

## **Adjustment of Shy Adolescents In Relation to their Internet Addiction at Secondary Level of Education**

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**Abstract:** Recent researches show that India is one of the fastest developing countries of the world in the field of Internet. Education is not an exception to it. It has been observed that internet has affected every human being specially the youth positively as well as negatively. The present research explores the impact of excessive use of internet on adjustment of Secondary school shy Students. A sample of 200 shy students has been selected from five district of Jharkhand state. Adjustment Inventory By Dr. Nilima Deka (2001). Internet Addiction Test (IAT) Standardised By K. Young (1998) was used. Internet addiction Test (IAT) developed by Dr. Kimberly Young was administered. It consists of 20 item that measures mild moderate and severe level of Internet addiction. Correlational Research Findings are:-1-There exists a significant negative relationship between Internet Addiction and adjustment of secondary school shy adolescence is retained.2-There exists a significant negative relationship between internet addiction and home adjustment dimensions of general adjustment of secondary school shy adolescence is retained.3-That there exists a significant negative relationship between internet addiction and school and study dimensions of general adjustment of secondary school shy adolescence is retained.4-There exists a significant negative relationship between internet addiction and social moral and religion dimensions of adjustment of secondary school shy adolescence is retained.5-There exists a significant negative relationship between internet addiction and emotional and mental dimensions of adjustment of adjustment of secondary school shy adolescence is retained. 6-There exists a significant negative relationship between internet addiction and physical and sexual dimensions of adjustment of secondary school shy adolescence is retained. and differential Research Findings are, 1-The present study revealed that that of secondary school shy adolescence will have higher adjustment in comparison to of secondary school shy adolescence with relatively lower level of adjustment is retained.2-It implies that the high and low internet addiction of secondary school shy adolescence groups differ significantly. The mean internet addiction of high group is higher than the lower group. It can be interpreted to mean that of secondary school shy adolescence are found to be high internet addiction.3-It implies that the adjustment and internet addiction of secondary school shy adolescence differ significantly. The mean adjustment of secondary school shy adolescence is higher than the internet addiction group. It can be interpreted to mean that of secondary school shy adolescence are found to be high adjustment.

**Keywords:** Adjustment, Shy adolescence students, internet Addiction.

### **Introduction:**

Educational administration and management of schools in India is carried out in democratic mode. Educational administration in this country is centralized but it has decentralized units at

village level. Jharkhand the Secondary education perceived as desirable in these region. The Strengthening of Secondary educations have been initiated to improve the quality of education in the state. The state has nearly 1235 secondary schools including 26 government boys/girls high schools, 223 project boys/girls high schools; 12 non Government Sanskrit high schools 135 non-government recognized minority schools and 180 non-governments recognized Madarsas. One high school covers 6165 sq. k.m. geographical area and population of 17,687. Due to high population growth, adequate number of high school has been necessitated particularly in rural areas. The state Government has proposed to set up two model schools in each district of Jharkhand. The Government has also decided to aid and improve the infrastructure of secondary schools in Jharkhand. To make secondary education more effective the Government has decided to provide grant- in- aid to non-government recognized schools. Thus it can be said that secondary education in Jharkhand is trying to pace up with the education department of other state of India. As Jharkhand is a new state its education system is not strengthen yet. There are so many problems which are seen in naked eyes and some problems are in hidden mode. Local govt. is trying to solve these basic problems by giving utmost priority. Higher education system has been working for these problems. Educational Research Department has been conducting research for solving these current problems.

Secondary stage is the stage of adolescents and adolescence is the stage of pain and strain. Mostly developments in humans start during this stage. Due to developmental stage, students of this stage showing disruptive behaviour and rebelliousness against their parents and teachers. Due to so many internal developments they became shy and they are unable to adjust in every situation. In school they face so many problems in studies and adjustment with peers and teachers. Secondary schools are taking these burdens of students. Therefore current research has been planned to solve this issues.

#### **Shyness among secondary school students:**

It is a common factor for high school students to be shy. Many young people struggle with skills like speaking up in a group or performing in public. Being shy, as a personal quality, isn't in itself a deal breaker when it comes to your child's ability to achieve their goals. In itself, the word "shy" can cover a broad range of feelings and behaviours. Some people are quieter, more introverted, less social, or less interested in certain social settings than others, simply as a matter of human variation, and these aren't intrinsically negative qualities.

Adjustment is a common phenomenon in the context of examination-oriented education system in all over the world, especially among high school students who experience intense pressure when preparing for the national college entrance examination. Previous literature suggests that shyness may negatively affect ones' cognition, emotion, and behavioural performance and lead to academic and social maladjustment. Therefore, adjustment among shy high school students is a critical and practical point of inquiry. High school education is a key stage laying a solid foundation for students' lifelong development. High school students are going to face many adaptive and developmental tasks in this stage, while adaptation and development in learning field is one of the most important development tasks (Deb et al., 2015). The extent to which adolescents succeed in adjustment critically influences their academic achievement, peer relationship, and even subsequent educational opportunities and choices (Farmer et al., 2009; Ryan, 2011), which in turn might facilitate adolescents' adjustment in this period of life. Adjustment refers to the process through which students make efforts to achieve balance in their learning environment and improve their academic performance (Nie et al., 2004), consisting of learning habits, utilization of learning resources, learning motivations, learning satisfactions, learning styles, etc.

In the literature, identified factors that affect adjustment among high school students include environmental factors (e.g., family socioeconomic status, parenting style, teacher support, peer friendship, and social environment) (Hair and Graziano, 2003; Verner-Filion and Gaudreau, 2010; Butler, 2011; Garg et al., 2016) and individual factors (e.g., personality, intelligence, achievement motivation, and academic self-efficacy) (Powers et al., 2005; Gunnoe, 2013; Shin

and Ryan, 2014; Larose et al., 2018). In all personal variables, researchers have found that shyness as a personality trait affected individuals' adjustment (Chen et al., 1995; Liu et al., 2012; Yang et al., 2015; Coplan et al., 2017). Shyness refers to behavioural responses such as inhibition and withdrawal in response to social and novel situations. Shyness can stem from fear of negative evaluation and may be accompanied by emotional distress or inhibition; thus, shyness can interfere with desired participation in activities and the pursuit of personal and professional goals (Henderson and Zimbardo, 2001). High school is a key period in social and personality development among teenagers, whose internalization of difficulties (e.g., shyness, social anxiety, and depression) is especially serious (Hu et al., 2015). Intense shyness may negatively affect an individual's cognition, emotions, and behavioural performance and lead to learning and social maladjustment (Liu et al., 2012, 2014, 2015; Ponti and Tani, 2015). Moreover, previous studies have found shyness predicted poor adjustment among high school students (Chen et al., 2017; Coplan et al., 2017).

Although shyness has been associated with maladjustment in considerable research conducted in whole world (Chen et al., 1995, 2011; Yang et al., 2015; Coplan et al., 2017), to date insufficient interest has been devoted to studying the mechanisms that underlie this relation. Moreover, most studies on shyness and adjustment have focused on children; so far, only a few studies have investigated related mechanisms (e.g., self-esteem, coping style, and teacher–student relationship) on the association between shyness and adjustment in high school students (Feng et al., 2014; Wu, 2015; Chen et al., 2017); thus, findings are of limited significance. Therefore, the mechanism of the effect of shyness on adjustment among high school students warrants investigation.

#### **Adjustment of shy students in secondary school:**

Research shown that about 13% of general population actually withdraw from daily life experiences in order to avoid the social interaction they dread (Anonymous,2000) extreme shyness may be indicative of concurrent problems and in the absence of any prevention intervention, may result in subsequent disorders (Rubin,1993).Although worries and fears do not increase significantly with shyness in a normative sample(Stevenson-Hinde and shouldice,1995.) The extreme shyness is associated with negative mood (Anderson,1994).It is therefore, possible that extremely shy children would have problems in school.

