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# **Internet Addiction and Its Relationship to the Psychological Alienation of Adolescents (Male and Female) 15-17 years old**

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## **ABSTRACT**

The current study aims at discovering the nature of the relationship between adolescents' internet addiction and their psychological alienation. The study has been conducted on February, 2009, on a sample of 119 male and female students, 75 of them are from the Future High School for Languages at Cairo and 44 are from the Islamic High School for Languages at Fayoum. Their ages range between 15 and 17 from scores one and three. Using the two scales of internet addiction and psychological alienation prepared by the researcher, the study discovered that there is a strong statistical relationship between internet addiction and psychological alienation at the level of 0.01 and 0.05, and that addicted females have more sense of psychological alienation than males. The study also revealed that there is a difference among male and female adolescents in both schools concerning their internet addiction and psychological alienation, at a significant level of 0.05 as the percentage in the Islamic School is higher than that in the Future School.

## **Key words:**

1. Internet Addiction.
2. Psychological Alienation
3. Meaninglessness
4. Social isolation.
5. Powerlessness.
6. Self-estrangement.
7. Family- estrangement.

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### Introduction:

Technology is changing not only the nature of problems people are having but also the way people deal with these problems. According to the Pew Institute, surveys filed in 2006 show that internet penetration among adults in the United States has hit an all-time high, while the percentage of Americans who say they use the internet has fluctuated slightly. Pew's most recent survey filed February 15 to April 6, 2006, showed that fully 73% of respondents (about 147 million adults) are internet users, up from 66% (133 million adults) in its January 2005 survey. The issue of internet addiction continues to raise significant concern as more therapists see clients who suffer from internet related problems, including online gaming, online affairs, internet pornography and internet gambling addictions (Young,2007:671) Young people are generally viewed as the majority of internet users. However, recent studies revealed that some young people exhibit addictive behavior, termed "internet addiction", a term used by researchers (Tsai & Lin, 2001:373) However, heavy use has several negative consequences. Internet addiction is one of the most serious problems. Affected adolescents usually suffer from problems associated with daily routine, school performance, family relationships, and mood (Ko, et al.,2007:545) (Yen, et al., 2007:323) The internet has become an important social context in the lives of adolescents today. This use displaces activities that are important for adolescent development such as physical activities and social interactions with peers (Subrahmanyam & Lin, 2007:660) The potential for addiction: a new type of non-chemical addiction resulting from the interaction between the individual and the computer for long periods of time. The addict becomes a prisoner in a virtual world, that of the internet, which is parallel to the real world. That virtual world allows the person to escape when he or she becomes incapable of facing the depressions of the real world. Therefore,

this new type of addiction leads to traditional types of addictions like alcohol or drug addictions (Azzab , H.2001 a :238 ) Internet addiction is a very serious problem because it is a new kind of addiction that has not yet been indicated on the list of addictions. On the contrary, internet use is camouflaged behind an attractive mask: that of modernism and globalization. Therefore, it receives welcome, legality and respect. "Adolescents are more vulnerable than adults to the harmful influence of various addictions to the excessive use of the internet." (Kaltiala, et al., 2004: 90 ) .

The internet has several features that occupy its users for long periods. Chatting, games, virtual sports, site surfing, etc., give adolescents experience and information that might not be suitable for their ages and may cause them to be members of some suspicious groups. It may also be converted into a means of wasting time and energy. Using the internet regularly and routinely for long hours may lead to symptoms of

addiction characterized by withdrawal from society, lack of confidence, weakening of social bonds, and misunderstanding of others' behaviors (Young, 1998: 237) .

A report prepared by the Ministry of Communication and Information states that the number of internet users in Egypt amounts to six million till the year 2007. Cairo occupies a percentage of 58% a day, El Delta occupies 17% a day, Alexandria and Matrouh occupy 13%, Upper Egypt occupies 7% a day and Canal cities, Sinai and Red Sea occupy 5%. It is known that the number of Internet young users increases during holidays, as internet cafés reactivate and sales rise up by 25%. The number of Internet cafes and clubs in Egypt exceeds 550 in Great Cairo alone.

Internet addition statistics in Egypt.

<http://www.fdjonline.org/sub.m2.html> april3,2009.

The special nature of adolescents makes them victims to isolation and alienation from those around them, shortening the period of time they spend with their families or in other social activities.

The aim of this study is to discover the nature of the relationship between internet addiction and the psychological alienation of adolescents from 15 to 17 years old (male and female) in a high schools exemplified is the current in the Future High School for Languages at Cairo Governorate and the Islamic High School for Languages at Fayoum Governorate – Egypt. This study attempts to answer the following question:

What is the relationship between adolescents' internet addiction and their psychological alienation?

Several secondary questions arise from this question:

1. To what extent does adolescents' internet addiction affect their psychological alienation?
2. To what extent does adolescents' internet addiction impact their withdrawal from social reality?
3. To what extent does adolescents' internet addiction impact their social relationships?
4. To what extent is surfing different internet sites considered a matter of privacy for adolescents and hence, none should discuss it?
5. Do addictive feelings cause adolescents to differ according to their sexuality?
6. What internet sites are preferred by adolescents?
7. What are times during which adolescents prefer to use the internet?
8. What is the frequency of internet use by adolescents?

#### **Procedural concepts of the study:**

**Adolescence:** The stage which lasts from 15 to 17 years old. The medical adolescence stage (the subject of the current study).

**Internet addiction:** This term addresses the psychological dependence of continued internet usage for a long, or an increasing, amount of time without professional or academic necessities. The behavior in this instance becomes inflexible and forced as it is difficult to halt the addiction without the therapeutic help necessary to overcome the psychological withdrawal symptoms.

**Alienation:** Withdrawing or separation of a person from the values of one's society and family.

(Merriam-Webster's collegiate dictionary, (10th ed): 28)

**Psychological alienation:** (of adolescents) – the condition whereby the adolescent (15 to 17 years old) male or female feels separation from themselves and others. The feelings of separation are represented in a group of symptoms such as social isolation, abnormality, meaninglessness,

powerlessness, rebelliousness, self-estrangement and family estrangement. These may be represented as follows:

1. **Social isolation:** This occurs when the adolescent feels loneliness, psychological emptiness, absence of social relations and a sense of separation even when he is amongst others.
2. **Abnormality:** This occurs when the adolescent rejects the values, standards and governing principles within society. He also tries to realize domination of his special aims and attempts to obtain them by methods which may be socially unacceptable. He has no trust in society and its guidelines. This indicates that the abnormality points to some sort of separation between the adolescent's aims and society's worth and standards.
3. **Meaninglessness:** This occurs when the adolescent feels that surrounding events have lost their meaning, reason and purpose. The adolescent loses his sense of reality and acts with some grade of carelessness.
4. **Powerlessness:** This occurs when the adolescent feels that he can't control matters which concern him. He also feels forced and that his will has been stolen. This leads to feelings of frustration and powerlessness.
5. **Rebelliousness:** This symptom occurs when the adolescent feels that he is removed from reality. He rejects normality and all things that surround him in society.
6. **Self-estrangement:** This symptom occurs with the loss of relations between the conscious ego of the adolescent and his real ego. He doesn't feel self-worth and finds himself powerless, without identity and distrusted.
7. **Family estrangement:** This occurs when the adolescent feels that he is separated from his family. He refuses to obey its criteria and is unaware of any family problems. He becomes separated from the family, irritated by it and wishes to avoid it.

### Study Hypothesis

- 1- There is a positive correlation relationship statistically significant between the scores of addicted male and female adolescents in both schools on the scale of internet addiction and their scores on the scale of psychological alienation.

