

**Relationship between Internet Use and Maladaptive Perfectionism among
College Students**

Dissertation submitted in partial fulfilment of the requirements for the award of
Bachelor of Science in Psychology

By

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CERTIFICATE

This is to certify that the dissertation entitled, “Relationship between Internet Use and Maladaptive Perfectionism among College Students”, is a bonafide record submitted by Parvathy E. A, Reg.no. SB20PSY043, of St. Teresa’s College, Ernakulam under the supervision and guidance of Ms. Anjitha Venugopal and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

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I, Parvathy E. A, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Anjitha Venugopal, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

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Abstract

This study investigates the relationship between maladaptive perfectionism and internet usage among college students. Maladaptive perfectionism is characterized by excessively high standards, a strong fear of failure, and self-criticism. A total of 306 participants completed an online survey that assessed their level of internet use and maladaptive perfectionism. The data was analysed using Spearman correlation tests and Mann-Whitney U tests. The results indicate a positive correlation between maladaptive perfectionism and internet usage, as well as a significant difference in internet usage and maladaptive perfectionism between males and females. These findings suggest the need for interventions that address internet usage in efforts to reduce maladaptive perfectionism in college students. Further research is necessary to gain a better understanding of the underlying mechanisms of this relationship and to develop effective interventions to prevent or decrease the negative effects of maladaptive perfectionism and internet usage

Keywords: Internet use, Internet Addiction, Maladaptive Perfectionism

CHAPTER I

Introduction

The widespread adoption of smartphones has led to a dramatic increase in internet usage across the world, with it becoming an integral part of daily life. Young people are the primary users, and as of 2022, over five billion people use the internet on a daily basis. In developing countries, the rate of internet usage has risen significantly, going from 8% in 2005 to 57% in 2021. According to the Internet and Mobile Association of India (IAMAI), India currently has around 700 million active internet users, and this number is expected to reach 900 million by 2025, as per recent data.

In today's world, the internet has become an essential part of people's daily lives, especially for college students who have grown up in the era of the internet. College students use the internet extensively for a variety of purposes, including learning, entertainment, and communication.

The COVID-19 pandemic led to school closures across the world, affecting 172 countries and over 1.5 billion students, which amounts to approximately 90% of the global student population, according to UNESCO. In response to the closures, educational practices shifted from traditional face-to-face learning to online learning for all schools and training activities. As a result of physical distancing interventions, social isolation, and quarantines, there has been a significant increase in internet consumption during the pandemic. Many students who were new to online learning were forced to adapt to a new environment and were required to use the internet extensively. However, the increased availability and regular access to the internet may lead to excessive internet use, which is a potential risk factor for the development of internet addiction (IA).

Internet addiction

The internet has revolutionized the way people communicate, and there has been a significant increase in the number of internet users worldwide in the past decade. The internet has become a powerful tool in overcoming geographical barriers between individuals, thanks to advancements in media and technology. However, with the widespread availability and mobility of new media, internet addiction (IA) has become a potential problem, especially among young people. IA is characterized by excessive computer use that interferes with an individual's daily life.

In classical psychology and psychiatry, Internet addiction (IA) is a relatively new phenomenon, and different terms such as "compulsive Internet use," "problematic Internet use," "pathological Internet use," and "Internet addiction" are often used interchangeably in the literature. Psychologist Mark Griffiths defined IA as a "non-chemical behavioural addiction that involves human-machine (computer-Internet) interaction." IA is a behavioural problem that has gained increasing scientific recognition over the past decade, with some researchers referring to it as a "21st Century epidemic." The psychopathological symptoms of IA include Salience (the respondent feels preoccupied with the Internet, hides the behaviour from others, and may lose interest in other activities and relationships, preferring more solitary time online), Excessive Use (the respondent engages in excessive and compulsive online behaviour and is intermittently unable to control time online, hiding it from others), Neglect of Work (job or school performance and productivity are compromised due to the amount of time spent online), Anticipation (the respondent thinks about being online when not at the computer and feels compelled to use the Internet when offline), Lack of Control (the respondent has trouble managing online time, frequently stays online longer than intended, and others may complain about the amount of time spent online), and Neglect of Social Life (the respondent frequently forms new relationships with fellow online users and uses the Internet to establish social connections that may be missing in his or her life).