Among students who are inactive in the class room, many may be well adjusted academically and socially but relatively quiet and content to work independently. whereas as research on shy children suggest that such children participate in verbal interaction infrequently and exhibits poor communicative competence and that quiet less talkative children are viewed as less approachable, less socially competent and desirable social partners by peers(Evans.1993).Significant links have been revealed between the quality of preadolescent friendships and indices of socio-emotional adjustment such as self-esteem(Berndt,1996),depression and school adjustment (Hatup,1995),and feelings of loneliness and social dissatisfaction (Parker and Asher,1993).

#### **INTERNET ADICTION OF SHY ADOLESCENTS OF SECONDARY SCHOOL:**

A person is considered to have the trait of shyness if they exhibit qualities such as not wanting to join in social activities and blushing when conversing. It is characterised by a lack of openness and a high level of anxiety in social settings. Shy people may have the intention of participating in discussions, but their approach intentions are frequently thwarted by feelings of apprehension and reluctance. Shyness is distinguished from other forms of social withdrawal, such as social silence (low approach-avoidance motivation) and behavioural inhibition (low approach and high avoidance motivation), by its contradictory approach–avoidance motivation (high approach–avoidance motivation).In today's world, those who tend towards shyness may increasingly have difficulties with social integration. One of these issues, addiction to the internet, has lately received a significant amount of attention from the scientific community.

The use of the internet as a source of both information and amusement has emerged in recent years as one of the most well-liked pastimes in a variety of nations, including India. It was claimed that there were 829 million people using the internet in India as of December 2018 (India Internet Network Information Centre INNIC, 2019). Addiction to the internet has emerged as a significant problem among young people as a direct result of the proliferation of internet use. Kaess et al. (2014) and Zhang et al. (2015) conducted study on introverted teenagers from different parts of the world and found that Internet addiction has a heightened detrimental influence on the health, social behaviour, and academic performance of these adolescents (Kaess et al., 2014; Zhang et al., 2015). This has given rise to this worry. Young (1996) produced an eight-item diagnostic questionnaire (DQ) and presented criteria for addictive Internet usage during the early stages of research on Internet addiction. Other researchers employed pathological Internet use (PIU; Morahan-Martin and Schumacher, 2000) or Internet reliance (Scherer, 1997) as a measure of Internet usage related with interpersonal issues, distress, tolerance symptoms, and mood change. Morahan-Martin and Schumacher published their findings in 2000. In the current research, researcher used the term "Internet addiction" to refer to a cluster of behaviours that are all connected to inappropriately using the internet.

Individuals, particularly those who struggle with social interactions, now have the ability to pick the medium that allows them to feel the most comfortable interacting with others or that compensates for their lack of communication skills (Hammick and Lee, 2014). This is especially beneficial for individuals who struggle with social interactions. It should come as no surprise that numerous studies have shown that shy people prefer using the Internet to face-to-face interactions as a means to socialise with others and combat feelings of loneliness. A few of studies have found that persons who are shy may benefit from the use of the Internet when it comes to developing relationships, since it affords them more opportunity to practise their social skills. However, more research has shown that the preference of shy students for the Internet as a means of communication and entertainment often leads to Internet addiction because it is difficult for such individuals to effectively deal with the negative effects of the Internet. This is because it is difficult for such individuals to effectively deal with the Internet's negative effects. The purpose of this research was to evaluate whether or not students in India are more likely to get addicted to the Internet, as well as to investigate the factors that may contribute to the development of such an addiction.

Deficient cognitive and coping abilities may be significant variables determining the predisposition of shy students to get addicted to the Internet. This predisposition might be attributed to the various factors that influence the relationship between shyness and Internet addiction. Students who are shy may not be able to take advantage of opportunities to strengthen their cognitive and coping abilities through involvement in social activities because they have an excessive amount of self-concern or behavioural inhibition. On the other hand, these cognitive and coping skills can be important in order to avoid being addicted to the internet. Researchers discovered that cognitive appraisal bias (i.e., a heighten assessment of social danger and deflated self-efficacy) or maladaptive cognitions influenced the association between shyness and internet addiction, respectively these findings are consistent with the theory that was presented before. In the current research, researcher focused particularly on the roles that cognitive flexibility and self-regulation play as mediators in the connection between shyness and addiction to the internet. cognitive flexibility is defined as the capacity to alter one's cognitive processing techniques in order to become used to novel settings. A person with a higher cognitive flexibility is able to construct a selected strategy, utilise their working memory in a flexible manner, deflect their attention from unfavourable occurrences, and actuate conceptual change. According to research done by Hormes et al. (2014), one of the risk factors for developing an addiction to the Internet is having trouble controlling one's emotions.

Shy students tend to have problems with their attentional control systems, which can lead to inadequate cognitive flexibility. This may be a significant factor in the development of internet addiction. An impaired goal-directed attentional system may weaken cognitive flexibility in shy individuals in a social context, particularly where punishment, evaluation, or social cues

provided by others are prominent (for example, school). This may prevent the generation of selective strategies, hinder the flexible use of working memory, or prevent the flexible use of working memory. As a consequence, it can be challenging for students in this situation to properly plan or modulate their behaviours in order to successfully accomplish goal-directed work and study (difficulties with self-regulation). However, the rich and colourful network resources (such as online games and chat rooms), which have the ability to readily and automatically catch attention, may be extremely appealing to the heightened stimulus-driven attentional system of shy students. It is likely that social maladjustment is another significant component that contributes to the relationship between introversion and addiction to the Internet. Researchers have shown that shyness is connected with a number of social–emotional and school adjustment issues. This is because shy people have self-defects and inadequate cognitive and coping capacities (e.g., cognitive flexibility, self-regulation). Researchers have also found that shy students have less self-control. As a consequence, those who are shy are at an increased risk of developing alcohol dependency or becoming more violent as a consequence of poor social adaptation.

Internet addiction is likely the result of social maladjustment in introverted people, just like alcoholism and aggression. Introverts are more prone to suffer from these conditions. Researchers discovered that loneliness or perceived friendship quality moderated the association between shyness and Internet addiction, depending on the study. These findings are in line with the theory presented above. According to the notion of uses and gratifications, different audiences look to different forms of media for different kinds of satisfaction. That is to say, when shy students develop internalising problems (for example, negative emotions or self-inconsistency) as a result of social failure, or when they become aware that their insufficient ability to regulate their emotions prevents them from encountering social reality, they may choose to compensate themselves or choose to release their emotions through the use of the Internet. An indication of social maladjustment was deemed to be self-inconsistency in this particular study. Rogers' personality theory (Rogers, 1959) considers self-inconsistency to be an important notion. Self-inconsistency is the result of evaluating one's own abilities and emotions, being inconsistent with oneself, and feeling helpless. One of the potential outcomes of social maladjustment is a significant degree of inconsistency inside one's own thinking. Some researchers put out the hypothesis that introverted students may be able to make up for high levels of social maladjustment by engaging in excessive Internet use. It is important to note that shy people have a higher risk of developing an addiction to the Internet due to their impaired cognitive and coping capacities as well as their social maladjustment.

## **SIGNIFICANCE OF THE STUDY**

Most of the problem students addressed in the classroom strategy study are readily identifiable in classrooms because they frequently behave in ways that are salient as well as undesirable. In contrast, shy students rarely call attention to them and may not even be recognized as problem students unless they also are low achievers or display extreme anxiety or withdrawal symptoms. A student who is relatively inactive in the classroom, there is a range from those who are well adjusted academically and socially but relatively quiet and content to work independently, through those who are problematically shy or withdrawn in varying degrees, to those who are autistic or schizophrenic. This research focused on such students, those who display symptoms of shyness and facing problem of adjustment with others. Such children would commonly be described as shy children whose adjustment problems can be identified in relation to their degree of shyness.