- 2- There are differences between the average scores of adolescents in Future School and Islamic School on the scale of Internet Addiction and Psychological Alienation.
- 3- There are differences between the average scores of adolescents in Future School and Islamic School on the scale of internet addiction, as female adolescents are higher than male.
- 4- There are differences between the average scores of males and females in Future School and Islamic School on the scale of Psychological Alienation, as females scores are higher than those of the males.

### Limits of the Study

1. Human field: Over 119 adolescent students (male and female) from 15 to 17 years old.
2. Location field: High school students (male and female) from the governorate of Cairo and Fayoum, Egypt.
3. Time field: The period from July 2007 to June 2009.

### Methodology

**Study type:** Descriptive Comparative.

**Study method:** Social survey through comprehensive covering and sampling.

**Sample:**

A number of 119 male and female students have been selected randomly ranging from 15-17 years old, within the average of 15.52 years and a standard deviation of 0.502 for the whole sample. The average age of males was 15.61 years with a standard deviation of 0.491, and the average age of females was 15.44 years with a standard deviation 0.500. The number of students in the Future High School amounted to 75 students – divided into 38 males and 37 females. The number of students in the Islamic High School at Fayoum Governorate was 44 – divided into 19 males and 25 females on February 2009. All sample members were required to have a personal computer and to know how to use the internet, and they were also required to have a DSL subscription of not less than one year.

Language schools have been selected to keep up with the nature of the research, which is in English language. Governmental and private schools teach basically in Arabic. On the other hand, the answers of students may be easier because language schools are interested in computer classes and in

teaching some subjects using computer and internet, so the adolescent may have more chances to learn computer language and use computer.

The researcher has selected these two schools because many language schools refused to cooperate with the researcher, but these two schools cooperated with her and provided her with facilities that she needed in order to achieve her study.

The main difficulties that faced the researcher in determining the volume of the sample were the cancellation of the second grade in all secondary schools in the academic year 2008/2009, the fact that most of the third grade students were absent from the two schools, and that a small number of students in the first grade have DSL subscriptions at home. (1)

### Instruments:

**The researcher has used two scales:**

#### 1- Internet Addiction Scale (Z):

This scale consists of 36 sentences which measure the variables relating to internet addiction such as time, number of internet using hours per week, holidays (Friday and Saturday), types of places of use, and sentences measuring the stress and withdrawal, among others. Scale sentences are measured by five standards: 1) Strongly disagree 2) Somewhat disagree 3) Undecided 4) Somewhat agree 5) Strongly agree. The scores which the adolescents have obtained at the level of the sample range between 43 and 156. The median grade amounts to 115. Scores that are less than 115 are of low level of internet addiction and those which are more than 115 are of high level of internet addiction. These scores range between three standards: (from 20-49 with percentage of 2.5%) low addiction which does not need remedy; (from 50-79 with percentage of 8.4%) average addiction which may be healed and (from 80-156 with percentage 89.1%) high addiction which needs remedy. The scores of adolescents are focused at this level with percentage of 89.1%.

The research has likened the internet addiction scale to (Azzab, H. 2001 b) and she has developed this scale by (Young, 2001), (Young, 2008)

### Validity:

Thirty two sentences addressing the various phenomena of internet addiction have been formed. They have been reviewed by ten arbitrators of university

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1 - Appendix .1, Table(1).



professors specialized in psychology at Cairo University and Ein Shams University.1.(<sup>2</sup>). The researcher has used Pearson correlation coefficient to measure the soundness of the internal harmony of the scale before application on each sentence. It has become clear that there is a relation statistically indicating to the existence of a correlation between these sentences and the inquiries and procedural definition of the study. Four sentences have been added, so that the total number of sentences has become 36 after amendment. Hence the scale has taken its final form and become applicable.(<sup>3</sup>)

### Reliability

Scale reliability has been conducted by test-retest on a sample consisting of 12 students (six from Future School and six from Islamic School) using Willcoxon Signed coefficient. It has become clear that there are differences between the answers of Future School students before and after measurement on the same group after two weeks at reliability level of 0.05, as Willcoxon value 'amounts' to 2.201 at significance level of 0.028. This is because students are not sure of the answer. But at reliability level of 0.01 there are no differences between the students' answers before and after application of the scale on the same group after two weeks. This indicates that the scale is stable in Future School, but there are differences between answers in Islamic school before and after the measurement on the same group after two weeks at reliability level of 0.01 and 0.05. The Willcoxon value is 0.943 at significance level of 0.345. This states that the answers are stable before and after application of the scale on the same group after two weeks, and that the scale is stable in the Islamic School.

Scales have been used according to Cornbach's alpha, and it was found that the value of Alpha coefficient for internet addiction has a statistical indication at the level of the sample (N=119) at the two schools. It amounts to 0.92 which is a stability coefficient and has a statistical indication at the reliability level of 0.01. This coefficient states the stability of the internal harmony between scale sentences and total grade of the scale.

### 2- Psychological Alienation Scale (Q):

This scale consists of 64 sentences for all dimensions of psychological alienation; Social isolation <sup>Q</sup>1-13, abnormality <sup>Q</sup>14-24, meaninglessness <sup>Q</sup>25-39, powerlessness <sup>Q</sup>40-50, rebelliousness <sup>Q</sup>51-55, self-estrangement <sup>Q</sup>56-59,

2 - Appendix (2)

3 - Appendix (3)

family estrangement<sup>Q</sup>60-64. Answers to substantial dimensions sentences are conducted according to five standards; doesn't express your feelings at all; expresses your feelings to a small extent; expresses your feelings to a moderate extent; expresses your feelings to a great extent; expresses you feelings completely.

The scores obtained by the adolescents at the level of the sample range between 151 and 270 with a percentage of 49.6% for low alienation grade and a percentage of 50.4 for high alienation grade. Median amounts to 201 as a low estrangement standard. Scores of more than 201 represent a high level alienation.

Table (2) states that 50.4% of the sample individuals suffers from psychological alienation because of their addiction to internet. This becomes clear on the dimension of self-estrangement between sample individuals. Its percentage at the level of the whole sample amounts to 67.2%, which represents the highest rate followed by meaninglessness with a percentage of 58%, social isolation, powerlessness with a percentage of 56.3 and then family estrangement with a percentage of 54.6%. The researcher<sup>4</sup> has developed psychological alienation scales

(Khalifa,A.L.,2006), (Soker,Z.2001-2002) used in the following scales; the alimentation, (Zamel, B.2003), the social alienation (Assaf,D.2005), Adolescent Alienation (Kheussenstamm,. 1971) the alienation (Dean, 1961).

#### **Validity:**

65 sentences have been formed on the substantial dimensions of psychological alienation, and they have been reviewed by university professors referred to the above. The researcher has used Pearson correlation coefficient to measure the soundness of internal harmony of the scale before application on each sentence of the scale. It has become clear that there is a relation statistically indicative to the dimensions sentences of psychological alienation scale at a significance level of 0.01 and 0.05. This emphasizes that there is a relation between these sentences and the procedural definition of the study. The sentence: "American family system is better than Egyptian family system" has been omitted, so the number of sentences became 64 after

amendment and the scale has taken its final form and has become applicable..(3)

### Reliability:

The scale stability has been proved by Test-Retest method on a sample of 12 students (6 from Future School and 6 from Islamic School) using Willcoxon Signed coefficient. It has become clear that there are differences between the Future School before and after application of the scale on the same group after two weeks at significance level of 0.05. Willcoxon value on Rebelliousness amounted to 2.214 at significance level of 0.027 and family-estrangement dimension of 2.214 at significance level of 0.027. This is caused by the incredibility of students, but at significance level of 0.01 there are no differences between the Future School before and after application of the scale on the same group after two weeks. It has been clear that there are no differences.

between the answers of the Islamic school before and after the application of the scale on the same group after two weeks at significance level of 0.01 and 0.05. This also emphasizes the stability of the scale at the Islamic School. The scale stability has been used according to Cronbach's

Alpha Coefficient. It has been clear that the value of Alpha coefficient of psychological estrangement scale with its total scores has a statistical significance at the level of the whole sample  $N=119$  at the two schools, and it amounted to 0.76 which is a high stability coefficient. This coefficient points out to the stability of the internal harmony of the substantial dimensions sentences of psychological estrangement and the total grade of the scale.

