

## Original Article

# Internet Addiction Management among Students of AMA Computer Colleges in Region III, Philippines

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**SUMMARY**

The study assessed the level of internet addiction exists among students of AMA Computer Colleges in Region III, Philippines and identified internet addiction management practices as strategies to address the problem, to lessen if not to eliminate, to prevent or cure level of internet addiction that exists. The descriptive-analysis method of research was utilized. A total of one thousand five hundred fifteen student-respondents and one hundred fifty-eight administrator-respondents participated in the study. The researcher found out that there is a severe addiction level described as Often. There is a severe dependence on the internet as reflected in the internet addiction mean test scores of the student-respondents. There is a significant relationship between the level of internet addiction and the perceived level of implementation of the internet addiction management practices. There is a significant relationship between the internet addiction test scores and the perceived level of implementation of the internet addiction management practices. Overall findings conclude that there was a significant very strong negative relationship between the level of internet addiction and internet addiction test scores of student-respondents and the perceived level of implementation of internet addiction management practices of administrator-respondents; hence, the negative relationship indicates that as the intensity of the perceived level of implementation increases, the level of internet addiction and internet addiction test scores among student-respondents decreases. This study is expected to provide a worthy contribution to the institution and to international literature on internet addiction; the result can be used in providing solution, actions and remedies to lessen if not to eliminate addiction in Internet usage. ■

**KEYWORDS** Administrators; Students; Internet addiction; Intervention strategies; Management practices

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In the recent years, the Philippines has been dubbed as the social media capital of the world. Despite the generally slow Internet connection in the country, the use of social networking websites has become very extensive in the Philippines (1).

Meanwhile, in AMA Computer College owing as computer school and Asia's Pioneer in computer-based education, it is clear that computers and Internet are important aspect of a college life, but it is unclear whether there are psychological or social issues as well as reasons of such addiction related to Internet use. A note therefore that there is a concern that college students in particular are vulnerable to the addictive potential of the internet. There have been various reports that guardians are confused since at the home set-up, their children are busy surfing internet; likewise observed by the Guidance counselor the same scenarios in the school corridors. However, said students are almost failed in majority of their subjects including major ones. In relation, it has been observed that students are always busy surfing in the internet elsewhere in school four corners though almost all enrolled students have laptops and are registered in the school main server; however, same students observed having busy hours surfing the internet are the same of those who were reported by instructors as delinquent each Prelim and Midterm periods. Others also stay late at night just to stay connected with the Internet. According to AMA branch IT personnel, almost all students enrolled in the current term were recorded connecting in the school internet main server using their own "one is to one" basis registered laptop daily. These scenarios further motivate the researcher to conduct deeper study in internet usage addiction of students, to point possible reasons and correlate to their academic performance or achievement as well as to pinpoint effective management strategies or interventions to help lessen or cure Internet Addiction.

Since every educator wants to become effective in their area of responsibility then it follows that one should examine a problem that hinders the demonstration of quality education among students. Quality education in relation to academic excellence is such an important desideratum in academic circles that its pursuit and attainment can be said to be the central task of academic management in institutions of higher learning. In fact, the distinguishing mark of a good college or university is world class academic excellence. Schools provide training to students to become expert in their cho-

sen field and thus using technology to become effective. Therefore, the schools should also solve the problem that might occur in technology that will affect students learning. Likewise, since schools have a big role in influencing students to internet use, school should make necessary management intervention as answer to growing problem brought by Internet addiction. Internet addiction management practices should be implemented to eliminate or lessen internet addiction in order to get the reason why really those technologies were invented – towards fulfillment of human satisfaction, to create work easier and yet not compromising quality education (2).