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There is a growing concern worldwide about "Internet Addiction," which was originally proposed as a disorder by Goldberg. Griffiths considers it a type of behavioural addiction that meets the six "core components" of addiction, which are salience, mood modification, tolerance, withdrawal, conflict, and relapse. The question arises whether people become addicted to the platform or the content of the Internet. A study has suggested that Internet addicts become addicted to different aspects of online use, and they can be classified into three subtypes: excessive gaming, online sexual preoccupation, and e-mailing/texting. Additionally, the study identified several types of IA, including cyber-sexual addiction, cyber-relationship addiction, net compulsions, information overload, and computer addiction.

Internet addiction can also have physical effects on the body, such as eye strain, neck and back pain, headaches, and sleep disturbances due to prolonged use of computers and mobile devices. Studies have shown that excessive Internet use can lead to changes in brain structure and function, particularly in the areas related to impulse control, decision-making, and emotional processing.

Moreover, Internet addiction can also have a negative impact on social relationships, as individuals with IA may spend more time online than engaging in face-to-face interactions with friends and family. This can lead to social isolation, loneliness, and difficulty in forming and maintaining real-life relationships. It can also lead to a lack of productivity, which may result in financial difficulties and problems with job performance.

The college demographic is particularly prone to developing a reliance on the Internet, surpassing other demographic groups in susceptibility. Several factors contribute to this phenomenon, such as having a greater amount of free time, the simplicity of utilizing the Internet, the psychological and developmental traits of young adulthood, limited or absent parental oversight, a covert expectation to use the Internet and computers for academic purposes, as well as utilizing the Internet as a means of escaping from exam-related stress.

However, Internet addiction is not currently recognized as a disorder in the DSM-V, but rather an area that requires further investigation. While there are numerous studies worldwide that address the issue of behavioural addiction, many of these studies have used inconsistent criteria to evaluate the degree of addiction, implemented recruitment methods that may have resulted in significant sampling bias, and utilized exploratory data analysis techniques rather than confirmatory data analysis techniques to investigate the degree of association between variables rather than causal relationships. Additionally, the lack of large-scale epidemiological studies and the differences in the use of diagnostic criteria have made it difficult to establish the prevalence of internet addiction.

Maladaptive Perfectionism

The concept of perfectionism encompasses an excessive adherence to high personal standards and overly critical self-evaluations, as defined by Frost et al. (1990). This multidimensional construct has been examined through various models, including individual models and their subdimensions, as well as a combination of multiple models. Researchers have explored the benefits of adopting a multidimensional perspective, as it provides a more comprehensive understanding of the different forms of perfectionism and their respective outcomes (Stoeber & Otto, 2006). Previous studies utilizing these approaches have shed light on the diverse manifestations of perfectionism and its associated consequences (Frost et al., 1990; Hewitt & Flett, 1991; Mackinnon & Sherry, 2012; Rice et al., 1998; Slaney et al., 2001).

Hewitt and Flett (1991) proposed a well-established model of multidimensional perfectionism, which focuses on the direction of perfectionistic beliefs and behaviours. In this model, perfectionism is categorized into two subtypes: self-oriented perfectionism and socially prescribed perfectionism. Self-oriented perfectionism involves individuals attaching irrational importance to being perfect, setting unrealistic expectations for themselves, and being overly self-critical. In contrast, socially prescribed perfectionism pertains to individuals who believe that their social environment is highly demanding and

that they must display perfection to gain approval, as they perceive that others judge them harshly. By distinguishing between these two subtypes, this model provides insight into the different ways in which perfectionism manifests and the underlying beliefs and behaviours that drive it.

When an individual's perfectionistic expectations are directed towards others, they impose impractical standards on those around them and critically evaluate them (referred to as other-oriented perfectionism). This perspective was originally developed during a time when perfectionism was viewed unidimensional and only focused on the intrapersonal aspects of perfectionism (i.e., self-oriented perfectionism).

Perfectionism is characterized by an individual's inclination to demand exceedingly high standards in all aspects of their life, with little tolerance for errors and a belief that anything less than perfection is unacceptable (as defined by Burns, 1980; Hamachek, 1978). Research has shown that perfectionism is often observed in high-achieving students with exceptional talents (Chan, 2007; Parker, 1997; Siegle & Schuler, 2000; Silverman, 1999; Speirs-Neumeister, 2004). Although a moderate level of perfectionistic desire can motivate students to achieve greater success, excessive perfectionism can have detrimental effects on their emotional and psychological wellbeing (as suggested by Kottman & Ashby, 2000; Nounopoulos, Ashby, & Gilman, 2006; Silverman, 1999).