### Statistical methods used in the study:

To check the validity of the study's hypotheses, the following statistical methods will be utilized:

1. Person correlation coefficient to check the correlation coefficients.
2. T-test to measure the differences between the averages.
3. Cronbach's alpha coefficient to measure the scales validity.
4. Spearman coefficient to measure scales reliability.

5 - Appendix (4)

5. Wilcoxon Signed Ranks Test to measure the scale of reliability after and before two weeks
6. Arithmetic mean and median to measure the scores of the two scales correction.
7. Chi-Square to measure the relation between school progress and internet use hours.

## RESULTS

- This study includes four hypotheses

### The first hypothesis:

There is a positive correlation relationship statistically significant between the scores of addicted male and female adolescents in both schools on the scale of internet addiction and their scores on the scale of psychological alienation.

The researcher has used Spearman's coefficient to measure this relationship, and it becomes clear that there is a positive statistical relationship between the male and female adolescents at the level of the whole sample  $N=119$  on the total scores at the scale of internet addiction, and the total scores on the scale of psychological alienation at a significance level of 0.01, this relationship was significant at grade of confidence of 99% as the value of Spearman coefficient is 0.50. There is a positive statistically significant relationship between the total scores at the scale of internet addiction and the total scores on the sub-dimensions of psychological alienation scale at the level of the whole sample at a significance level of 0.01 on dimensions  $Q_1-13$ ,  $Q_{25-39}$ ,  $Q_{56-59}$ ,  $Q_{60-64}$ . Spearman's coefficient on these dimensions is successively: 0.27, 0.24, 0.38, 0.46. This relationship is significant with confidence grade of 99% at the level of significance 0.01 on dimension  $Q_{14-24}$ . This relationship is significant with confidence scores of 95%, as the value of Spearman coefficient is 0.20. There is a positive statistically significant relationship between the addicted males and females at the two schools on the total grade of internet addiction scale and the total scores of psychological alienation scale at a significance level of 0.01. This relationship is significant with confidence grade of 99%, as the value of Spearman coefficient for males 0.42 and for females 0.54, It is noted that there is a positive statistically significant relation between the scores of addicted females  $N=62$  on the sub-dimensions of psychological alienation scale and the total scores internet addiction scale at significance level of 0.01 on dimensions of  $Q_{14-24}$ ,  $Q_{25-39}$ ,  $Q_{56-59}$ ,  $Q_{60-64}$ . Spearman's coefficient on

these dimensions successively is: 0.43, 0.46, 0.37, and 0.48. This relationship is significant with confidence scores of 99%, at significance level of 0.05 on the two dimensions Q<sup>1</sup>-13, Q<sup>51</sup>-55. Spearman's coefficient on those two dimensions is 0.31, 0.27, and this relationship is significant with confidence scores of 95%.

It is noted also that there is a positive statistically significant relationship between the scores of addicted males N=57 on the sub-dimensions of psychological alienation scale and the total scores of internet addiction scale at reliability level of 0.01 on dimension Q<sup>60</sup>-64. Spearman's correlation coefficient is 0.43, and this relationship is significant with confidence grade of 99%, at a significance level of 0.05 on dimension Q<sup>40</sup>-50. Spearman's correlation coefficient is 0.33, and this relationship is significant with confidence grade of 95%. This confirms the validity of the first hypothesis. It is clear to us that addicted females have more sense of alienation than males.

### Second Hypothesis

There are differences between the average scores of adolescents in Future School and Islamic School on the scale of Internet Addiction and Psychological Alienation.

The researcher has used the T-test, arithmetic mean and standard deviation to measure these differences Table(3)<sup>6</sup> states that there are

statistically significant differences in T between the results of average scores of internet addiction scale between Future Language School and Islamic School at the level of the whole sample with significance level of 0.05. Significance level was 0.003 and the difference was caused by the Islamic School, as the average answers of the Islamic School amounted to 3.2, while the average answers of Future School amounted to 3. The table states that there are differences in T between results of average scores of the psychological alienation scale between Future School and Islamic School at the level of the whole sample at significance level of 0.05 and significant level of 0.43. The difference was caused by the Islamic School, as the average answers of the Islamic School amounted to 3.2, while the average answers of Future School amounted to 3. It is noted that there are differences in T on the dimension of Q<sup>25</sup>-39 between Future School and Islamic School at significant 0.05. Significance level is 0.003. The difference was caused by

the Islamic School, as the average answers of the Islamic School amounted to 3.3, while the average answers of Future School amounted to 3.1. It is noted that there are differences in T on the dimension Q60-64 between the Future School and the Islamic School and the difference was caused by the Islamic School, as the average answers of the Islamic School amounted to 3.4, while the average answers of the Future School amounted to 3. This emphasizes the validity of the second hypothesis, because the students of the Islamic School are more interactive with the community as they are closely related to the rural community and to the religious values than the students of the Future School who are more open than the community, as they are related to the urban community. On the other, the cause are traced to the smaller size of the Islamic School N=44, than Future School N=75.

### **Third Hypothesis:**

There are differences between the average scores of adolescents in Future School and Islamic School on the scale of internet addiction, as female adolescents are higher than male. The researcher used T test, arithmetic mean and standard deviation to measure these differences. It has been clear that there are statistical differences in T between the results of the average scores on the internet addiction scale between males N=57 and females N=62 in the two schools at the level of the whole sample at significance level of 0.01 and significance level of .001. The difference was for females more than males, as the average answers of the females amounted to 3.25, and the average answers of the males amounted to 2.8, and the scores obtained by the male and female adolescents at the level of the whole sample range between 43 and 156. The highest internet addiction scores focused at 80-156 with percentage of 89.1% at the level of total sentences of internet addiction scale, which is a very high level.

We find that male and female adolescents suffer from internet addiction and need remedy in psychological clinics. This is evidenced by the answers of the males and females to the following sentences: 4, 5, 8, 12, 17, 18, 28, 29, 36 which successively are: When I am using the internet, I don't notice the time (males somewhat agree at 37% and strongly agree at 33% but females somewhat agree at 24% and strongly agree at 55%); The internet occupies much of my time (46% and 9% males and 40% and 26% for females); I can't imagine my life without the internet (35% and 23% for males and 19% and 52% for females); I try to decrease the amount of time I spend on the internet, but fail (35% and 9% for males and 50% and 18% for females); I feel troubled, depressed and weary when I am prevented from using the internet (32% and 14% for males and 44% and 17% for females); I feel I have been

captured by the internet (32% and 7% for males and 50% and 10% for females); If the internet was free I would use it all day and all night (25% and 18% for males and 37% and 26% for females); Despite problems caused by it, I can't bear a day away from the splendid world of the internet (30% and 16% for males and 42% and 11% for females); I became defensive or secretive when anyone asks me what I am doing on-line (32% and 12% for males and 47% and 31% for females). accordingly, it is clear that there are differences among the average scores of male and female adolescents at the two schools to the sentences of the Internet addiction scale, as females are higher than males. This emphasizes the soundness of the third hypothesis.

#### **Fourth Hypothesis**

There are differences between the average scores of males and females in Future School and Islamic School on the scale of Psychological Alienation, as females scores are higher than those of the males. The researcher has used T-test, arithmetic mean and standard deviation to measure these differences.