Consequently, in order to address the degree or level of internet addiction among students which is equated as the modern holocaust in the set-up of educational system, the researcher will examine the differences exist between the degree to which the students are addicted to internet usage and the reasons and qualitative factors affecting it, by which to measure the degree or level of such addiction in relation to academic performance which will be measured in terms of GWA and to identify potential intervention management strategies to minimize the harm caused by Internet Addiction, to lessen if not to eliminate, to cure or prevent level of addiction. Therefore, while educational institutions view Internet Addiction as a social problem, little rigorous, systematic research has been made to precisely document the extent of Internet Addiction among students. Systematic research about the occurrence and internet addiction management practices are required in order to explore possible positive and negative impacts of Internet use and to identify possible internet addiction management strategies and interventions to minimize the harm caused by Internet Addiction and awaken mind of young people particularly students, administrators, parents, institutions, and the Philippine community as a whole. This is the direction set forth and rationale of this study.

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## METHODS

This study used descriptive correlation method of research. The method of descriptive research involves the description, recording, analysis and interpretation of condition that exists on the level of internet addictions among the qualitative variables.

The researcher made used of Pearson's Correlation Coefficient in investigating the relationship (i) between

**Figure 1. The Map of AMA Computer Colleges in Region III, Philippines**



the level of internet addiction and the perceived level of implementation of the internet addiction management practices; and (ii) between the Internet Addiction Test Scores and the Perceived Level of Implementation of the Internet Addiction Management Practices. Pearson's correlation coefficient ( $r$ ) is the measurement technique used by the researcher to figure out the strength of the association between each pair of two variables. In aggregating and analyzing data, the researcher made use of SPSS software version 24.0.

The respondents of this study were the total population of students from the AMA Computer Colleges in Region III; and the School Directors, Deans, Guidance Counselors, IT staff, and Faculty members.

The respondents of the Internet Addiction survey questionnaires were the 1,515 students-population of AMA Computer Colleges in Region III enrolled in the 1st to 3rd Trimester School Year 2015-2016 and 158 respondents that composed of School Directors, College Deans, Guidance Counselors, IT branch staff and faculty members of AMA Computer Colleges in Region III who utilized the Survey Questionnaire for Administrators who answered the level of implementation of Management Practices and Intervention for students with Internet Addiction.

There were 158 administrator-respondents in the 6 campuses of the AMA Computer Colleges. The administrator-respondents answered the survey questionnaire on the level of implementation of management strategies and practices for people with internet addiction. There were 6 School Directors, 6 College Deans, 6 Guidance Counselors, 6 IT Staff, and 134 Faculty members. There is 1 School Director, 1 College Dean, 1

Guidance Counselor, and 1 IT Staff in each AMA branch in Region III. In terms of faculty members, 25 are from AMA Olongapo, 31 from AMA Tarlac, 21 from AMA Malolos, 17 from AMA Cabanatuan, 24 from AMA Pampanga, and 16 from AMA Angeles.

The location for this study was at the AMA Computer Colleges in Region III that consists of six campuses: Olongapo City, Pampanga, Angeles, Tarlac, Malolos, and Cabanatuan. The map showing the location of the AMA Computer Colleges in Region III is shown in **Figure 1**. **Figure 1** shows a photograph of the AMA Computer College Campus.

There are 2 types of questionnaires used for this study. (i) Survey Questionnaire for student-respondents; and (ii) Survey Questionnaire for Administrator-respondents.

The questionnaire for the respondents consists of student-respondents profile variables and the Internet Addiction Test (IAT) developed by Dr. Kimberly Young, one of the most utilized diagnostic instruments for internet addiction. It consists of twenty items that measure mild to severe level of internet addiction (4-6). Qualitative and independent variables are also included in the questionnaire to further correlate the factors affecting the level of addiction (7-10).

To utilize the Internet Addiction Test (IAT) questionnaire, the researcher requested permission to the author through written email request and waited for her approval. After granting permission, the researcher utilized said instrument and acknowledged the author in all copies of the questionnaire as well as to this study. The Internet Addiction Test used by the student-respondents has been downloaded and reproduced after securing approval from the author.