Need and significance of the study

Perfectionism can be defined as an individual's tendency to demand extremely high standards in everything he or she does, with little tolerance for mistakes and a feeling that anything less than perfect is unacceptable (Burns, 1980; Hamachek, 1978). For many years, research has confirmed that perfectionism is evident in some students of high intellectual ability or with special talents (Chan, 2007; Parker, 1997; Siegle & Schuler, 2000; Silverman, 1999; Speirs-Neumeister, 2004). Perfectionism for these students can be either a blessing or a curse. While a modest degree of desire for perfection can positively motivate

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some students to higher achievement, excessive perfectionism can be detrimental to their psychological and emotional wellbeing (Kottman & Ashby, 2000; Nounopoulos, Ashby, & Gilman, 2006; Silverman 1999). All teachers and personnel concerned with guidance and counselling of gifted students need to be able to investigate the degree and nature of a student's desire for perfection in cases where this desire may be problematic.

CHAPTER II

Review of literature

According to research done by Amanda Hunsaker and Eszeter Hargittai on the aspect of internet usage among older adults it comprises a growing proportion of current and potential Internet users, understanding the state of Internet use among older adults as well as the ways their use has evolved may clarify how best to support digital media use within this population. This article synthesizes the quantitative literature on Internet use among older adults, including trends in access, skills, and types of use, while exploring social inequalities in relation to each domain. The authors also reviewed on the relationship between health and Internet use, particularly relevant for older adults.

Keith J Anderson did his work on internet use among college students in classrooms at eight academic institutions to identify how the student's use of the internet has affected their social or academic lives. It was found that majority of students uses internet for 100 minutes per day, a small group of students use internet to degree that interferes with other aspect of their lives. Most of them are men and are found among the hard science academic majors.

Mohd Sazili Shahibi & Ku Nur Khafidhah Ku Rusli did a study to measure the influence of internet usage on student's academic performance. Internet have become an important tool and required by the knowledge-based society present the contemporary for information management, information search, communication, and research and learning. The results obtained have shown that student interest in university among final year students of the faculty of information management is the most effective factor in improving student academic achievement. Besides, the researcher also found that Online Media usage for Education also helps students in improving their academic achievement.

Study performed by Thompson S.H Teo, Vivien K G Limp & Raye Y C Lai focused on both intrinsic (i.e., perceived enjoyment) and extrinsic (i.e., perceived usefulness) motivation for the use of the Internet. Results indicated that local Internet users used the Internet mainly because they perceived the Internet to be more useful to their job tasks and secondarily, because it is enjoyable and easy to use. Findings demonstrated that while perceived usefulness had consistently strong effects on all usage dimensions (frequency of Internet usage, daily Internet usage and diversity of Internet usage), perceived ease of use and perceived enjoyment affected each specific usage dimension differently.

Shiva Geranmayepour & Mohammad Ali Besharat performed research on the topic Perfectionism and mental health. Positive perfectionism was positively associated with psychological well-being and negatively associated with psychological distress. The results also revealed that negative perfectionism was negatively associated with psychological wellbeing and positively associated with psychological distress.

The study performed by Silvia Melero, Alexandra Morales, José Pedro Espada , Iván Fernández-Martínez & Mireia Orgilés aimed to examine differences in gender, age, and psychopathology, according to the perfectionism level, and to analyse how perfectionism dimensions contribute to the development of psychological strengths and difficulties in children. Results showed that 27.6% of the children belonged to the high perfectionism group, characterized by an elevated Socially Prescribed Perfectionism (SPP). Compared to girls, boys presented higher scores in all perfectionism measures. The younger children presented higher SPP and lower Self-oriented Perfectionism-Critical (SOP-Critical) than the older group. High perfectionism was related to psychological problems. The SOP-Critical increased the likelihood of developing emotional symptoms and total difficulties, and SPP was associated with behavioural and peer problems. In contrast, Self-oriented Perfectionism-Striving (SOP-Striving) was related to greater pro

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social behaviour. This research has important implications for the design of Trans diagnostic strategies targeting the prevention and intervention of psychological difficulties in schoolchildren.

Research on Adaptive and maladaptive perfectionism among medical students was conducted by Murray W Enns, Brian J Cox, Jitender Sareen & Paul Freeman. The present study sought to compare the perfectionism profile of medical students with that of a general arts student group and to examine the relationship among perfectionism, distress symptoms and academic expectations and satisfaction. In comparison with arts students, the perfectionism profile of medical students showed higher personal standards, lower doubts about actions and lower maladaptive perfectionism scores. In the medical student's adaptive perfectionism (achievement striving) was significantly correlated with baseline academic performance expectations and conscientiousness and was predictive of dissatisfaction with academic performance at time. Maladaptive perfectionism (excessive evaluative concerns) was significantly correlated with baseline distress symptoms and neuroticism and was predictive of symptoms of depression and hopelessness at time.

