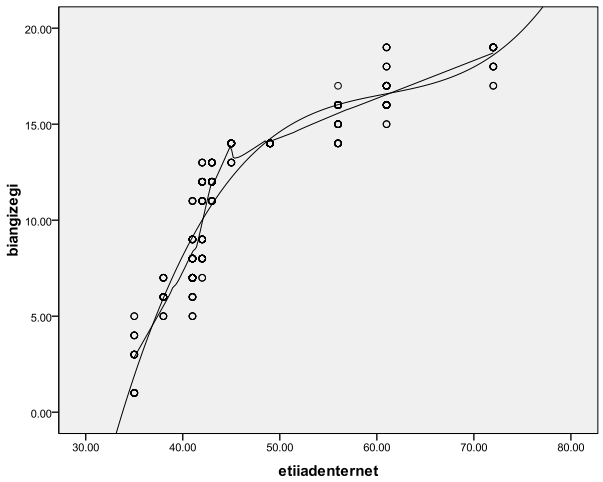

Figure 7: The relationship between Internet addiction and demotivation

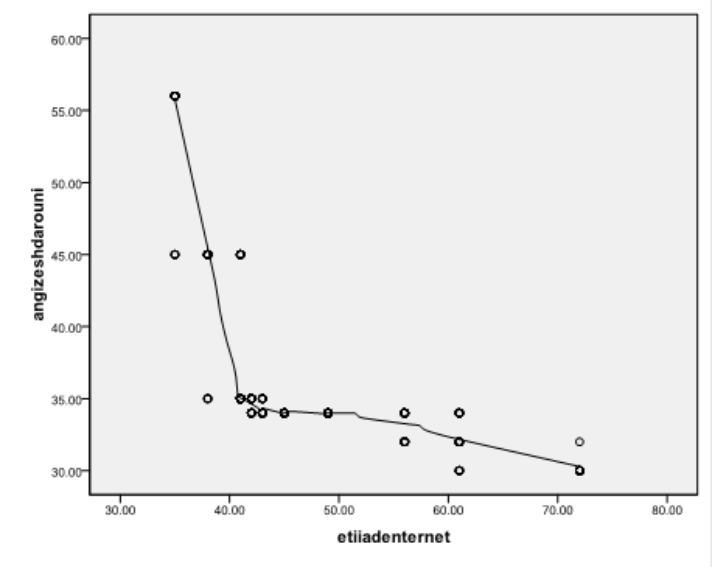

Figure 8: The Relationship between Internet Addiction and Internal Motivation

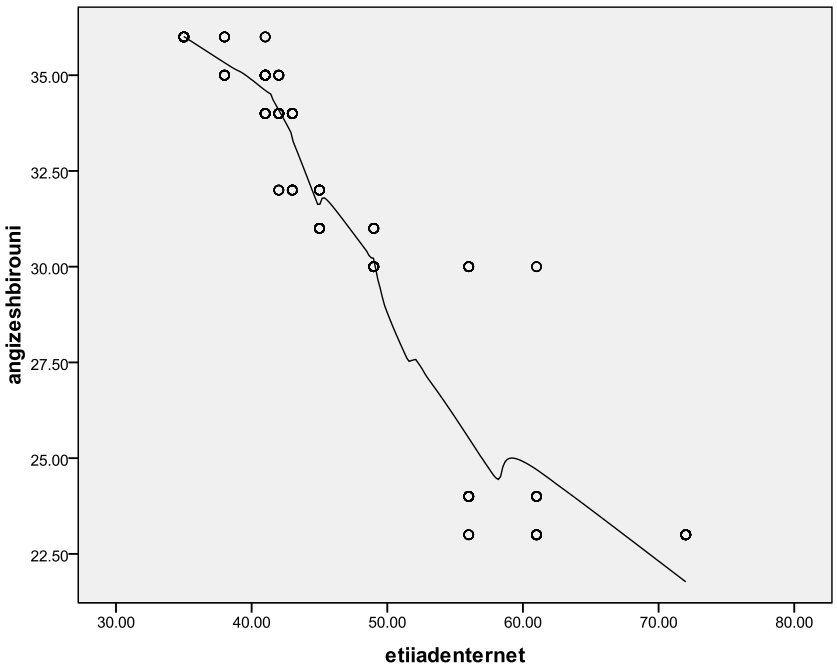

Figure 9: The relationship between online addiction and external motivation

Table 8: The results of the Pearson correlation coefficient on the relationship between educational motivation and SMS addiction

Criterion variable / Predefined variable	SMS Addiction	
External motivation	correlation coefficient	0.823
	significance level	0.019
Internal motivation	correlation coefficient	0.734
	significance level	0.056
Demotivation	correlation coefficient	0.478
	significance level	0.025

According to Table 8, there is a significant relationship between educational motivation and addiction to SMS. Accordingly, the third hypothesis of the research is confirmed.