On the other hand, the Administrators survey questionnaire focuses on the level of implementation of the six themes Management Practices was prepared and consolidated by the Researcher. After consolidating the Management Practices to be used for management of people with internet addiction, it has been submitted to the Researcher's adviser for comment then forwarded to the Panelists for validation. The survey questionnaire was validated by twenty-two validators composed of the panel members, teachers and instructors both from public and private, colleges and basic education schools who were not direct respondents of the study.

**Table 1. Level of Internet Addiction**

Internet Addiction Test Questions	Weighted Mean	Qualitative Interpretation	Rank
1. How often do you find staying on-line longer than you intended?	4.10	Often	1
2. How often do you find neglecting household chores in spending more time on-line?	3.96	Often	19
3. How often do you prefer excitement of the Internet to intimacy with your partner?	3.91	Often	20
4. How often do you form new relationships with fellow-on liners?	3.99	Often	17.5
5. How often do others complaining you about the amount you spend online?	4.03	Often	15
6. How do your grades or school work suffers because of the time you spend on-line?	3.99	Often	17.5
7. How often do you check your email before something else you need to do?	4.06	Often	7
8. How often does your job performance or productivity suffer because of your prone to Internet?	4.05	Often	10.5
9. How often do you become secretive when someone asks you what you do on-line?	4.05	Often	10.5
10. How often do you block out disturbing thoughts about your life with comforting thoughts of Internet?	4.07	Often	4
11. How often do you find yourself antedating when you go on-line again?	4.06	Often	7
12. How often do you fear life without the Internet would be dull, unfilled, and joyless?	4.07	Often	4
13. How often do you act annoyed if someone bothers you while you are facing computer?	4.06	Often	7
14. How often do you lose sleep due to late-night use of Internet?	4.07	Often	4
15. How often do you feel anxious with the Internet when off-line?	4.05	Often	10.5
16. How often do you find yourself that you cannot leave Internet?	4.04	Often	13.5
17. How often do you try failing to cut down the amount of time you spend in front of computer?	4.04	Often	13.5
18. How often do you attempt to fur how long you've been on-line?	4.05	Often	10.5
19. How often do you choose to spend more time on-line over other things?	4.02	Often	16
20. How often do you feel moody when you are off-line and goes away once you are back online?	4.09	Often	2
<b>Overall Weighted Mean</b>	<b>4.04</b>	<b>Often</b>	

## RESULTS AND DISCUSSION

Out of 1,515 student-respondents, 736 (or 48.6 %) belonged to the age group 15 to 19 years old. There were 2 (or 0.1 %) who belonged to the age group 40-44 years old, with weighted mean of 19.9 years old. There were more male with 1,005 (or 66.3%) than female with 510 (or 33.7%). There are more single with 973 (or 64.2%) compared to students who are in a relationship with 486 (or 32.1%), married with 46 (or 3.0%) and separated with 8 (or 0.5%). Majority with 862 (or 57.0%) were BSIT, 242 (or 16.0 %) were BSBA, 180 (or 12.0 %) were BSCS, 139 (or 9.0%) were BSCOE and 92 (or 6.0 %) were BSECE. The city is the home address of 976 (or 64.4%) students and 528 (or 34.9 %) reside in the town.

The monthly family income of 389 (or 25.7%) student-respondents ranged from 10, 0001 – 20,000 Php, 50, 0001 Php and above for 73 (or 4.8%) with a mean of 27, 944.39 Php. There were 569 (or 37.6) student-respondents whose parents/guardians own a business, 76 (or 5.0%) engage in other occupations. There were 822 (or 54.3%) who spend 6-10 hours, 6 (or 0.4%) spend 31 or more hours studying, with a mean of 17.59 number of hours of study habits per week. There were more students with 331 (or 21.9%) whose GWA ranged from 2.00 – 2.24 compared to those whose GWA ranged from 3.00 and below with 39 (or 2.6%) and 1.00 – 1.24 with 25 (or 1.7%), with a mean of 2.15 GWA for S.Y. 2015-2016.