The world has become a “global village” because of economic globalization. Therefore, communication skills are crucial for economic and social survival. Thus, in the contemporary society, shy individuals may increasingly experience social adjustment problems. Among such problems, Internet addiction has recently attracted much scientific attention (Davis, 2001; Scealy et al., 2002; Lavin et al., 2004; Orr et al., 2009; Selfhout et al., 2009; Young and Lo, 2012; Huan et al., 2014). With the increase in Internet use, Internet addiction has become a marked problem

in young people. This concern has emerged following recent international research on adolescents that identified a heightened negative impact of Internet addiction on their health, social behaviour, and academic performance (Kaess et al., 2014; Zhang et al., 2015). In the present study, the term “Internet addiction” was used to collectively indicate phenomena related to Internet misuse. Shy individuals prefer using the Internet to face-to-face interactions to socialize with others and combat loneliness (Bardi and Brady, 2010; Hammick and Lee, 2014; Huan et al., 2014; Nelson et al., 2016). However, more research has indicated that the preference of shy individuals for the Internet as a means of communication and entertainment often leads to Internet addiction because it is difficult for such individuals to effectively deal with its negative effects (Chak and Leung, 2004; Huan et al., 2014; Nelson et al., 2016). This study aimed to determine whether shy students readily develop Internet addiction and to identify the possible causes of their developing Internet addiction.

In the realm of education, the rationale for the study of social intelligence has been well discussed, investigated, and is common knowledge at this point. Whether it be entrance to schools, any profession, or any suggested initiatives, etc., the issue of social intelligence is given the foremost place in society, and we typically assign the credit of personal performance to social intelligence data. In this day and age, when the significance of our feelings, consistency, and the capacity to maintain a healthy balance in our social relationships is becoming increasingly apparent to us, we are also curious as to what part, if any, social intelligence plays in our day-to-day lives. It is imperative that we investigate the recently developed ideas in psychology. In India, the study of social intelligence is still in its infant phases, and as a result, there is a pressing need for information about the myriad of elements that contribute to its development at various levels. When it comes to shy adolescents, research in this area becomes all the more desirable because these young people are going through a period of transition in which they are frequently confronted with situations and problems that cannot be solved by intelligence alone. These reviews confirm the fact that there is need for research, so researcher considered Adjustment, and internet addiction as variables in the present study.

#### **STATEMENT OF THE PROBLEM:**

‘ADJUSTMENT OF SHY ADOLESCENTS IN RELATION TO THEIR SOCIAL INTELLIGENCE AND INTERNET ADDICTION AT SECONDARY LEVEL OF EDUCATION.’

#### **OPERATIONAL DEFINITION:**

**Adjustment:** The act of making something different. The behavioural process by which humans and other animals maintain a balance among their various needs and the obstacles of their environments is called adjustment. In this study adjustment is measured in five different areas such as home, school and study, social, religion and moral, emotional and mental, physical and sexual.

**Internet addiction:** Internet addiction is when a person has a compulsive need to spend a great deal of time on the Internet, to the point where other areas of life (such as relationships, work or health) are allowed to suffer.

**Secondary school students:** Secondary education refers to the stage of formal education that follows primary education and precedes higher education. It is typically offered to students between the ages of 14 and 18. A school for students intermediate between elementary school and college; usually grades 9 to 12.

**Shy Students:** shy implies a timid reserve and a shrinking from familiarity or contact with others. Shyness is an emotion that affects how a person feels and behaves around others. Shyness can mean feeling uncomfortable, self-conscious, nervous, bashful, timid, or insecure. People who feel shy sometimes notice physical sensations like blushing or feeling speechless, shaky, or breathless.

**Objectives:**

1. To study the relationship between Internet Addiction and adjustment of shy adolescent students in general and dimension wise.
2. To study the difference between adjustment and internet addiction of shy adolescent students in general.
3. To study the difference between high and low adjustment, and internet addiction of shy adolescent students.

**Hypothesis:**

- 1- There exists a significant positive relationship between adjustment and internet addiction of shy adolescent students in general and dimension wise.
- 2- There exists significant difference between internet addiction and adjustment of shy adolescent students.
- 3- There exists significant difference between high and low adjustment of shy adolescent students.

**DELIMITATION OF THE STUDY:**

1. Study is delimited to 200 samples only
2. Study is delimited to three main psychological variable only i.e- adjustment, and internet addiction.
3. Study is delimited to only secondary school shy student.
4. People who were addicted to the internet as well as those who were not addicted to the internet took part in the study.
5. The geographical scope of the study was limited to the state of Jharkhand, The district covers namely: Lohardaga, Gumla, Ranchi, West-Singhbhum, East-Singhbhum.
6. Physically and mentally disabled persons were not part of the study.

**RESEARCH GAP:**

Overall, the findings show that shyness causes greater difficulty in the direct expression of feelings and thoughts, which in turn leads to contacting and expressing oneself over the internet, such as through social media, with people who are known or unknown. When behaviour is allowed to go unchecked, addiction can develop. During an addiction, one does not spend time in a useful manner but rather spends more time utilising the internet for undesirable features. People who are shy and addicted to the internet are more likely to suffer from a variety of illnesses and diseases of life, which in turn lowers their quality of life and overall well-being. When a person's ability to adjust is compromised, the performance of that individual is always called into question, and the effect that it has on that individual, their family, and society as a whole is always detrimental rather than beneficial. A review of the relevant research found that internet addiction, shyness, adjustment, and social intelligence are all linked to one another in some way. Young people who struggle more with social anxiety may spend more time online. It was also shown that those who are problematic users tend to be more timid while also having a more aggressive personality. After reviewing the relevant research, it became abundantly evident that resiliency, shyness, and loneliness all play a key role in predicting internet addiction. In addition, the literatures found that addiction to the internet has an influence on academic performance as well as mental health among students, as well as loneliness or a lack of excellent social skills, being neurotic, and having a negative correlation with extraversion, agreeableness, and openness. Being too invasive, punishing, and unresponsive are all characteristics of this behaviour.

## RESEARCH METHODOLOGY:

In this study researcher used descriptive survey method to solve this issues. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data. The descriptive survey research design uses both quantitative and qualitative research methods.

**Population:** A research population is a big group of people or things that serves as the primary focus of an investigation. All the shy secondary school adolescents of Jharkhand are regarded as the population of the present study.

### Sample:

In current study, researcher has chosen 5 districts randomly from total 24 districts of Jharkhand. From each district 4 secondary schools were chosen by applying simple random sampling techniques. And then randomly from each school mostly 10 shy students (5 boys and 5 girls) were chosen with discussion with Teacher, Parents and Peers. In this way researcher taken 10 shy students in each school and from 4 schools 40 shy adolescents were taken as sample for the present study.

**Thematic representation of sample is given in Table--**

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<u>Jharkhand (24 District)</u>				
Lohardaga	Gumla	Ranchi	West-Singhbhum	East-Singhbhum
(4 school =40shy Std )	(4 school =40shy Std )	(4 school =40shy Std)	(4 school =40shy Std)	(4 school =40shy Std)
<u>1 school 10 shy</u>	<u>1 school 10 shy</u>	<u>1 school 10 shy</u>	<u>1 school 10 shy</u>	<u>1 school 10 shy</u>

*Thematic analysis of sample of the study*

## PSYCHOLOGICAL TOOLS USED:

Adjustment Inventory By Dr.Nilima Deka (2001)

Internet Addiction Test (IAT) Standardised By K. Young (1998)

## PROCEDURE OF DATA COLLECTION:

The current study works are attempting to determine the target and objectives regarding dependent variables such as adjustment and social intelligence, and internet addictions were the independent variables. Information pertinent to the objectives of the study was collected from two hundred respondents in 5 district namely Lohardaga, Gumla, Ranchi, West-Singhbhum, East-Singhbhum. The information was acquired from the original data sheet, and a questionnaire was created, classifying respondents according to their gender, the addiction they struggled with, and the region in which they lived. Picked at random, and information was received by both male and female recipients. And once more, the primary discoveries, implication of the research, suggestion of the study, and control of subsequent examine is completed for the entire body of present research job. After taken permission of school heads data were collected by the researcher in to two phases. In the first phase three questionnaires were distributed to the respondent with proper instruction. In the second phase all the answered questionnaire were collected for tabulation. Unanswered questionnaire were not taken in to consideration by the researcher.