It is clear according to table<sup>7</sup> (4) that there are no statistical differences among the results of average scores of psychological alienation scale for males and females in the two schools at the level of the whole sample. This emphasizes that males and females are at the same level of Psychological Alienation scale. It is noted that there are statistical differences in T on dimension of Q60-64 among males and females at the two schools at the level of the whole sample at reliability level of 0.05 and significance of .000. The females are more than males, as the average answers of females amounted to 3.4 and the average answers of males amounted to 2.9. The scores obtained by male and female adolescents at the level of the sample range between 151 and 270 with a percentage of 49.6% in case of low scores, and 50.4% in case of high scores at the level of the total sentences. This becomes clear in the answers of the males and females to dimensions of Q56-59 in sentences: 56, 57, 58, 59 which successively are: I always ask myself, "What do I want?" (The item's meaning expresses your feelings to a great extent at 33.3% and The item's meaning expresses you feelings completely at 18% for males and 23% and 53.2% for females); I feel that my life is mine alone (25% and 16% for males and 21% and 11.3 for females); I wish I was another person (11% and 12.3% for males and 21% and 24.2% for females); and I sometimes ask myself, "What's my role in life?" (33.3% and 5.3% for males, and 18% and 39% for females).

7 - table (4),p26

Accordingly, there are no statistically significant differences between the average answers of male and female adolescents in the two schools to total sentences of self-estrangement scale. There are statistically significant differences on dimension of Psychological Alienation among male and female adolescents for male adolescents than female adolescents.

### Discussion

The study has reached many results which helped in identifying the nature of internet addiction in male and female adolescents (15-17 years old) and its relation to their psychological alienation. It has been clear that there is a positive relation between male and female adolescents' addiction to internet and their self-estrangement, at the level of the whole sentences of internet addiction, as internet addiction levels of secondary school students are different from precedent studies and they have a high level of addiction. The highest scores of internet addiction are focused at the level of 80-156 with a percentage of 89.1% among the sample individuals on the total sentences of internet addiction scale. It has been clear that females are more addicted to internet than males. This is because we live in an Islamic and eastern community which tends to limit the girl's freedom to have outdoor activities and to socialize with friends, so internet becomes her only resort to express herself. In addition, parents are reassured that their daughter is safe at home. They think that this indoor activity will protect her from the dangers of the outside world. For these reasons, girls' addiction to the internet and their feeling of psychological alienation tend to increase, versus boys who are allowed more freedom to have outdoor activities and meet with friends in our Egyptian society. The study states that the addiction of male and female adolescents to internet leads to their withdrawal from their social reality, which is clear in their answers at the level of the whole sample to sentence No. 35: I became more withdrawn from others because of the amount of time I spend on-line (42% for males and 52% form females).

The addiction of male and female adolescents affects greatly on their social relations with others. This is clear in the answers of males and females at the level of the whole sample to sentences: 7, 9, 16, 24, 34 which successively are: My family complains that I spend too long on the internet (60% for males and 69% for females); I have no old friends apart from those who communicate with me through the internet (23% for males and 38% for females); I prefer to use the internet than spend time with my family (39% for males and 51% for females); Since I have been busy with the internet my social life has changed (35% for males and 56% for females); I lost interest in going out with family members because it takes time away from my use of



the internet (28% for males and 38% for females). These results agree with the study results of (Kraut, et al., 1998) which concluded that the excessive use of internet leads on to the decrease of communication and sharing with family members, which, in turn, contributes to reduce the social circuit to which they belong. The family member's use of internet for long time results in increasing depression and social loneliness. The current study evidences through the answers of males and females on the psychological alienation scale that the dimension of family estrangement is within the range of 55% at the level of the whole sample in sentences 62, 64 which successively are: There is a huge gap and misunderstandings between my family and me (51% for males and 73% for females); and My only relationship with my family is that we reside with each other (44% for males and 42% for females). This result agrees with the result of (Sanders, et al., 2000), which states the direct effect of internet on social relationships inside the family, its role in increasing depression and alienation. Internet use results in the separation of individuals inside the family and the disconnection of their social relations. The study results of (Doering, 1996) state that there is a statistically significant relation between internet use and feeling of social alienation among youth, as isolation and loneliness among them has increased as a result of their disability to socially accommodate with others.

The study states that 50.4% of the total study sample suffers greatly from psychological alienation as a result of internet addiction, 67.2% of the study sample suffers greatly from self-estrangement, 58% of the total study sample suffers greatly from alienation on meaninglessness, 56.3% of the study sample suffers greatly from the feeling of social isolation and powerlessness, 52.1% of the study sample suffers greatly from abnormality and that 51.3% suffers from rebelliousness. This results in the isolation of adolescents from their family members and negatively affects social relationships among them. This result agrees with the results of (Ferguson & Perse., 2000) which states that the growing use of internet results in separation of individuals from each other and negatively affects their social relationship, in addition to creation of alienation and isolation of individuals. This will annihilate the good relationships of the family and damage social life. The current study proves that females have more feelings of psychological alienation than males. This result agrees with the result of the study of (Eid, M.1987) which includes that females have more feelings of alienation than males. The adolescent considers his entrance to different sites as a personal secretive matter. This is clear according to the answers of the males and females at the level of the whole sample to sentence No. 36: I became defensive or secretive when anyone asks me what I am doing on-line (42% for males and 78% for

females). This is emphasized by males and females on the psychological alienation scale on dimension of self-estrangement at the level of the whole sample in sentences 55 and 57 which successively are: I don't allow others to interfere with anything that belongs to me (39% for males and 27.4% for females); and I feel that my life is mine alone (40.4% for males and 32.3 for females).

The study states that there is no difference between males and females in internet addiction feeling, but it is clear to us that females are more addicted to internet than males.

As to internet sites preferences, electronic mail comes at the first grade (19.51% for males and 21.53 for females). Preferences among males and females are different. For males Chat comes at the second grade (16.50%), movies at the third grade representing 15.82% , games at the fourth grade representing 14.56%, sports at the fifth grade representing 14.29%, sex at the sixth grade representing 8.35%, violent sites at the seventh grade representing 7.58%, and Facebook comes at the last grade representing 3.39%. For females' preferences, movie comes at the second grade representing 18.54%, chat at the third grade representing 15.97% games at the fourth grade representing 15.07%, sex at the fifth grade representing 8.92%, Facebook at the seventh grade representing 8.80%, sports at the sixth grade representing 4.81, songs at the eighth grade representing 3.62% and violent sites comes at the last grade representing 2.72%. Appendix . 6 table (6)<sup>8</sup>. We find that male and female adolescents prefer electronic mail to establish new relationships via the internet and send congratulation cards through electronic mails. They use chat rooms which results in a behavior reflecting the formation of unclear relationships. This appears when they give untrue information about themselves via the internet and tell lies about themselves. This appears in the answers of males and females at the level of the sample to sentence No. 3: I use a pen name (false name) in chat rooms (65% for males and 73% for females). This is emphasized in the answers of males and females on the psychological alienation scale on dimension of abnormality to sentence No. 16: Sometimes I must lie since this helps me to get what I want (30% for males and 50% for females). This relation is not limited to pictures only in chat rooms, but it includes entrance to pornographic sites represented in sex and face book which are connected with the western culture. This assures that this behavior is considered by some people as deviation, as long as family control does not exist.

The study states that 79% of male and female adolescents use internet during the week for study from 4 to 6 hours a day. They spend 20 hours a week using the internet (88% use internet on weekends "Friday and Saturday"). Females use internet much more than males along the week 4-6 hours a day representing 82.3%. We find that males use internet during the study days from 4:6 a day representing 75.4%. Whereas males use internet much more on weekends from 4:6 representing 93%, females use internet on holidays from 4:6 hours representing 84%. Appendix .5 ,Table (5)<sup>9</sup> Females use internet more than males in general. Time spent by adolescents using internet is related to their sense of isolation and self-estrangement. The more hours they spend on using the internet, the more their feeling of isolation and psychological alienation. This study result agrees with the results of (EL kindry, Y. & EL kashaan, H.2001) which concluded that the more adolescents use internet the less the time they spend in a true social interactions. This result scores also with the results of the study of (Subrahamanyam, & Lin.,2007:667) which concludes that the more time spent by adolescent using electronic mail and chat, the more their feelings of loneliness and self-estrangement.