Study performed Shanti Periasamy & Jeffrey S Ashby on the topic multidimensional perfectionism and locus of control. The researchers found that adaptive perfectionists and maladaptive perfectionists had significantly higher internal locus of control scores than non-perfectionists and that maladaptive perfectionists had significantly higher external locus of control-powerful others than both adaptive perfectionists and non-perfectionists.

CHAPTER III

Methodology

Aim

To understand the correlation between internet usage and maladaptive perfectionism among college students.

Research Question

- Is there any significant relation between internet addiction and maladaptive perfectionism?
- Is maladaptive perfectionism strongly expressed in men than women?
- Do individuals with higher internet addiction have extreme maladaptive perfectionism?

Objective

- To study the correlation between internet use and maladaptive perfectionism.
- To study the difference in internet usage between male and female college students.
- To study the difference in maladaptive perfectionism between male and female college students.
- To find whether individuals with higher internet addiction have extreme maladaptive perfectionism.

Hypotheses

H1: Is there any significant correlation between maladaptive perfectionism and internet usage.

H2: Is there any significant difference between males and females in internet usage

H3: Is there a significant correlation between internet use and maladaptive perfectionism in males.

H4: Is there a significant correlation between internet usage and maladaptive perfectionism in females.

H5: Is there a significant difference between males and females in maladaptive perfectionism.

Operational Definition

Internet addiction

Internet addiction is defined by excessive or uncontrollably impulsive preoccupations, desires, or actions related to computer use or online access that impair functioning or cause suffering.

Maladaptive Perfectionism

Maladaptive perfectionism refers to the unhealthy setting of unrealistic standards combined with harsh self-criticism and low self-esteem. The latter is often accompanied by feelings of distress, anxiety and sometimes depression.

Research design

Correlational design and Independent Samples t test is used to analyse the data

Sample

The sample that was chosen was within the age group of 18 – 25. Both males and females were equally considered from the category of college going students. This was chosen because comparing with the working-class people of this age group students spend more time in browsing as well as maintaining social media life. A total of 151 males and 155 females responded to the study. Required information was collected through online surveys circulated among college students.

Population

The population chosen for the study was college going students that to belonging to the age group of 18 – 25. The population was chosen such because more social media and internet usage was observed within this age group and that to within college students.

Sampling design

Considering a very large population sticking on with the above population criteria convenient sampling was chosen in order for obtaining the data more easily.

Inclusion criteria

- Participants who are willing to participate
- Students of age group 18 to 24

Exclusion criteria

- Individuals who are working
- Individuals with intellectual disabilities

Tools

1. Informed consent
2. Socio demographic data
3. Chen Internet addiction Scale –revised (CIAS-R)

The Chen Internet Addiction Scale (CIAS) was developed by Chen Weng, Su, Wu & Yang.

To assess the participant's internet addiction levels, we use the Chen Internet Addiction Scale-revised. The CIAS-R is a 26-item questionnaire that uses a 4-point Likert scale ("1 = does not match my experience at all" to "4 = definitely matches my experience"). Responses across the items are then summed, with higher scores indicating higher levels of IA. Validity and reliability of CIAS questionnaire was evaluated with factorial analysis, internal consistency, convergent validity, and Cronbach alpha test. In the validity investigation of CIAS, convergent validity shows ($r=0.85$).

The CIAS appears to be a convenient tool, useful for both clinical screening and epidemiologic research, providing psychometrically sound reliability and validity. The results of the present study suggest the use of this self-report scale as a first screening instrument in clinical practice. The developed cut-off points of the CIAS make massive surveying of

Internet addiction more possible, providing useful information for further intervention and prevention. It can also be used in risk factor studies of Internet addiction in the future.

4. Frost Multidimensional Perfectionism Scale

The Frost Multidimensional Perfectionism Scale (FMPS) [10] to measure the participants' maladaptive perfectionism. The FMPS contains 27 items with 5 dimensions of perfectionism: Concern over Mistakes (CM), Doubts about Actions (DA), Personal Standards (PS), Parental Expectations (PE), and Organization (OR). Among them, Organization belongs to adaptive perfectionism, while the other 4 dimensions belong to maladaptive perfectionism. A 5-point Likert scale ("1 = strongly disagree" to "5 = strongly agree") was adopted. We summed up the scores of the CM, DA, PS, and PE, with a higher score indicating a higher maladaptive perfectionism.