### 3.6. STATISTICAL TECHNIQUES USED:

Following Statistical Techniques used for analysing the data:

Two main statistical methods were used in data analysis: descriptive statistics, which summarizes data using indexes such as mean and median and another is inferential statistics, which draw conclusions from data using statistical tests such as student's t-test. A t-test may be used to evaluate whether a single group differs from a known value (a one-sample t-test),



whether two groups differ from each other (an independent two-sample t-test), or whether there is a significant difference in paired measurements (a paired, or dependent samples t-test). Coefficient of correlation statistical techniques is used in order to know the correlation between variables. Pearson's product moment correlation coefficient (sometimes known as PPMCC or PCC,) is a measure of the linear relationship between two variables that have been measured on interval or ratio scales. It can only be used to measure the relationship between two variables which are both normally distributed.

### CORRELATIONAL ANALYSIS

In this section, Coefficients of correlation are to be obtained between the scores on adjustment and social intelligence overall and its dimensions, Adjustment and internet addiction overall and its dimensions and on social intelligence and internet addiction overall and its dimensions to find out their relationship in the sample as a whole (N=200). It is expected to provide the general trend of relationships.

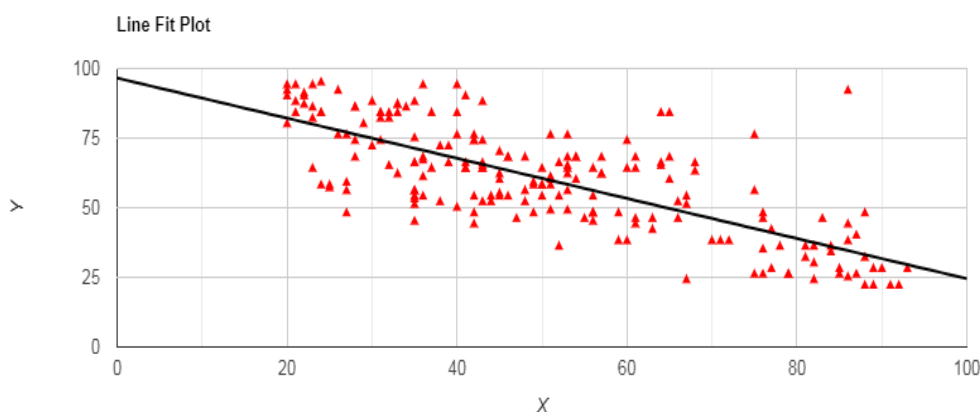
**Table-1. Coefficient Of Correlation Between Internet Addictions And Adjustment Of Secondary School Shy Adolescence In General**

**Objectives 1-** To study the relationship between internet addiction and adjustment of secondary school shy adolescence in general.

**Hypothesis-1** There exists a significant Negative relationship between internet addiction and adjustment of secondary school shy adolescence in general.

Variables	N	Coefficient of correlation	Significance level
Internet addiction of secondary school shy adolescence.	200	-0.7511	p < .001
Adjustment of secondary school shy adolescence			

Results of the Pearson correlation indicated that there is a significant large negative relationship between X and Y, ( $r(198) = -0.751, p < .001$ ).



It is examined from the Table 1 that the coefficient of correlation between internet addiction and adjustment of secondary school shy adolescence in general is found to be -0.751. It is significant at  $p < .001$  level of significance. It showed that, internet addiction is negatively related to adjustment of secondary school shy adolescence. It can be interpreted to mean that higher internet addiction low will be the adjustment of secondary school shy adolescence and lesser the internet addiction higher will be the adjustment of secondary school shy adolescence. Therefore, the hypothesis (HY-1) of the present study that there exists a significant negative relationship between Internet Addiction and adjustment of secondary school shy adolescence is retained. In her study Vinita M. Chaudhary (2018) concluded that greater use of the internet leads to turn down the mental health and adjustment level among college students of Ghaziabad.

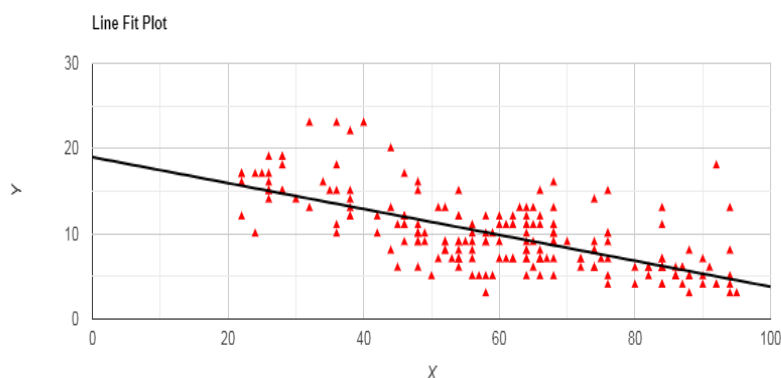
**Table-2. Coefficient Of Correlation Between Internet Addiction And Home” Dimensions Of Adjustment Of Secondary School Shy Adolescence.**

**Objectives -2-** To study the relationship between Internet Addiction and Home dimensions of Adjustment of secondary school shy adolescence.

**Hypothesis-2-** There exists a significant Negative relationship between Internet Addiction and Home dimensions of Adjustment of secondary school shy adolescence.

Variables	N	Coefficient of correlation	Significance level
Internet Addiction of secondary school shy adolescence	200	-0.6727	p < .001
‘Home ’ dimensions of Adjustment of secondary school shy adolescence			

Results of the pearson correlation indicated that there is a significant large negative relationship between X and Y, (r(198) = -0.673, p < .001).



It is depicted from the Table 2 that the coefficient of correlation between Internet addiction and Home dimensions of adjustment of secondary school shy adolescence is found to be -0.673. It is significant at .001of significance. It showed that, internet addiction is negatively related to home dimensions of adjustment of secondary school shy adolescence. It can be interpreted to mean that higher home adjustment lower will be the internet addiction of secondary school shy adolescence and lesser the home adjustment higher will be the internet addiction of secondary school shy adolescence. Therefore, the hypothesis (HY-2) of the present study that there exists a significant negative relationship between internet addiction and home adjustment dimensions of general adjustment of secondary school shy adolescence is retained. According to Ching Chen (2020) a total of 33.7% of all participants were prone to Internet Addiction. The results showed that participants who were from poor family atmosphere were more prone to Internet addiction.

**Table-3. COEFFICIENT OF CORRELATION BETWEEN INTERNET ADICTION AND ‘SCHOOL AND STUDY” DIMENSIONS OF GENERAL ADJUSTMENT OF SECONDARY SCHOOL SHY ADOLESCENCE**

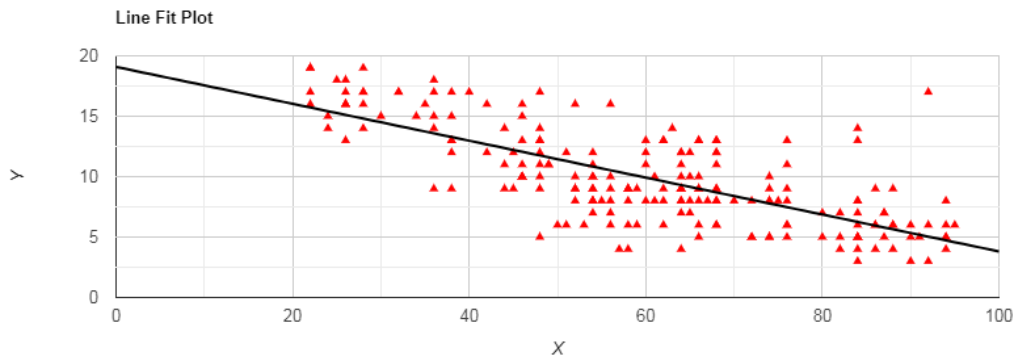
**Objectives -3-** To study the relationship between Internet addiction and school and study dimensions of general adjustment of secondary school shy adolescence.

**Hypothesis-3-** There exists a significant negative relationship between students’ internet addiction and school and study dimensions of general adjustment of secondary school shy adolescence.

Variables	N	Coefficient of correlation	Significance level
Internet Addiction of secondary school shy adolescence	200	-0.7297	p < .001

'school and study ' dimensions of general adjustment of secondary school shy adolescence			
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Results of the Pearson correlation indicated that there is a significant large negative relationship between X and Y, ( $r(198) = -0.73, p < .001$ ).