The current study states that there is no relation between school progress of adolescents and the number of times they use the internet according to the calculation of Chi-square, as it becomes clear to us that there is no statistically significant relation between school progress and internet use hours. The value of Chi-square is .585 at the level of the whole sample at significance level of 0.9, so it is not statistically significant. This is because adolescents depend on private lessons in their success and school progress. The current study emphasizes that spending long hours using internet affects the adolescents' health, especially their eyesight and sleeping and physical conditions. This fact is confirmed by their answers to sentences 20, 26, 19 which successively are: My vision has become worse since I started spending a lot of time in front of the computer (47.4% for males and 46.8% for females), I don't worry about sleep when I am immersed in the internet (43.8% for males and 70.9% for females), and I continue using the internet until the pains in my neck or back become so severe that I can't bear them (43.9% for males and 62.9% for females). Thus using internet for long hours endangers adolescents' health condition in many ways. For preference of internet use places, home comes at the first place between males and females (43.74% for males and 40.81% for females). But other preferences for places

of internet use are different among males and females. For males, Computer clubs come at the second grade representing 16.44%, friends come at the third grade representing 16.00%, relatives at the fourth grade representing 12.19%, school at the fifth grade representing 10.18% and mobile at the last grade representing 1.45%. For females, friends come at the second grade representing 17.79%, relatives come at the third grade representing 17.31%, school comes at the fourth grade representing 14.31, computer club comes at the fifth grade representing 5.71% and mobile comes at the final grade representing 4.06%. Appendix .6, Table (6)<sup>10</sup>

84.55% of the study sample individuals use internet at home which enhances the interaction between the user and the computer inside the closed room as stated by (Bennett et al., 1999). This is a very dangerous matter and it needs to be avoided by putting computer and internet uses in open places and under the control and supervision of the family. This also indicates that the effect of internet and its seductions may lead the adolescents to waste long hours on the internet without realizing the passage of time, and their sense of isolation and psychological alienation enhances this effect, as stated in the answers of males and females to sentences No. 4 and 7: When I am using the internet, I don't notice the time (70% for males and 79% for females); and My family complains that I spend too long on the internet (60% for males and 69% for females)

### Conclusions

This study concludes that there is a statistically significant relationship between internet addiction of male and female adolescents in the Future High School at Cairo and the Islamic High School in Fayoum and their psychological alienation at a significant level of 0.01% and significance level of 99%. The value of Spearman's is 0.50. It is clear that there is a positive statistically significant relationship between addicted male and female adolescents and their Psychological Alienation at the level of the whole sample at a significance level of 0.01 on the dimensions of social isolation, normlessness, self-estrangement, and family-estrangement. This relation has a significance level of 99%, as the spearman's value successively amounts to: 0.27, 0.24, 0.38, 0.46 at significant level of 0.05 at the dimension of normlessness. This relation has significance level of 95%, and the Spearman's value is 0.20. The study reveals that addicted females have more feeling of psychological alienation than males. It becomes clear to us that there are statistically significant differences between the adolescents' average scores in

the two schools according to the total sentences of self-estrangement, as females are more than males. Females are more addicted to internet than males.

The study states that 89.1% of adolescents in the two schools suffer greatly at the level of 80-156. It is urgently required now to heal and protect the adolescents from this addiction. This is on the contrary of the study of (Azzab, H.,2001 a ) which states that internet addiction among secondary school students in Egypt has not reached the clinic grade which needs remedy. We find in this study that the adolescent's feeling of both self-estrangement and family-estrangement are the main causes which make them prone to internet addiction. An adolescent hardly finds those who give him importance and self-esteem, particularly among his parents who consider him as a child. So, he resorts to the internet to make new acquaintances from different nationalities. The internet enables him to communicate with people from different places without the need for traveling abroad. Adolescents are sufficiently mature and independent to search for information outside the range of the family. They are more interested than older people in international mass media which is considered an entrance for globalization. (Ibrahim, H. 2005 : 70 – 71) This aspect of the internet which enhances the adolescent's identity makes him adhere to the internet as a compensation for his unfulfilled needs inside the range of the family. For most adolescents, browsing through different internet sites is considered as a private matter, or a secret that cannot be shared by others. This stems from the adolescent's desire for independence and privacy, which makes him prefer alienation, separation and isolation using chat and email through which he can build up new social relations. The important matter to be considered in this concern is the essential difference between social relations outside the internet—the actual relations that the adolescents build with their family, friends and colleagues at schools-- and social relations relating to the internet. The first are considered true social interactions that depend on direct communication through which direct knowledge of a certain behaviors can be obtained. As to the second type of social relations, they may be considered as obscure and untrue inasmuch as they involve wrong behaviors including lying and entrance to pornographic sites which show bad videos and pictures, sex sites and face book sites that oppose our moral values and Islamic religion. These sites use excitement and seduction in ways which arouse adolescents and make them victims of internet addiction. This study recommends that parents should communicate with their children and listen to their opinions and ideas and respect their desires, so as to protect their children from being involved in relations that cause them moral problems. Parents are required to be

familiar with the computer world, as this will enable them to direct their children in terms of the internet.

The study shows that all parents are familiar with computer and internet, and that they all hold higher degrees that qualify them to supervise and limit the time that their children spend on the internet. They should not leave children without control and should not allow them to use internet continuously. This is the role that the Egyptian family can play to prevent internet addiction in the youth. As to the responsibility of the State, it should take protective measures to protect the youth by maintaining the balance between keeping our Islamic and Arab identity and benefiting from the methods and means of civilization and progress. An integral strategy must be set forth to protect and remedy internet addiction in children and youth at schools and universities. The combined efforts of family, government, school and mass media will be needed for prohibiting the publication of pornographic sites on the internet, enforcing legal penalties on those who breach this, making a national plan to fight internet addiction and its protection, as well as showing the moral and behavioral damages on the addicted. The Egyptian Ministry of Education should establish psychological clinics in schools to heal and protect cases of internet addiction. This has not been achieved in Egypt till now. Internet addiction has not been cared by any government agency in Egypt nowadays. The researcher recommends conducting further studies similar to the current study on bigger samples of adolescents to identify their internet addiction and its effect on psychological alienation in different governorates of Egypt. Such researches may help other comparative studies conducted abroad to better understand the phenomenon of adolescent addiction in general, and particularly in regards to the Arab adolescents living abroad, that is, in Europe and in the United States of America.

### **Results of the Study:**

This study has concluded that:

1. There is a strong statistical relationship between addicted adolescents and psychological alienation at the level of 0.01 and 0.05 and that addicted females have more sense of psychological alienation than males.
2. there is a difference among male and female adolescents in both schools concerning their internet addiction and psychological alienation, at a significant level of 0.05 as the percentage in the Islamic School is higher than that in the Future School.