**Table 2. Distribution of Internet Addiction Test Scores of the Students of AMA Computer Colleges in Region III, Philippines**

Internet Addiction Test Scores (points)	Frequency	Percent
80-100	1140	75.30
50-79	176	11.60
20-49	199	13.10
Total	1515	100.00
<b>Mean = 79.75 points</b>		

**Table 3. Summary of the Perceived Level of Implementation of the Internet Addiction Management Practices**

Internet Addiction Management Practices	Overall Weighted Mean	Qualitative Interpretation	Rank
1. Knowledge Enhancement	2.92	Moderately Implemented	2
2. Equipment Monitoring, Screening, and Blocking	3.46	Implemented	1
3. Support and Supervision	2.44	Slightly Implemented	3.5
4. Alternative Activities	2.44	Slightly Implemented	3.5
5. Regulation and Law Enforcement	1.54	Not Implemented	6
6. Alertness and Awareness	2.01	Slightly Implemented	5
<b>Grand Mean</b>	<b>2.47</b>	<b>Slightly Implemented</b>	

The level of Internet Addiction is shown in **Table 1**. Out of 20 items, the question “1. How often do you find staying on-line longer than you intended?” was given a rating of 4.10 (or Often, rank 1); “20. How often do you feel moody when you are off-line and goes away once you are back online?” was given a rating of 4.09 (or Often, rank 2). The questions “2. How often do you find neglecting household chores in spending more time online?” and “3. How often do you prefer excitement of the Internet to intimacy with your partner?” were given the rating 3.96 and 3.91, respectively (or Often) with a rank of 19 and 20, respectively. Overall, the mean level of internet addiction was rated 4.04 interpreted as Often indicating a severe level of internet addiction.

The distribution of Internet Addiction Test scores is shown in **Table 2**. The internet addiction test scores of 1,140 (or 75.3%) student-respondents ranged from 80-100 points, indicating that the internet usage is causing significant problems in life. There were 199 (or 13.1%) student-respondents whose test addiction test scores ranged from 20-49 points and are described as average on-line users who surf the web a bit too long at times

but have control over their usage. There were 176 (or 11.6%) student-respondents, whose internet addiction test scores ranged from 50-79 points, indicating that respondents are experiencing occasional and frequent problems because of their internet usage. Internet Addiction test scores with a mean of 79.75 indicating a severe dependence on the internet.

The summary of perceived level of implementation of the Internet Addiction Management practices is shown in **Table 3**. Out of the six management practices, equipment monitoring, screening, and blocking was perceived to be Implemented (3.46, rank1), followed by knowledge enhancement (2.92, Moderately Implemented, rank 2), Support and Supervision and Alternative Activities (2.44, Slightly Implemented, tied at rank 3.5), Alertness and Awareness (2.01, Slightly Implemented, rank 5), and Regulation and Law Enforcement (1.54, Not Implemented, rank 6). Overall, the internet addiction management practices were perceived to be Slightly Implemented with a mean rating of 2.47. Thus, the Grand Mean on the level of implementation among the six internet addiction management practices were per-