It is depicted from the Table 3 that the coefficient of correlation between internet addiction and school and study dimensions of general adjustment of secondary school shy adolescence is found to be  $-0.73$ . It is significant at  $p < .001$  of significance. It showed that, internet addiction is negatively related to school and study dimensions of general adjustment of secondary school shy adolescence. It can be interpreted to mean that higher school and study adjustment lower will be the internet addiction of secondary school shy adolescence and lesser the school and study adjustment higher will be the internet addiction of secondary school shy adolescence. Therefore, the hypothesis (HY-3) of the present study that there exists a significant negative relationship between internet addiction and school and study dimensions of general adjustment of secondary school shy adolescence is retained. Study results indicated that environmental factors are good predictors of Internet addiction in adolescents. School-related variables such as teacher’s support and attitude toward school life are also associated with young people’s Internet addiction. Jang S.H., Park Y.J. (2010). Waldo, (2014) analyzed correlation between internet-addiction and adolescents in terms of sex, kind of school and online behavior.

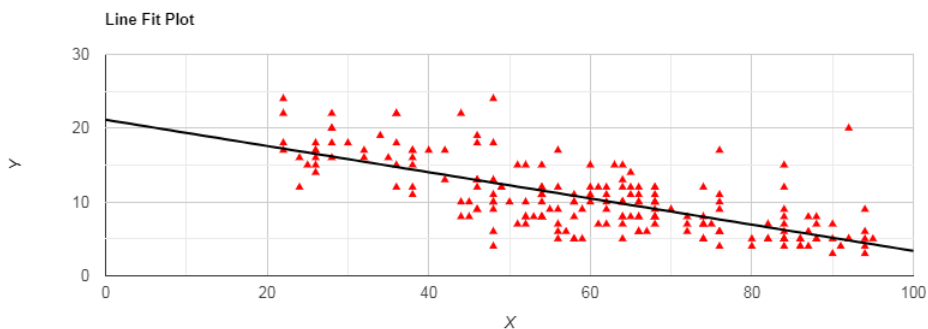
**Table-4. Coefficient Of Correlation Between Internet Addiction And ‘Social, Religion And Moral’ Dimensions Of General Adjustment Of Secondary School Shy Adolescence**

**Objectives -4-** To study the relationship between internet addiction and social , religion and moral dimensions of adjustment of secondary school shy adolescence.

**Hypothesis-4-** There exists a significant negative relationship between students’ internet addiction and social, religion and moral dimensions of adjustment of secondary school shy adolescence.

Variables	N	Coefficient of correlation	Significance level
Internet addiction of secondary school shy adolescence.	200	-0.7115	3.635e-32
‘social, religion and moral’ dimensions of adjustment of secondary school shy adolescence			

Results of the Pearson correlation indicated that there is a significant large negative relationship between X and Y, ( $r(198) = .711, p < .001$ ).



It is revealed from the Table 4 that the coefficient of correlation between internet addiction and social, religion and moral dimensions of adjustment of tribal secondary school students is found to be .364. It is significant at P-value .001 of significance. It showed that, internet addiction is negatively related to social, religion and moral dimensions of adjustment of secondary school shy adolescence. It can be interpreted to mean that high social, religion and moral adjustment less will be the internet addiction of secondary school shy adolescence and lower the social, religion and moral adjustment higher will be the internet addiction of secondary school shy adolescence. Therefore, the hypothesis (HY-4) of the present study that there exists a significant negative relationship between internet addiction and social moral and religion dimensions of adjustment of secondary school shy adolescence is retained. Charlton, et al. (2012) studied religiosity, adolescent internet usage motive and addiction and analysed correlation between different religions with youths' Internet addiction tendencies through possible mediating Internet usage motivations. The findings revealed that superior religionist was linked with lesser addiction scores across all four religions for girls but not for boys. Results showed that superior religionist was related to slighter motivation to use the internet for escape purposes for girls, but not for boys, of all religions. People with mild level of internet addiction in the following categories of moral foundation are 21.31%, People with moderate level of internet addiction reacted in the following categories of moral foundation as 21.53%, People with Severe dependence on internet have reacted 24.39%. , S. Mukherjee, et al (2022)

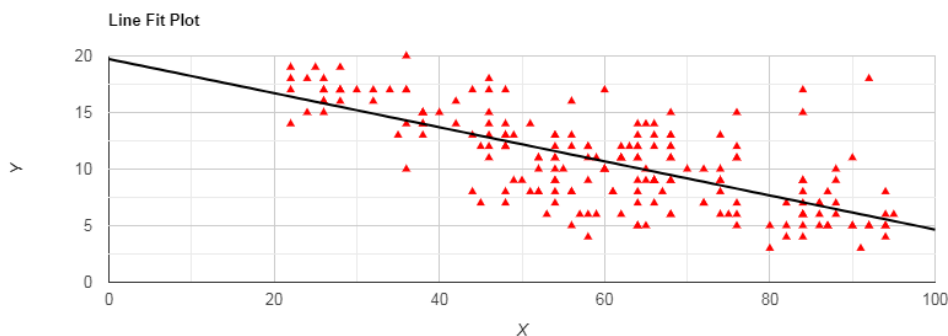
**Table-5. COEFFICIENT OF CORRELATION BETWEEN INTERNET ADDICTION AND 'EMOTIONAL AND MENTAL' DIMENSIONS OF ADJUSTMENT OF SECONDARY SCHOOL SHY ADOLESCENCE**

**Objectives -5-** To study the relationship between internet addiction and emotional and mental dimensions of adjustment of secondary school shy adolescence.

**Hypothesis-5-** There exists a significant negative relationship between students' internet addiction and emotional and mental dimensions of adjustment of secondary school shy adolescence.

Variables	N	Coefficient of correlation	Significance level
Internet addiction of secondary school shy adolescence	200	-0.7026	4.372e-31
'emotional and mental ' dimensions of adjustment of adjustment of secondary school shy adolescence.			

Results of the pearson correlation indicated that there is a significant large negative relationship between X and Y, ( $r(198) = .703, p < .001$ ).



It is revealed from the Table 5 that the coefficient of correlation between internet addiction and emotional and mental dimensions of adjustment of tribal secondary school students is found to be 0.3142. It is significant at P-value 1.288e-10 significance. It is showed that, internet addiction is negatively related to emotional and mental dimensions of adjustment of adjustment of secondary school shy adolescence. It can be interpreted to mean that high emotional and mental adjustment lower will be the internet addiction of adjustment of secondary school shy adolescence. and low the emotional and mental adjustment higher will be the internet addiction of adjustment of secondary school shy adolescence. Therefore, the hypothesis (HY-5) of the present study that there exists a significant negative relationship between internet addiction and emotional and mental dimensions of adjustment of adjustment of secondary school shy adolescence. is retained. Internet Addiction was associated with social, emotional, and behavioral maladjustment. For example, In Xu et al.'s (2020) study, students categorized as having Internet addiction showed poorer academic performance and relationships with others (e.g., classmates, teachers and family), as well as more severe depressive symptoms and physical health issues. According to Vinita M. Chaudhary (2018 ) there is significant negative correlation exists between internet addiction and mental health of college students. Nitendra Kumar(2024) Students who use the Internet too much risk developing addictions and having psychological effects. In fact, the study found that increased internet use causes college students' levels of Mental wellbeing and adjustment to decline. Internet addiction is therefore directly tied to mental wellbeing, Internet, and Adjustment.