3. There are also statistical differences between males and females adolescents in their addiction to internet on the total sentence of internet addiction scale. The highest internet addiction scores focused at 80-156 with percentage of 89.1% at the level of total sentences of internet addiction scale, which is a very high level. It is clear that females are more addicted to internet than males.
4. There are also statistical differences between males and females adolescents in their psychological alienation, as the percentage of females is more than that of males in High School Future Language and High School Islamic Language. The highest internet addiction scores focused at 202-270 with percentage of 50.4. It is clear that females are more psychologically alienated than males.
5. We find in this study that the adolescent feeling of self-estrangement and family-estrangement is the main cause which makes adolescent addicted to internet.
6. The study states that the addiction of male and female adolescents to internet leads to their withdrawal from their social reality.
7. The addiction of male and female adolescents affects greatly on their social relations with others.
8. The current study emphasizes that spending long hours using internet affects the adolescents' health of eyesight, sleeping and body.
9. 79% of adolescents use the Internet for a bout 4-6 hours a day along the whole week according to the study, and 88% uses the internet on weekends for 4-6 hours a day. Females use internet more than males. The more hours used by males and females using internet, the more feeling of psychological alienation.
10. We find that male and female adolescents prefer electronic mail to establish new relationships via the internet and send congratulation cards through electronic mails. They use chat rooms which results in a behavior reflecting the formation of unclear relationships. This appears when they give untrue information about themselves via the internet and tell lies about themselves. This appears in the answers of males and females at the level of the sample to sentence No. 3: I use a pen name (false name) in chat rooms (65% for males and 73% for females).

**Recommendation :**

1. This study recommends that parents should communicate with their children and listen to their opinions and ideas and respect their desires, so their children can not be involved in relations that cause them moral problems. Parents are required to be familiar with the computer world, as this enables them to direct their children in terms of the internet.
2. The researcher recommends conducting further studies similar to the current study on bigger samples of adolescents to identify their internet addiction and its effect on psychological alienation in different governorates of Egypt.

**Table (2)**

States the substantial dimensions of psychological alienation scale and total scores on the scale of psychological alienation using the median between the sample individuals at the level of the sample

Scores on substantial dimensions for psychological alienation scale		Frequency	Percent
Low <sup>Q</sup> 1-13	27-39	52	43.7%
High	40-57	67	56.3%
Low <sup>Q</sup> 14-24	18-32	57	47.9%
High	33-49	62	52.1%
Low <sup>Q</sup> 25-39	32-49	50	42%
High	50-66	69	58%
Low <sup>Q</sup> 40-50	22-33	52	43.7%
High	34-49	67	56.3%
Low <sup>Q</sup> 51-55	6-13	58	48.7%
High	14-24	61	51.3%
Low <sup>Q</sup> 56-59	7-13	39	32.8%
High	14-20	80	67.2%
Low <sup>Q</sup> 60-64	6-14	54	45.4%
High	15-23	65	54.6%
Low total <sup>Q</sup>	151-201	59	49.6%
High	202-270	60	50.4%

N=119



Table (3)

states the difference between the means and the standard deviation and the t- test in Future School and Islamic School in terms of their scores on the scale of internet addiction and Psychological Alienation with its substantial dimensions at the level of the whole sample.

Substantial dimensions of psychological Alienation	Sample of the two schools		Mean		Std. deviation		t	Sig (2-tailed)	Significant
	Islamic	Future	Islamic	Future	Islamic	Future			
Q 1-13	44	75	3.2	3.1	.40338	.50868	.594	0.554	Non-significant
Q 14-24	44	75	3.1	3	.51448	.46858	1.482	0.141	Non-significant
Q 25-39	44	75	3.3	3.1	.28501	.38669	3.014	0.003	Significant
Q 40-50	44	75	3.6	3.4	.43999	.55361	2.476	0.15	Significant
Q 51-55	44	75	2.8	2.7	.76359	.68128	.885	0.378	Non-significant
Q 56-59	44	75	3.3	3	.80292	.74159	1.879	0.063	Non-significant
Q 60-64	44	75	3.4	3	.62416	.80532	2.853	0.005	Significant
M.Z of Internet Addiction	44	75	3.2	3	.35377	.36035	3.004	0.003	Significant
Q Psychological M.T.Q. Alienation Scale	44	75	3.2	3	.77713	.56719	2.048	0.043	Significant

Significant at the 0.05 level N=119

Table (4)

Differences between means, standard deviation and t- test among males and females in Future School and Islamic School in terms of their scores at the substantial dimensions of Psychological Alienation scale at the level of the whole sample

Substantial dimensions of psychological Alienation	Sample of the two schools		Mean		Std. deviation		t	Sig (2-tailed)	Significant
	Female	Male	Female	Male	Female	Male			
Q 1-13	62	57	3.2	3	.45142	.48825	1.417	.159	Non-significant
Q 14-24	62	57	3	3	.55156	.41268	0	.637	Non-significant
Q 25-39	62	57	3.1	3.2	.38379	.34537	.417	.677	Non-significant
Q 40-50	62	57	3.5	3.4	.58240	.45294	1.278	.204	Non-significant
Q 51-55	62	57	2.7	2.7	.72761	.70104	.020	.984	Non-significant
Q 56-59	62	57	3.4	2.9	.81888	.61975	3.890	.000	Significant
Q 60-64	62	57	3.2	3	.74411	.78818	1.079	.283	Non-significant
Psychological Alienation Scale	62	57	3.2	3	.41297	.30797	1.794	.075	Non-significant
M.T.Q									

Significant at the 0.05 level N=119

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**Study Appendix**

**Appendix .1 : Table (1) states the characteristics of study samples individuals**

**Appendix .2 : Names of experts and arbitrators specialized and concerned in Internet Addiction to judge the validity of Internet Addiction Scale and Psychological Alienation Scale**

**Appendix. 3 : Internet Addiction Scale Of Adolescents (male and female) 15- 17 years old in a High School at Cairo & Fayoum**

**Appendix. 4 : Psychological Alienation Scale Of Adolescents (male and female) 15-17 years old in a High School at Cairo & Fayoum.**

**Appendix.5 : Table (5) Stating the time both males and females in the two Schools spend using the internet weekly (during study) and during weekends (Fridays and Saturdays).**

**Appendix.6 : Table (6) States the internet sites and places of use at the level of the sample (males and females).**

Appendix .1

Table (1) states the characteristics of study samples individuals

Variable	Future High School		Islamic High School	
1. Age				
15	37	49%	20	45%
16	38	51%	24	55%
2. Gender				
Male	38	51%	19	43%
Female	37	49%	25	57%
3. Grade				
1 <sup>st</sup> secondary	66	88%	36	82%
3 <sup>rd</sup> secondary	9	12%	8	18%
4. Leve				
Excellent	27	36%	16	36%
Very good	22	29%	12	28%
Good	24	33%	16	36%
Acceptable	2	3%	-	-
5. Father's Education				
High Studies	6	14%	32	43%
Bsc	38	86%	43	57%
Moderate(High School)	-	-	-	-
6. Father's profession				
Employer	66	88%	39	89%
Businessman	9	12%	5	11%
7. Mother's education				
High Studies	16	21%	38	86%
Bsc	54	72%	4	9%
Moderate( High School)	5	7%	2	5%
8. Mother's profession				
Employer	35	47%	17	39%
Businesswoman	3	4%	1	2%
House wife	37	49%	26	59%

Appendix .2

**Names of experts and arbitrators specialized and concerned in Internet Addiction to judge the validity of Internet Addiction Scale and Psychological Alienation Scale**

1. Prof. Zahran Hamed Abdel Salaam: Fulltime Psychology Processor and Dean of Faculty of Education of Ein Shams University
2. Prof. Sadek Amal Ahmed Mokhtar: Fulltime Psychology Professor in the Faculty of Education of Helwan University.
3. Prof. Youness Faysal Abdel Kader: Fulltime Psychology Professor, deputy of the Faculty of Arts for High Studies, Cairo University.
4. Prof. Abdel Aziz Elhamy: Psychology Professor, and Head of The Institute for Childhood Higher Studies, Department of Psychological and Social Studies, University of Ein Shams.
5. Prof. Ibrahim Rezk Sanad: Psychology Professor, Faculty of Arts, Ein Shams University.
6. Prof. Isaak Tharwat: Sociology Professor in the Faculty of Arts, Ein Shams University.
7. Prof. El Sheikh Suliman El Khodary: Fulltime Educational Psychology Professor, Faculty of Education, Ein Shams University.
8. Prof. Azzab Hossam: Psychology Professor, Faculty of Education, Ein Shams University.
9. Dr. Anwar Abeer Mohamed, Psychology Professor, Faculty of Arts, Cairo University.
10. Dr. Farag Azza Abdel Karim: Psychology Professor, Faculty of Arts, Cairo University.