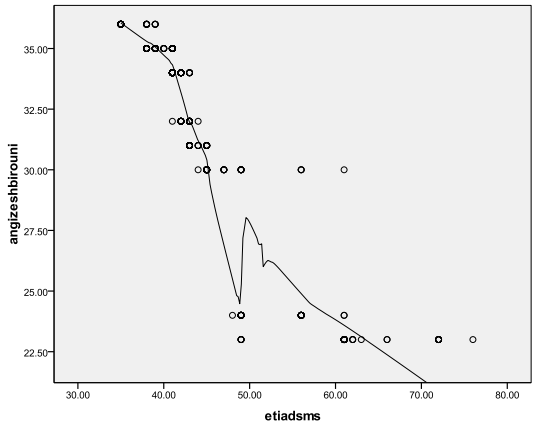

Figure 10: Relationship between SMS addiction and external motivation

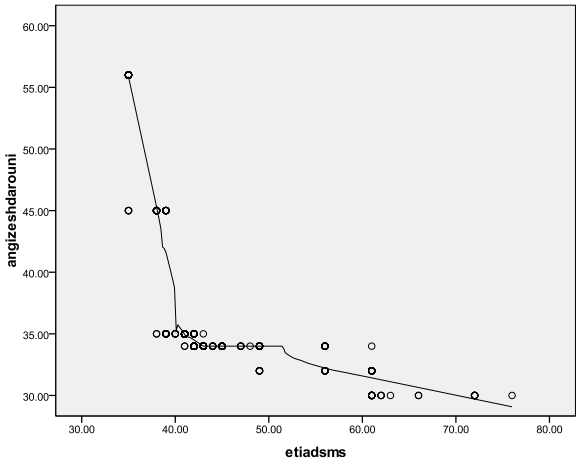

Figure 11: The relationship between SMS addiction and internal motivation

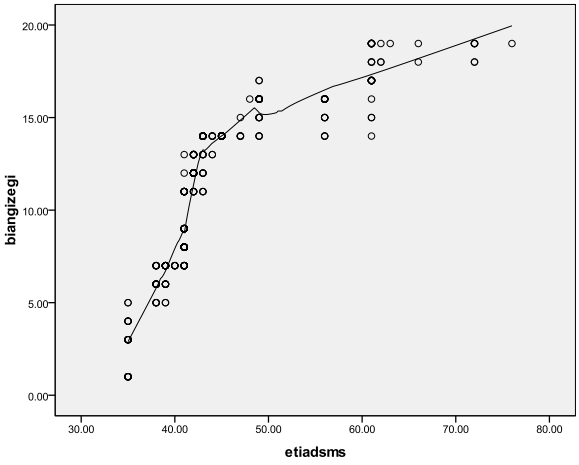

Figure 12: The relationship between addiction to SMS and demotivation

IV. Discussion and conclusion

According to the results of this study, spiritual intelligence was a strong predictor of addictive behaviors such as Internet addiction. In the Lanham et al 2010 survey, which was carried out on 592 university students, the results indicated that Internet addicts significantly have lower levels of all kinds intelligence than other subjects and students' gender affects the rate of addiction to the Internet. However, in this study gender students was not effective. These results are consistent with the results of James and colleagues (2008), which state that emotional intelligence is a strong predictor of addiction to the Internet and computer games. In this regard, Ghafari and Ahadi (2007) found the inverse relationship between the components of emotional intelligence and negative effects of the Internet that, which with increasing the components of emotional intelligence through education, the level of addiction and Internet addiction decreases. In the research of Ganaabadi (2009), the results showed that there was a significant relationship between the components of emotional intelligence and talent for drug addiction among