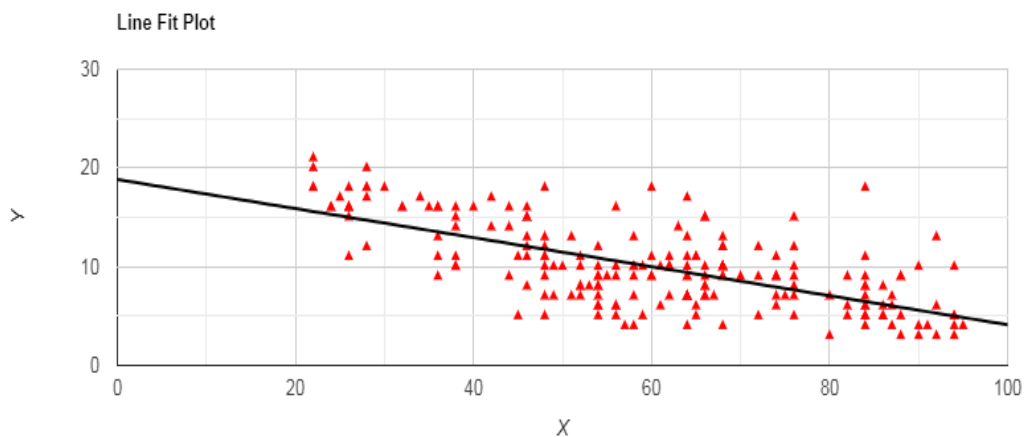
**Table-6. COEFFICIENT OF CORRELATION BETWEEN INTERNET ADDICTION AND 'PHYSICAL AND SEXUAL' DIMENSIONS OF ADJUSTMENT OF SECONDARY SCHOOL SHY ADOLESCENCE**

**Objectives -6-** To study the relationship between internet addiction and Physical and sexual dimensions of adjustment of secondary school shy adolescence.

**Hypothesis-6-** There exists a significant negative relationship between students' internet addiction and physical and sexual dimensions of adjustment of secondary school shy adolescence.

Variables	N	Coefficient of correlation	Significance level
Internet addiction of secondary school shy adolescence	200	-0.6707	P-value 1.717e-27
'physical and sexual ' dimensions of adjustment of secondary school shy adolescence.			

Results of the pearson correlation indicated that there is a significant large negative relationship between X and Y, ( $r(198) = .671, p < .001$ ).



It is revealed from the Table 6 that the coefficient of correlation between internet addiction and physical and sexual dimensions of adjustment of secondary school shy adolescence is found to be 0.3142. It is significant at P-value 1.288e-10 significance. It is shown that, internet addiction is negatively related to physical and sexual dimensions of adjustment of secondary school shy adolescence. It can be interpreted to mean that high physical and sexual adjustment lower will be the internet addiction of adjustment of secondary school shy adolescence. and low the physical and sexual adjustment higher will be the internet addiction of adjustment of secondary school shy adolescence. Therefore, the hypothesis (HY-6) of the present study that there exists a significant negative relationship between internet addiction and physical and sexual dimensions of adjustment of secondary school shy adolescence is retained. Dang A.K. (2018) Past studies have shown a negative correlation between physical activity levels and internet addiction, with internet-addicted adolescents showing less physical activity. In addition, there is a link between insomnia, apnea, nightmares, and mental health difficulties in people with Internet Addiction.

### Extreme Groups' Study

The total sample is further divided into two groups, to obtain a comparative picture of social intelligence and internet addiction of secondary school shy adolescence at two levels. The students were classified into two groups as high and low social intelligence, and internet addiction. The groups were formed as low and high by adapting the criteria of Mean + ½ SD. In this connection, the cases falling above and below this range are called 'extreme cases'. Students scoring Mean -½ SD on social intelligence and internet addiction were included in the low social intelligence and internet addiction groups, those scoring Mean + ½ SD were included in the high level of social intelligence and internet addiction groups of secondary school shy adolescence. Table reveals the classification of secondary school shy adolescence on the basis of their score values into two groups viz. low and high groups. On overall academic achievement, the low group comprised of secondary school shy adolescence with score values of M- ½ SD and below 40.694, and below and the high group constituted of secondary school shy adolescence with the score values of M+ ½ SD i.e., 60.65 and above.

Table 17 reveals the classification of secondary school shy adolescence on the basis of their score values into two groups viz. low and high groups. On overall adjustment, the low group comprised of secondary school shy adolescence with score values of M- ½ SD and below i.e., 40.694 and below and the high group constituted of secondary school shy adolescence with the score values of M+ ½ SD i.e., 60.65 and above.

**Table -17. DEFFERENTIALS STUDY BETWEEN HIGH & LOW ADJUSTMENT OF SECONDARY SCHOOL SHY ADOLESCENCE IN GENERAL**

**Objectives 17.**To study the difference between high and low Adjustment of secondary school shy adolescence.

**Hypothesis.17.** There exist significant differences between high and low adjustment of secondary school shy adolescence in general.

Groups of Teachers	N	M	SD	t-ratio	Significance
High adjustment of secondary school shy adolescence	59	76.49	9.79	32.69	.05*
Low adjustment of secondary school shy adolescence	70	30.171	6.13		

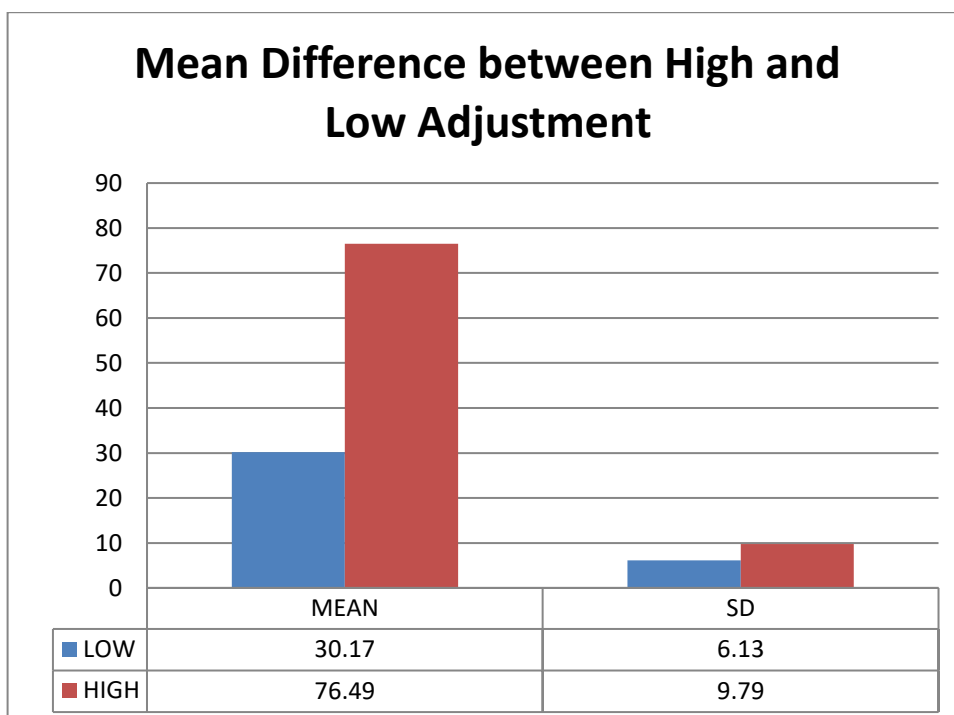


Table17 depicts that the mean scores of adjustment of high and low group of secondary school shy adolescence are found to be 76.49 and 30.171 with SDs 9.79 and 6.13 respectively. The calculated t-value is comes out to be 32.69, which is greater than the table value at .05 level of significance. It implies that the high and low adjustment groups differ significantly. The mean adjustment of high group is higher than the lower group. It can be interpreted to mean that of secondary school shy adolescence are found to be high adjustment. Thus, the research hypothesis (17) of the present study that of secondary school shy adolescence will have higher adjustment in comparison to of secondary school shy adolescence with relatively lower level of adjustment is retained. The present study findings revealed that adjustment of the respondents is relatively medium.

Table 18 reveals the classification of secondary school shy adolescence on the basis of their score values in to two group's viz. low and high groups. On overall social intelligence, the low group comprised of secondary school shy adolescence with score values of M- ½ SD and below i.e., 49.866 and below and the high group constituted of secondary school shy adolescence with the score values of M+ ½ SD i.e., 63.043 and above..

**Table -19. DEFFERENTIAL STUDY BETWEEN HIGH & LOW INTERNET ADDICTION OF SECONDARY SCHOOL SHY ADOLESCENCE IN GENERAL.**

**Objectives.19-**To study the difference between high and low internet addiction of secondary school shy adolescence in general.

**Hypothesis.19-**There exist significant differences between high and low internet addiction of secondary school shy adolescence in general.