Appendix. 3.

Internet Addiction Scale

Of Adolescents (male and female)

15-17 years old in a High School at Cairo & Fayoum

Prepared by:

Dr. Nabila Abbas El-Shorbagy

Lecturer of Psychology at Department of

Social Science Faculty of Social Work - Fayum University (Egypt)

2009

Name :

School :

Age :

Gender : Male ( ) Female ( )

Which internet sites do you use:-

Chat rooms ( )

Violent sites ( )

Movie sites ( )

Sports sites ( )

Games sites ( )

Sex sites ( )

Electronic mail (e-mail) ( )

Face Book ( )

Song Sites ( )

Location of internet usage:-

Home ( )

School ( )

Friends' ( )

Relatives' ( )

Computer club ( )

Mobile ( )

Number of hours<sup>11</sup> spent per day, using the internet, during the week:

Number of hours spent per day, using the internet, during the weekend:

**Dear student**

These are sentences which measure your limits of internet usage, in respect to the site type, the amount of time spent on-line and the level of its effect on social and school life. Please tick the answer (1- strongly disagree, 2- somewhat disagree, 3- undecided, 4-somewhat agree, 5-strongly agree) which you feel applies to you the most. There are no right or wrong answers. Thank you for your co-operation and for giving up your free time to complete this study.

**1- I don't have enough time to study because of my fascination with the internet:**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**2- I have made a large number of new friends through internet sites (chat rooms, etc.):-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

Please consider that your time spent answering this questionnaire should not be time you normally use for work or study, but time you would spend for your own amusement and satisfying your curiosity.

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**3- I use a pen name ( false name ) in chat rooms:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**4- When I am using the internet, I don't notice the time :-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**5- The internet occupies much of my time:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**6- I am surprised when people draw my attention to the large amount of time I have spent online:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**7- My family complains that I spend too long on the internet:-**

- 1) Strongly disagree ( )
- 2) Somewhat disagree ( )
- 3) Undecided ( )
- 4) Somewhat agree ( )
- 5) Strongly agree ( )

**8- I can't imagine my life without the internet:-**

- 1) Strongly disagree ( )
- 2) Somewhat disagree ( )
- 3) Undecided ( )
- 4) Somewhat agree ( )
- 5) Strongly agree ( )

**9- I have no old friends apart from those who communicate with me through the internet:-**

- 1) Strongly disagree ( )
- 2) Somewhat disagree ( )
- 3) Undecided ( )
- 4) Somewhat agree ( )
- 5) Strongly agree ( )

**10- I send all my congratulatory messages to friends via the internet:-**

- 1) Strongly disagree ( )
- 2) Somewhat disagree ( )
- 3) Undecided ( )
- 4) Somewhat agree ( )
- 5) Strongly agree ( )

**11- I have stopped forming new friendships except ones formed via the internet:-**

- 1) Strongly disagree ( )

- 2) Somewhat disagree ( )  
3) Undecided ( )  
4) Somewhat agree ( )  
5) Strongly agree ( )

12- I try to decrease the amount of time I spend on the internet, but fail:-

- 1) Strongly disagree ( )  
2) Somewhat disagree ( )  
3) Undecided ( )  
4) Somewhat agree ( )  
5) Strongly agree ( )

13- I can't imagine how people live without the internet:-

- 1) Strongly disagree ( )  
2) Somewhat disagree ( )  
3) Undecided ( )  
4) Somewhat agree ( )  
5) Strongly agree ( )

14- My preoccupation has had a severe affect on the rest of my life's activities :-

- 1) Strongly disagree ( )  
2) Somewhat disagree ( )  
3) Undecided ( )  
4) Somewhat agree ( )  
5) Strongly agree ( )

15- I hope in the future for all education and jobs to be done via the internet:-

- 1) Strongly disagree ( )  
2) Somewhat disagree ( )

- 3) Undecided ( )  
4) Somewhat agree ( )  
5) Strongly agree ( )

**16- I prefer to use the internet than spend time with my family:-**

- 1) Strongly disagree ( )  
2) Somewhat disagree ( )  
3) Undecided ( )  
4) Somewhat agree ( )  
5) Strongly agree ( )

**17- I feel troubled, depressed and weary when I am prevented from using the internet:-**

- 1) Strongly disagree ( )  
2) Somewhat disagree ( )  
3) Undecided ( )  
4) Somewhat agree ( )  
5) Strongly agree ( )

**18- I feel I have been captured by the internet:-**

- 1) Strongly disagree ( )  
2) Somewhat disagree ( )  
3) Undecided ( )  
4) Somewhat agree ( )  
5) Strongly agree ( )

**19- I continue using the internet until the pains in my neck or back become so severe that I can't bear them:-**

- 1) Strongly disagree ( )  
2) Somewhat disagree ( )  
3) Undecided ( )  
4) Somewhat agree ( )

5) Strongly agree ( )

20- My vision has become worse since I started spending a lot of time in front of the computer:-

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

21- When friends visit me at home I feel annoyed as I am prevented from using the internet:-

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

22- I ignore thirst and hunger pangs when I am using the internet for a long lime :

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

23- I prefer the internet to satellite television :-

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**24- Since I have been busy with the internet my social life has changed:-**

- 1) Strongly disagree ( )
- 2) Somewhat disagree ( )
- 3) Undecided ( )
- 4) Somewhat agree ( )
- 5) Strongly agree ( )

**25- I eat my meals while I am using the internet :-**

- 1) Strongly disagree ( )
- 2) Somewhat disagree ( )
- 3) Undecided ( )
- 4) Somewhat agree ( )
- 5) Strongly agree ( )

**26- I don't worry about sleep when I am immersed in the internet:-**

- 1) Strongly disagree ( )
- 2) Somewhat disagree ( )
- 3) Undecided ( )
- 4) Somewhat agree ( )
- 5) Strongly agree ( )

**27- I feel that anything else I do is of no value compared to the internet:-**

- 1) Strongly disagree ( )
- 2) Somewhat disagree ( )
- 3) Undecided ( )
- 4) Somewhat agree ( )
- 5) Strongly agree ( )

**28- If the internet was free I would use it all day and all night:-**

- 1) Strongly disagree ( )
- 2) Somewhat disagree ( )



3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**29- Despite problems caused by it, I can't bear a day away from the splendid world of the internet:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**30- One of my most important jobs is to follow up new sites and data on the internet:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**31- I have lost many of my old friends since I have been busy with the internet:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**32- I failed in class because I use the internet:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**33- I ended relationships because of the internet:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**34- I lost interest in going out with family members because it takes time away from my use of the internet:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**35- I became more withdrawn from others because of the amount of time I spend on-line:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**36- I became defensive or secretive when anyone asks me what I am doing on-line:-**

1) Strongly disagree ( )

2) Somewhat disagree ( )

3) Undecided ( )

4) Somewhat agree ( )

5) Strongly agree ( )

**Appendix. 4**

**Psychological Alienation Scale  
Of Adolescents (male and female)  
15-17 years old in a High School at Cairo & Fayoum**

Prepared by

**Dr. Nabila Abbas El-Shorbagy**

Lecturer of Psychology at Department of  
Social Science

Faculty of Social Work - Fayoum University (Egypt)

2009

**Personal Data**

**Name :**

**Age :**

**Gender : Male ( ) Female ( )**

**School :**

**Grade :**

**Evaluation received in the last year:**

**Father's education level :-**

**Father's profession :-**

**Mother's education level :-**

**Mother's profession :-**

**Dear student:**

These are a group of sentences which indicate your feelings and behavior after your usage of the internet. Please read each sentence carefully, and state to what extent this sentences applies to you.