**Table 4. Difference in the Level of Internet Addiction when Grouped According to the Students' Profile**

Personal Profile	Sources of Variation	Sum of Squares	Df.	Mean Square	F	Sig.
Age	Between Groups	18.63	4	4.66	4.60**	0.001
	Within Groups	1529.71	1510	1.01		
	<b>Total</b>	<b>1548.34</b>	<b>1514</b>			
Sex	Between Groups	64.74	1	64.74	66.02**	0.000
	Within Groups	1483.60	1513	0.98		
	<b>Total</b>	<b>1548.34</b>	<b>1514</b>			
Civil Status	Between Groups	76.58	3	25.53	26.19**	0.000
	Within Groups	1471.04	1509	0.98		
	<b>Total</b>	<b>1547.62</b>	<b>1512</b>			
Course	Between Groups	43.04	4	10.76	10.79**	0.000
	Within Groups	1505.30	1510	1.00		
	<b>Total</b>	<b>1548.34</b>	<b>1514</b>			
Current Address Origin	Between Groups	136.91	1	136.91	145.90**	0.000
	Within Groups	1409.44	1502	0.94		
	<b>Total</b>	<b>1546.34</b>	<b>1503</b>			
Family Monthly Income	Between Groups	278.11	5	55.62	66.08**	0.000
	Within Groups	1270.23	1509	0.84		
	<b>Total</b>	<b>1548.34</b>	<b>1514</b>			
Parent's/Guardian's Occupation	Between Groups	107.06	4	26.76	28.04**	0.000
	Within Groups	1441.28	1510	0.95		
	<b>Total</b>	<b>1548.34</b>	<b>1514</b>			
Number of Hours of Study Habits	Between Groups	192.15	6	32.03	35.58**	0.000
	Within Groups	1355.67	1506	0.90		
	<b>Total</b>	<b>1547.81</b>	<b>1512</b>			
GWA for S.Y. 2015-2016	Between Groups	243.50	8	30.44	35.13**	0.000
	Within Groups	1304.83	1506	0.87		
	<b>Total</b>	<b>1548.34</b>	<b>1514</b>			

\*\* : Highly significant at the 0.01 alpha level of significance (H0 is rejected)

ceived to be Slightly Implemented and among the six internet addiction management practices, notice the superiority of Equipment Monitoring, Screening and Blocking as the lone practice being perceived by administrator-respondents as Implemented. This supports the fact that AMA is a computer-based school and used said strategy to protect internet users; however, unable to equally give same level of implementation on other areas of internet addiction management practices as there-

fore result on the findings of the level of addiction exist among respondents.

The data on the difference in the level of internet addiction when grouped according to the students' profile is presented in **Table 4**. There was a highly significant difference in the level of internet addiction when grouped according to the students' age (Sig. = 0.001), sex (Sig. = 0.0), civil status (Sig. = 0.0), course (Sig. = 0.0), current address origin (Sig. = 0.0), family monthly income (Sig. = 0.0), parent's/guardian's occupation (Sig. =

**Table 5. Difference in the Internet Addiction Test Scores when Grouped According to the Students' Profile**

Personal Profile	Sources of Variation	Sum of Squares	Df.	Mean Square	F	Sig.
Age	Between Groups	7462.72	4	1865.68	4.61**	0.001
	Within Groups	611728.78	1510	405.12		
	<b>Total</b>	<b>619191.50</b>	<b>1514</b>			
Sex	Between Groups	25865.06	1	25865.06	65.96**	0.000
	Within Groups	593326.45	1513	392.15		
	<b>Total</b>	<b>619191.50</b>	<b>1514</b>			
Civil Status	Between Groups	30694.37	3	10231.46	26.25**	0.000
	Within Groups	588208.33	1509	389.80		
	<b>Total</b>	<b>618902.69</b>	<b>1512</b>			
Course	Between Groups	17194.86	4	4298.72	10.78**	0.000
	Within Groups	601996.64	1510	398.67		
	<b>Total</b>	<b>619191.50</b>	<b>1514</b>			
Current Address Origin	Between Groups	54718.95	1	54718.95	145.81**	0.000
	Within Groups	563673.39	1502	375.28		
	<b>Total</b>	<b>618392.34</b>	<b>1503</b>			
Family Monthly Income	Between Groups	111242.37	5	22248.48	66.10**	0.000
	Within Groups	507949.13	1509	336.61		
	<b>Total</b>	<b>619191.50</b>	<b>1514</b>			
Parent's/Guardian's Occupation	Between Groups	42833.75	4	10708.44	28.06**	0.000
	Within Groups	576357.75	1510	381.69		
	<b>Total</b>	<b>619191.50</b>	<b>1514</b>			
Number of Hours of Study Habits	Between Groups	76830.69	6	12805.11	35.57**	0.000
	Within Groups	542150.87	1506	359.99		
	<b>Total</b>	<b>618981.55</b>	<b>1512</b>			
G.W.A. for SY 2015-2016	Between Groups	97402.19	8	12175.27	35.14**	0.000
	Within Groups	521789.31	1506	346.47		
	<b>Total</b>	<b>619191.50</b>	<b>1514</b>			

\*\* : Highly significant at the 0.01 alpha level of significance (Ho is rejected)

0.0), number of hours of study habits (Sig. = 0.0), and GWA for S.Y. 2015-2016 (Sig. = 0.0). The computed significance values (Sig.) were less than 0.01 with the alpha level of significance.