Groups of student	N	M	SD	t-ratio	Significance
High internet addiction of secondary school shy adolescence	58	83.21	7.060	30.418	.05*
Low internet addiction of secondary school shy adolescence	61	37.31	9.198		

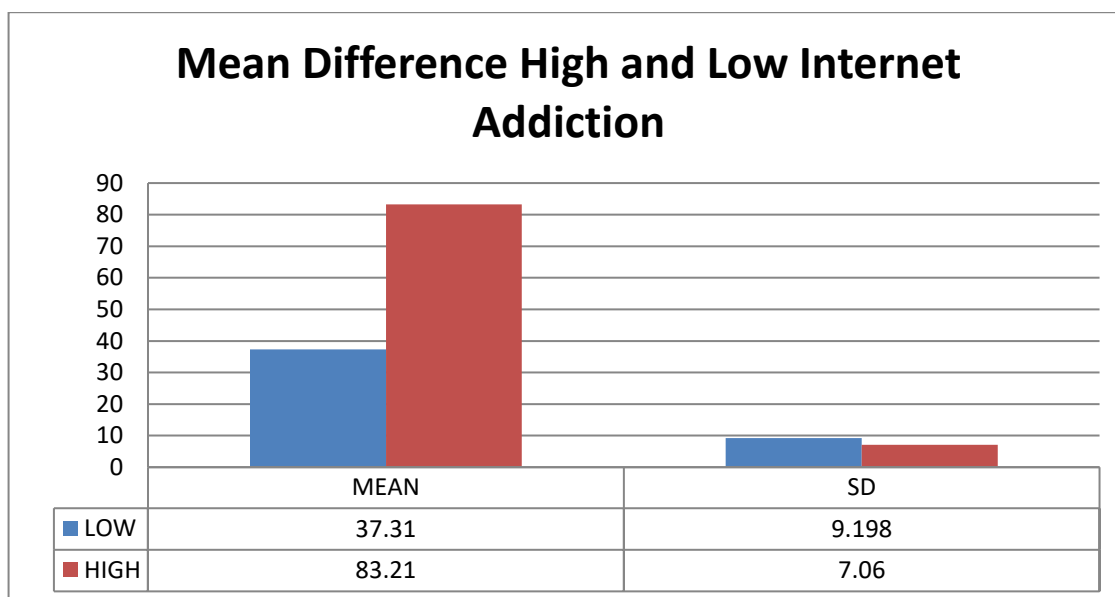


Table-19 revealed that the mean scores of internet addiction of high and low group of secondary school shy adolescence are found to be 83.21 and 37.31 with SDs 7.060 and 9.198 respectively. The calculated t-value is comes out to be 30.418, which is greater than the table value at .05 level of significance. It implies that the high and low internet addiction of secondary school shy adolescence groups differ significantly. The mean internet addiction of high group is higher than the lower group. It can be interpreted to mean that of secondary school shy adolescence are found to be high internet addiction. Thus, the research hypothesis (19) of the present study of secondary school shy adolescence will have high internet addiction social in comparison to tribal students with relatively lower level of social support is retained .

**Table -21. DEFFERENTIALS STUDY BETWEEN ADJUSTMENT AND INTERNET ADDICTION OF SECONDARY SCHOOL SHY ADOLESCENCE IN GENERAL.**

**Objectives.21-** To study the difference between adjustment and internet addiction of secondary school shy adolescence in general.

**Hypothesis.21-**There exists significant differences between adjustment and internet addiction of secondary school shy adolescence in general.

Groups of students	N	M	SD	t-ratio	Significance
Adjustment of secondary school shy adolescence	85	126.27	11.141	31.97	.05*
Internet addiction of secondary school shy adolescence	78	78.33	7.47		



## Difference between Adjustment and Internet Addiction of Secondary School Students

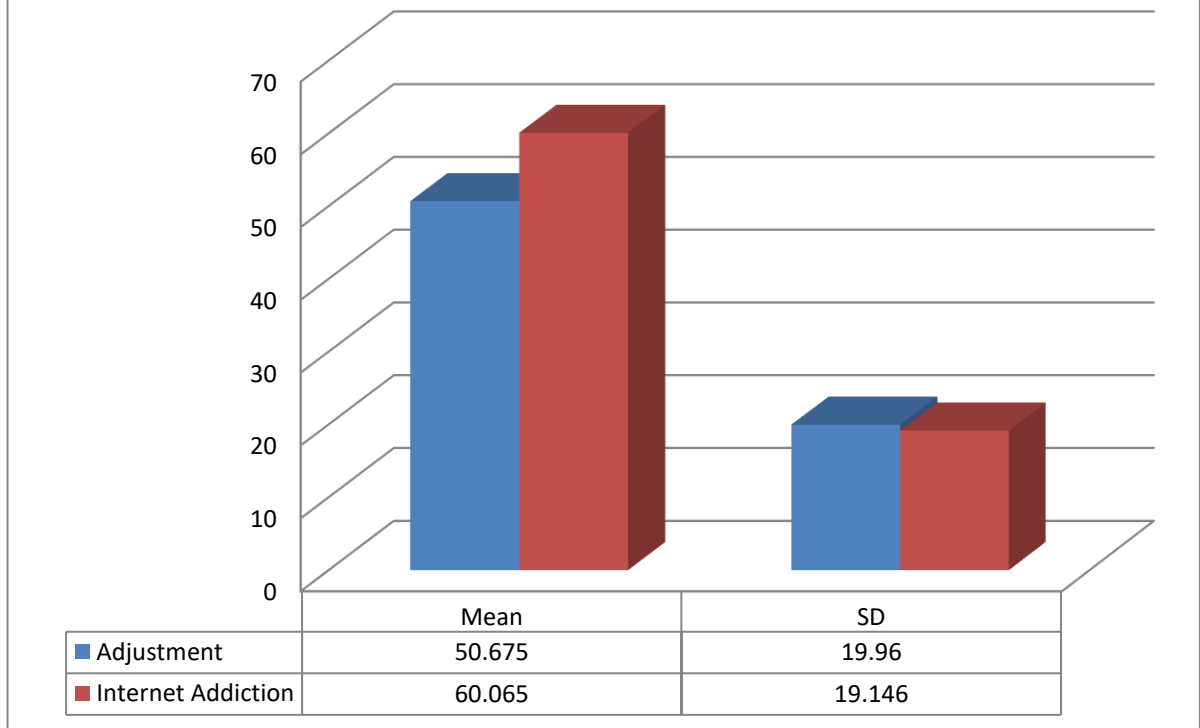


Table-21 examined that the mean scores of adjustment and internet addiction of secondary school shy adolescence are found to be 126.27 and 78.33 with SDs 11.141 and 7.47 respectively. The calculated t-value is comes out to be 31.97, which is greater than the table value at .05 level of significance. It implies that the adjustment and internet addiction of secondary school shy adolescence differ significantly. The mean adjustment of secondary school shy adolescence is higher than the internet addiction group. It can be interpreted to mean that of secondary school shy adolescence are found to be high adjustment. Thus, the research hypothesis (21) of the present study that of secondary school shy adolescence will have high adjustment of secondary school shy adolescence in comparison to secondary school shy adolescence with relatively lower level of adjustment is retained .

### **CORRELATIONAL RESEARCH FINDINGS**

- 1- There exists a significant negative relationship between Internet Addiction and adjustment of secondary school shy adolescence is retained.
- 2- There exists a significant negative relationship between internet addiction and home adjustment dimensions of general adjustment of secondary school shy adolescence is retained.
- 3- That there exists a significant negative relationship between internet addiction and school and study dimensions of general adjustment of secondary school shy adolescence is retained.
- 4- There exists a significant negative relationship between internet addiction and social moral and religion dimensions of adjustment of secondary school shy adolescence is retained.
- 5- There exists a significant negative relationship between internet addiction and emotional and mental dimensions of adjustment of adjustment of secondary school shy adolescence is retained.
- 6- There exists a significant negative relationship between internet addiction and physical and sexual dimensions of adjustment of secondary school shy adolescence is retained.