students. Considering that Internet addiction disorder is a kind of impulse control disorder and is overlapping with drug addiction, the results of this research can be confirmed in line with this research. These findings suggest that strengthening intelligence factors can enhance the ability to inhibit shocks in young people. In this context, Trinidad et al. (2004) studies have shown that various Low intelligence types are associated with alcohol, tobacco, and smoking. The findings of Riley and Shoot (2003), Golman (2004) Bracket et al. (2004), AriaSadr et al. (2012), which led to a negative relationship between Drug abuse and emotional intelligence, confirm the findings of this research. Agha Delavarpour (1999) also states in his study. Helping out the internal forces and empowering the emotional intelligence of addicted people can speed up the effectiveness of treatment. As the use of the Internet is increasing day by day and is recognized as one of the most important tools for accessing information, and young people, and especially the student population, that have to spend hours with the Internet, efforts to increase emotional intelligence through training, it may prevent the destructive effects of this new communication technology. According to the findings of this research, by identifying high-risk students and enhancing the positive aspects of personality and helping to increase the recognition and management of emotion in young people can decrease this growing psychological disorder in an effective step. Also, the present study showed that there is a significant relationship between spiritual intelligence and the motivation for progress (sig > 0.05). Therefore, the second hypothesis of the research is confirmed. Although the relationship between spiritual intelligence and internal motivation and progress is positive and the relationship between spiritual intelligence and demotivation is a negative correlation. The findings of this study are in line with some findings (Gupta, 2012; Adiglou, 2007). The morality and top of that spiritual intelligence can play an important role as a defensive strategy to solve everyday stress problems in different situations. Self-efficacy as one of the most important components of behavioral regulation will lead to efficient and ineffective judgments in confronting events that each of these attitudes in their position can predict the outcome of behavior in confronting barriers. Cardiamas and Calantari (2004) argue that individuals develop lower self-efficacy nurture pessimistic think about their abilities and avoid any situation beyond their ability to anticipate it. In this regard, Bandura (1982) introduces the concept of self-efficacy beliefs as an important component in the development of defensive skills in response to stressful life events. Religious beliefs and spirituality are often referred to as constructive defensive methods with psychological, physical, and quality of life. The results of previous studies show that people with high spiritual beliefs have a high level of satisfaction with life, appropriate adaptation and ultimately high self-efficacy (Adiglou, 2007). Spiritual beliefs can have a sense of relaxation in people, and they can step up their sense of security and enhance self-confidence by improving their sense of control and enhancing their sense of security. Students, as an important group in each society, have an important responsibility for the progress and development of each country. In this regard, understanding the abilities and beliefs can be realized in the light of strong elements such as spirituality, thus facilitating the recognition of the spiritual dimension in adolescence and youth can take steps to develop a religious and spiritual identity and to develop self-beliefs in its own pockets. Therefore, the use of religious texts as a source of spiritual values, along with other educational materials from the elementary period in schools, can lead to growth and excellence.

According to the results, there is a significant relationship between educational motivation and Internet addiction. Therefore, the third hypothesis is confirmed. A Study in 2009 shows that with increasing the number of

addictive variables to the Internet, the amount of variables of urban social educational motivation decreases. Indeed, the more addiction to the Internet, the lower educational motivation among high school students in the urban community. Anderson, 1997, quoted by Moeedfar et al., 2005, studied the effects of Internet addiction on students. One-third of students suffered from educational problems as a result of overuse of the Internet. Similarly, Bowlen and Harry 2000 quoted Moeedfar et al. , 2005 concluded in their study that more time young people spend on the Internet, in contrast, the amount of time they spend on their real social environment will be reduced that the results of this study are not consistent with these studies. One of the reasons is the oldness of these studies and the intelligibility of schooling in recent years. There is a need for further studies in this field. The results show that the Internet addiction score in Indian students is not significantly different in terms of gender and place of residence. Therefore, the sub-assumptions of the research are not approved. According to the findings, there is only a significant difference between the score of external motivation among Iranian and Indian students. Iranian students have more external motivation scores than Indian students. And in the other cases, there is no significant difference. The religiosity of the two countries and the importance of spirituality and the close proximity of cultural structures may be the reason for these results. In other words, the religious attitude of the community gives all people the opportunity to be sensitive to material and spiritual realities and to place spirituality at the center of their lives. These findings are based on the results of Ghana et al. The study of Bagheri et al in Bushehr showed that the average of spiritual intelligence of nurses was not significant due to gender, age, occupational background, educational level, and their status.

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