The data on the difference in the level of internet addiction when grouped according to the students' profile is presented in **Table 5**. There was a highly significant difference in the internet addiction test scores when grouped according to the students' age (Sig. =

0.001), sex (Sig. = 0.000), civil status (Sig. = 0.000), course (Sig. = 0.000), current address origin (Sig. = 0.000), family monthly income (Sig. = 0.000), parent's/guardian's occupation (Sig. = 0.000), number of hours of study habits (Sig. = 0.000), and GWA for S.Y. 2015-2016 (Sig. = 0.000).

The relationship between the level of internet addiction and the perceived level of implementation of the internet addiction management practices is shown in

**Table 6. Relationship between the Level of Internet Addiction and the Perceived Level of Implementation of the Internet Addiction Management Practices**

Relationship between	Knowledge Enhancement	Equipment Monitoring, Screening, & Blocking	Support & Supervision	Alternative Activities	Regulation & Law Enforcement	Alertness & Awareness	
Level of Internet Addiction	Pearson-r	-0.717	-0.531	-0.898	-0.906	-0.559	-0.805
	t-computed	3.256*	1.983 (ns)	6.440*	6.772*	2.132 (ns)	4.287*
	t-tabular	2.228	2.228	2.228	2.228	2.228	2.228
	Interpretation	Strong negative relationship	Strong negative relationship	Very strong negative relationship	Very strong negative relationship	Strong negative relationship	Very strong negative relationship

\*: significant at the 0.05 alpha level of significance for df = 10, two-tailed test

ns: not significant at the 0.05 alpha level of significance for df = 10, two-tailed test

**Table 7. Relationship between the Internet Addiction Test Scores and the Perceived Level of Implementation of the Internet Addiction Management Practices**

Relationship between	Knowledge Enhancement	Equipment Monitoring, Screening, & Blocking	Support & Supervision	Alternative Activities	Regulation & Law Enforcement	Alertness & Awareness	
Internet Addiction Test Scores	Pearson-r	-0.757	-0.562	-0.884	-0.880	-0.472	-0.731
	t-computed	3.661*	2.149ns	5.966*	5.855*	1.693ns	3.384*
	t-tabular	2.228	2.228	2.228	2.228	2.228	2.228
	Interpretation	Strong negative relationship	Strong negative relationship	Very strong negative relationship	Very strong negative relationship	Moderate negative relationship	Strong negative relationship

\*: significant at the 0.05 alpha level of significance for df = 10, two-tailed test

ns: not significant at the 0.05 alpha level of significance for df = 10, two-tailed test

**Table 6.** There was a significant very strong negative relationship between the perceived level of implementation of the internet management practices on: support and supervision ( $r = -0.898$ ); alternative activities ( $r = -0.906$ ); and alertness and awareness ( $r = -0.805$ ) respectively and the level of internet addiction. The t-computed values of 6.440, 6.772, and 4.287 respectively are higher than the t-tabular value of 2.228 for a two-tailed test at the 0.05 alpha level of significance and 10 degrees of freedom. There was a significant strong negative relationship between the perceived level of implementation of the internet addiction management practices on knowledge enhancement and the level of internet addiction ( $r = -0.717$ ). The t-computed value of

3.256 is greater than the t-tabular value of 2.228 for a two-tailed test at the 0.05 alpha level and 10 degrees of freedom. There was a strong negative but no significant relationship between the perceived level of implementation of the internet management practices on equipment monitoring, screening, and blocking and the level of internet addiction ( $r = 0.531$ ), and between regulation and law enforcement and the level of internet addiction ( $r = -0.559$ ). The t-computed values of 1.983 and 2.132 respectively are less than the t-tabular value (2.228) for a two-tailed test at the 0.05 alpha level and 10 degrees of freedom.