## **DIFFERENTIAL RESEARCH FINDINGS:**

1. The present study revealed that that of secondary school shy adolescence will have higher adjustment in comparison to of secondary school shy adolescence with relatively lower level of adjustment is retained.
2. It implies that the high and low internet addiction of secondary school shy adolescence groups differ significantly. The mean internet addiction of high group is higher than the lower group. It can be interpreted to mean that of secondary school shy adolescence are found to be high internet addiction.
3. It implies that the adjustment and internet addiction of secondary school shy adolescence differ significantly. The mean adjustment of secondary school shy adolescence is higher than the internet addiction group. It can be interpreted to mean that of secondary school shy adolescence are found to be high adjustment.

## **EDUCATIONAL IMPLICATIONS OF THE STUDY:**

As something that impedes the social and emotional development of children and teenagers, shyness is something that every parent need to be concerned about. Due to the fact that shyness causes adolescents to believe that they are less capable than their peers, individuals who struggle with shyness often find it difficult to communicate their thoughts and emotions. The study investigated the different approaches that parents use to raising their children and discovered that these approaches play a significant part in the development of shyness in teenagers. It is possible to raise awareness among the general public and instruct parents on how to properly parent their children in order to cut down on the number of people who suffer from excessive shyness.

The most outstanding characteristic of any research is that it must contribute something new top development of the area concerned so the investigator has to find out the educational implication of her study. The present study has it is implication shyness adjustment in girls and boys in Faridabad for ensuring adjustment among the student has highlighted certain responsibility which are in some way related to student adjustment . The findings of the study have relevant for student although high level of shyness has been associate with positive learning and student outcomes a minority of study have successes that there are associate benefit with having doubts about abilities and having low level of shyness. Avoid challenging task to less persistent and give up, avoid tasking risk and be inflexible , this is very important part of adjustment theory . It is also important part of treatment for hobbies and other mental health disorder, as a very low shyness adjustment correlation and sometime moderate correlation with a higher chance for treatment success. The study has its implications for the teachers. Today the education is child centred and it is the duty of teachers to devote himself for the around development of the child. He should try to develop sound emotion, social and educational atmosphere in the classroom as well as in the school so that children will not face any kind of problems. The teacher should be act like a friend, philosopher and guide in solving various types of problem.

It is possible that, in this new era, when adolescents have been more exposed to the internet and use online activity as an important form of social interaction, the question of whether or not internet addiction is a distinct disorder in its own right or a behavioural problem secondary to another disorder will still remain up for debate. There are currently no widely recognised criteria that may be used to diagnose or identify internet addiction. It is not yet known whether or not any diagnostic of this kind will be included in the services we provide in the future. In the future, if it is included, it will most likely be categorised as an impulse control disorder not elsewhere classified rather than in the diagnostic criteria for drug dependency. This is because there is already a category for impulse control disorders that does not include substance dependence. By doing research on the correlation between using the internet and the affects it has on human behaviour, we are able to develop strategies for addressing issues such as establishing healthy boundaries and recognising the symptoms of underlying psychopathology at the earliest possible stage. In teenagers who are addicted to the internet, there is an immediate demand for medical professionals to screen for both mental and physical health issues, such as anxiety and

depression. Examples of physical health issues include back discomfort. It's possible that the health authorities will get engaged in the fight against the scourge of internet addiction, which will ultimately lead to an improvement in the teens' quality of life.

The findings of this study have a number of other considerations to take into account. It is clear that shyness may be used by researchers as a predictor of Internet addiction; it would be much easier to identify pupils who have a problem with Internet addiction. The findings of this research point to the importance of doing more studies. If being shy and having an addiction to the Internet are connected, then what kind of effects will this have on their social and emotional development? Are these teenagers going through the typical stages of maturation and development in terms of their psychosocial selves? Because of the detrimental effects that shyness and internet addiction have on human development and potential, there is an immediate and pressing need to investigate these issues. This is necessary so that adolescents can focus more on their academic and extracurricular activities, which will lead to the development of positive potentials among them for a better future.

### **SUGGESTION FOR FUTURE RESEARCH:**

1. The scope of the study might be expanded to include the later periods of childhood and adulthood.
2. Other researchers might find the personality correlations of internet addiction and the elements that contribute to it to be interesting.
3. In the future, study might focus on the quality of life, anxiety, and depression among those who are hooked to the internet.
4. Intervention programmes such as interpersonal psychotherapy, cognitive behavioural therapy, or rational emotive behaviour therapy can be used to test the efficacy of such therapies in reducing internet addiction.
5. Researchers have the ability to devise therapies based on evidence to combat the negative impacts that the internet has on early adolescents.
6. The parenting styles that adolescents think their parents have may be linked with the parenting styles that their parents really have, as stated by the parents' perspective, and then their association with shyness could be investigated.
7. A comparison of the ways in which early and late teenagers view their parents' parenting practises might be investigated.
8. An investigation on the participants' perceptions of parenting techniques, based on their respective gender roles (masculinity and femininity), might be carried out.

From the present study, it is confirmed that, there is a low positive relationship exist among social intelligence and internet addiction of secondary school shy students in relation to their adjustment. These findings confirm the findings of Mansingbhai & Yasvantbhai (2014), Yellaiah (2012) & Kumar & Dhillon (2010).

The shy students studying from secondary schools are in a need of some psychological support from their parents as well as teachers. So, the parents and teachers must give more guidance and supportive care to the students who are in their school studies. All the higher secondary schools must give importance to providing counselling service to the students who are having emotional and adjustment problems. A well trained counsellor should be appointed for giving guidance and counselling services. The schools must not give importance only to high achievement of their students, but must give importance to teaching to adjust with oneself and with their environment.

The schools must often conduct meetings with the parents of the students and make them to know about their child's status. The schools must maintain a separate record for the students' behaviour inside the school and must find out the emotionally immature students. This will help them to give counselling. All the government schools must be modified with all the facilities like

good laboratory, library and well-structured classrooms. Some of the enrichment programmes may be conducted to improve the adjustment of the students with their peer groups and with their family like street play, group assignment, group learning, group dance and other team works. Teachers are the greatest role model for their students. So, at first the teacher must have high level adjustment and emotional stability and must show their students how to adjust with others.

#### **LIMITATION:**

1. Present study should be under taken with a large sample. Sufficient sample size for statistical measurements is the need for any research. When conducting a study, it is important to have a sufficient sample size in order to draw valid conclusion.
2. It was difficult in the part of the researcher to identify the shy students with discussion with teachers, parents an peers in a limited time.
3. Researcher is bound by deadlines when it comes to completing their studies. Sometimes, time constraints can affect research negatively. Data collection institutions provide limited time to researcher to conduct this study.
4. Biased views can affect the research findings. it is difficult on the part of the researcher to controlled biased answer which is given by the respondent.

#### **CONCLUSION:**

Overall study states that shy students are related with their adjustment problems, but depends on the degree of shyness of students. If they are of high degree of shyness then they are facing more adjustment problems but if they are of less degree of shyness then they are facing less adjustment problems. This study investigated the relation between shyness and adjustment in high school students and found that shyness not only predicted maladjustment but indirectly predicted maladjustment through the multiple mediating roles of social intelligence and internet addiction. Findings suggest that shyness may negatively affect ones' social maladjustment. Furthermore, these findings provided a useful reference point for subsequent intervention on adjustment of shy high school students. Students who are shyer in nature are less socially intelligent or interactive and less adjusted whereas less shy students are more socially intelligent or interactive and well adjusted.

The results indicated that shy students are prone to Internet addiction and suggest that cognitive and coping abilities as well as social adjustment factors should be considered when designing interventions to help shy students overcome Internet addiction.

Although this study has shown some significant negative relationships between Internet Addiction and Shyness in secondary students, it does have its limitations. The data was collected over a very short period of time and the questionnaire does have its restrictions. To seriously consider the results of this study, it is also important to believe that Addiction scale and the shy students are accurate for measuring Internet Addiction and shyness. In the case of the high school, the amount of students that completed the questionnaire is not an adequate number for a sample and generalizations cannot be made. The outcomes of this study are however quite negatively significant. If it is possible to use shyness as a predictor of Internet Addiction, it would be much easier to identify students with an Internet Addiction problem.

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