Please use the following degrees from 1-5.

- 1- The item's meaning doesn't express your feelings at all.
- 2- The item's meaning expresses your feelings to a small extent.
- 3- The item's meaning expresses your feelings to a moderate extent.
- 4- The item's meaning expresses your feelings to a great extent.
- 5- The item's meaning expresses you feelings completely.

N	Item	Degree
1	I don't feel lonely when I am with other people.	
2	I prefer to live alone.	
3	Isolation makes me feel calm and quiet.	
4	I prefer to participate in teamwork.	
5	I like most people.	
6	Sometimes I feel all alone in the world.	
7	I don't get to visit friends as often as I'd really like.	
8	I like making new friends.	
9	I feel alienated even when I am among relatives.	
10	I avoid participating in school activities.	
11	I like social interaction with others.	
12	I like to let others share in my interests.	
13	I feel happy when I am alone.	
14	I can achieve anything I want.	
15	Exploitation of others is not the only way to succeed.	
16	Sometimes I must lie since this helps me to get what I want.	
17	I don't contradict any principle in order to win arguments.	
18	There are no marked measurements to decide what is right and wrong in this life.	
19	Rules and systems bind me.	
20	I don't believe in the saying: "The end justifies the means."	
21	My success in some things is due to following rules and strict traditions.	
22	Laws apply only to poor people.	
23	I pay a lot of attention to school rules.	
24	Principles are things which are only abided by by unsuccessful people.	
25	Success in society relates to giving up some morals.	
26	I think my future will be more interesting.	
27	There is real meaning to my life.	
28	There is no point in struggling with work since we all die in the end.	
29	Illnesses which injure people mean that life doesn't warrant all this care.	

30	My life has purpose.	
31	You don't need to practice self-denial when studying; it's enough to succeed.	
32	Studying at the high school level isn't interesting.	
33	I have never been sure of what we students are really in school for.	
34	I discovered that there is aim in our lives.	
35	Whatever happens to me, I don't find it strange.	
36	There is logic that controls our lives.	
37	I think about what I want to achieve tomorrow.	
38	I feel that my presence in life is of meaning.	
39	I don't care about other people's opinion of me.	
40	I feel I can do my studies.	
41	I believe that my abilities and qualifications are fewer than those of others.	
42	I feel I am unable to achieve all that I want.	
43	I can express my opinions frankly.	
44	I feel unable, in some difficult situations, to make decisions.	
45	I feel that I am lacking when compared with my peers.	
46	I feel I can face problems.	
47	Whatever effort I make, I can't realize my aims.	
48	I feel annoyed and sad at my powerlessness to deal with some situations.	
49	I feel that my role in society is of use.	
50	I feel I can't adapt to society's principles.	
51	I contradict opinions of others because of my strong belief in my own opinion.	
52	I refuse to deal with family members.	
53	Opinions of others don't bother me.	
54	I don't trust the people around me.	
55	I don't allow others to interfere with anything that belongs to me.	
56	I always ask myself, "What do I want?"	
57	I feel that my life is mine alone.	
58	I wish I was another person.	
59	I sometimes ask myself, "What's my role in life?"	
60	I feel no peace when I am with my family.	
61	I'd like to take some interest in my family.	
62	There is a huge gap and misunderstandings between my family and me.	
63	I feel free when I am far from my family.	
64	My only relationship with my family is that we reside with each other.	

**Description of physiological alienation measurement components and items measurement:**

Number	Components of the measurement	Items concern component which each
1	Social Isolation .....	1-13
2	Abnormality .....	14-24
3	Meaninglessness .....	25-39
4	Powerlessness .....	40-50
5	Rebelliousness .....	51-55
6	Self-Estrangement .....	56-59
7	Family Estrangement .....	60-64

**Appendix.5**

**Table (5)**

Stating the time both males and females in the two schools spend using the internet weekly (during study) and during weekends (Fridays and Saturdays)

Using the Internet	Males N=57		Females N=62	
During the week				
1-3 hours	14	24.6%	11	17.7%
4-6 hours	43	75.4%	51	82.3%
During the weekend				
1-3 hours	4	7%	10	16.1%
4-6 hours	53	93%	52	83.9%

N = 119

## Appendix.6

Table (6)

States the internet sites and places of use at the level of the sample (males and females)

Variable	Males			Females		
	Percent	Number	Rank	Percent	Number	Rank
<b>Internet sites</b>						
1. Chat rooms	433	16.50%	2	428	15.97%	3
2. Violent sites	199	7.58%	7	73	2.72%	9
3. Movie sites	415	15.82%	3	497	18.54%	2
4. Sports sites	375	14.29%	5	129	4.81%	7
5. Games sites	382	14.56%	4	404	15.07%	4
6. Sex Sites	219	8.35%	6	239	8.92%	5
7. Electronic Mail	512	19.51%	1	577	21.53%	1
8. Facebook	75	3.39%	8	218	8.80%	6
9. Songs sites	-	-		97	3.62%	8
<b>Place of use</b>						
1. Home	391	43.74%	1	422	40.81%	1
2. School	91	10.18%	5	148	14.31%	4
3. Friends	143	16.00%	3	184	17.79%	2
4. Relatives	109	12.19%	4	179	17.31%	3
5. Computer Club	147	16.44%	2	59	5.71%	5
6. Mobile	13	1.45%	6	42	4.06%	6

## إدمان الانترنت وعلاقته بالاغتراب النفسي للمراهقين

(ذكور - إناث) من ١٥ - ١٧ سنة

اعداد / دكتورة / نبيلة عباس الشوربجي

مدرس علم النفس - قسم العلوم النفسية

كلية رياض الأطفال - جامعة الفيوم (مصر)

ملخص الدراسة :

استهدفت الدراسة الحالية الكشف عن طبيعة العلاقة بين إدمان المراهقين والمراهقات للانترنت وبين الاغتراب النفسي لهم، وأجريت الدراسة في فبراير ٢٠٠٩ علي عينة قوامها ١١٩ طالباً وطالبة بالفرقة الأولى الثانوي والفرقة الثالثة الثانوي بمدرسة طلائع المستقبل الثانوية للغات بالقاهرة والمدرسة الإسلامية الثانوية للغات بالفيوم وتراوح أعمارهم من (١٥-١٧) سنة مقسمين إلي ٧٥ طالباً وطالبة بمدرسة الطلائع، ٤٤ طالباً وطالبة بالمدرسة الإسلامية بالفيوم ، باستخدام مقياسي إدمان الانترنت والاغتراب النفسي من أعداد الباحثة، وتوصلت الدراسة إلي وجود علاقة موجبة دالة إحصائياً بين إدمان الانترنت لدى المراهقين والمراهقات وبين الاغتراب النفسي عند مستوى معنوية ٠.٠٠١ ، ٠.٠٠٥ وأن الإناث المحمات أكثر شعوراً بالاغتراب النفسي عن الذكور المدمنين ، وإلي وجود فروق دالة إحصائياً بين المراهقين والمراهقات بالمدرستين في إدمانهم للانترنت والاغتراب النفسي عند مستوى معنوية ٠.٠٠٥ لصالح المدرسة الإسلامية عن مدرسة الطلائع.

### المصطلحات الأساسية :

- ١- إدمان الانترنت
- ٢- الاغتراب النفسي
- ٣- اللامعني
- ٤- العزلة الاجتماعية
- ٥- العجز
- ٦- الاغتراب عن الذات
- ٧- الاغتراب عن الأسرة