The negative relationship indicates that as the intensity of the perceived level of implementation increases,



the level of internet addiction decreases. This implies that when the school will increase the implementation of the internet addiction management practices, the level of internet addiction among students of AMA Computer Colleges in Region III will decrease.

The relationship between the internet addiction test scores and the perceived level of internet addiction management practices is shown in **Table 7**. There was a significant very strong negative relationship between the perceived level of implementation of the internet management practices on: support and supervision and the internet addiction mean test scores ( $r = -0.884$ ), and between and alternative activities and the internet addiction mean test scores ( $r = -0.880$ ). The t-computed values of 5.966 and 5.855 respectively are higher than the t-tabular value of 2.228 for a two-tailed test at the 0.05 alpha level of significance and 10 degrees of freedom.

There was a significant strong negative relationship between the perceived level of implementation of the internet addiction management practices on knowledge enhancement and the internet addiction mean test scores ( $r = -0.757$ ), and between alertness and awareness and the internet addiction mean test scores ( $r = -0.731$ ). The t-computed values of 3.661 and 3.384 respectively are greater than the t-tabular value of 2.228 for a two-tailed test at the 0.05 alpha level and 10 degrees of freedom.

There was a strong negative but no significant relationship between the perceived level of implementation of the internet management practices on equipment monitoring, screening, and blocking and the internet addiction mean test scores ( $r = -0.562$ ). There was a moderate negative but no significant relationship between the perceived level of implementation of the internet management practices on regulation and law enforcement and the internet addiction mean test scores ( $r = -0.472$ ). The t-computed values of 2.149 and 1.693 respectively are less than the t-tabular value of 2.228 for a two-tailed test at the 0.05 alpha level and 10 degrees of freedom.

The negative relationship indicates that as the intensity of the perceived level of implementation of the internet addiction management practices increases, internet addiction test scores decrease. This implies that when the school will increase the intensity of imple-

mentation of the internet addiction management practices, internet addition scores among students of AMA Computer Colleges in Region III will decrease.

The advancement in this study in internet addiction as psychological disorder has been impacted Academe since students as its main clients were prone to this modern holocaust. Due to the explosion of the digital age, internet addiction disorder has taken the reigns as the top culprit is technology addiction as of late. With no doubt, we are in such a century that we depend mostly in technology; however, excessive and off beam used of it may lead to negative effects. Instructors and School Administrators should also be prepared and well-equipped to implement preventive measure and strategies to solve issues brought by internet addictions.

## CONCLUSIONS

The level of internet addiction of the students is described as Often indicating severe level. The mean internet addiction test score of the students is 79.75, indicating severe dependence on the internet. The overall internet addiction management practice is perceived as Slightly Implemented. There is a highly significant difference in the level of internet addiction when group according to students' profile variables. There is a highly significant difference in the internet addiction test scores when grouped according to students' profile variables. There is a significant relationship between the level of internet addiction and the perceived level of implementation of the internet addiction management practices. There is a significant relationship between the internet addiction test scores and the perceived level of implementation of the internet addiction management practices. Consonant to the findings and conclusions, the researcher recommends to improve the implementation of the internet addiction management practices; sustain the implementation of the internet addiction management practices on equipment monitoring, screening, and blocking, giving emphasis on the issuance of weekly monitor report and censure of what they do and browse or intent to access online and through using of reminder cards, a portable reminder of what addicts want to avoid and what they want to do; the school provide funding and resources to implement these intervention strategies. ■

## ARTICLE INFORMATION

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**Author Contributions:** Agatep had full access to all of the data in the study and take responsibility for the integrity of the data and the accuracy of the data analysis.  
*Study concept and design:* Agatep, Edaño.  
*Acquisition, analysis, or interpretation of data:* Agatep, Edaño.  
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