Procedure

The questionnaire combining the Chen internet addiction scale and the Frost multidimensional perfectionism scale was prepared at first. Participants for the study were convenient sampling method and a sample of 300 participants who met the inclusion criteria was found. The information in this study was gathered by distributing an online questionnaire via google form to the population. The true purpose of the study was revealed to the participants and was given the consent to withdraw from participating at any time during the study. Socio-demographic data was collected from the participants, after which the participants completed the survey questions which was self-administered. It was made sure that the participant has attended each question in the google form in total. The scoring guidelines provided within

the questionnaires were used to score them. And final results were analysed and calculated using SPSS. After the completion of the data collection participants were thanked and appreciated for their participation in the study.

Ethical consideration

- The consent of the participant will be obtained.
- Confidentiality and anonymity will be ensured
- Voluntary participation

Data analysis

The data obtained from the respondents was analysed using the software IBM SPSS, version 29. The normality of the data was checked using tests such as Kolmogorov-Smirnov and Shapiro Wilkerson. The results of them indicated that the data did not follow a normal distribution. Since the assumption of normality required to use Pearson correlation was disproved, Spearman's rank correlation method was used to measure the strength and direction of association that exists between the variables for the non-parametric data.

Table 3.1

The table shows the reliability scores of the scales.

Scale	Reliability (Cronbach's Alpha)
Internet Addiction	.967
Maladaptive Perfectionism	.962

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The reliability of the scales was checked and observed to be satisfactory and good (Cronbach's Alpha above .7). The scores can be seen in table 3.9.1.

Table 3.2

The table shows the normality of the data.

Variables	Significance value
Internet Addiction	.002
Concern with organization	<.001
Concern over mistakes and doubts about action	<.001
Excessive concern with parents' expectation	<.001
Excessively high personal standards	.002
Maladaptive perfectionism	.004

a. Lilliefors Significance Correction

Normality was tested using Kolmogorov -Smirnov test. According to the results, data distribution is not normal. Hence non-parametric tests have been used.

CHAPTER IV

Section I- Descriptive Analysis

Table 4.1

The table shows the descriptive statistics of the data.

	N	Mean	Standard deviation
Internet addiction	306	72.47	20.193
Maladaptive perfectionism	306	101.27	24.620

The above table shows the descriptive statistics of the data. The lowest possible score for internet addiction is 26, indicating low internet addiction and highest possible score is 104, indicating high internet addiction. The mean score for internet addiction is 72.57 with standard deviation 20.193. Thus, we can say that above average of the total sample is addicted to internet. The lowest possible score for maladaptive perfectionism is 29 indicating low maladaptive perfectionism, and the highest possible score is 145 indicating high maladaptive perfectionism. The mean score for maladaptive perfectionism is 101.27 which indicate that above average of the sample has high maladaptive perfectionism.

Table 4.2

The table shows the correlation between internet addiction in male and maladaptive perfectionism in male.

Variables	Maladaptive perfectionism
Internet addiction	.827**

** Correlation is significant at the 0.01 level (2-tailed)

The summary of correlation between Internet addiction in male and maladaptive perfectionism in males can be seen in Table 4.2. The correlation coefficient is .827 and the correlation is significant.

($p < 0.01$)

This is a moderately strong correlation which indicates that as the internet usage increases maladaptive perfectionism also increases in males. Since the significance value is less than .01, the correlation is significant. Thus, we reject the null hypothesis and accept the alternative hypothesis. The result is supported by research done in Chinese college going students. Based on the study perfectionism had a stronger association with Internet addiction among males relative to females. The research illustrated that individuals with higher levels of maladaptive perfectionism were more likely to use the Internet problematically and develop internet addiction. When comparing with males and females males tend to spend more time in internet mainly using social media platforms like Instagram, WhatsApp etc and other video streaming and gaming platforms than females. The study shows that more maladaptive perfectionism is shown by males than females and This may be attributed to the higher social expectation toward males under the traditional gender role division. This leads to more maladaptive perfectionism in males. Due to the increased use of internet and perceiving of super perfect social life people tends to make their lives perfect in front of the public setting. More of high standards and perfectionism in every little thing that are to be done will be shown by people because of the continuous interaction with the model social world. The more internet accessibility towards the influencer lives in the social medias creates a sense of being perfect in one's own life setting only makes them acceptable to the world around them. So, this can be a prominent reason behind maladaptive perfectionism caused by higher usage of internet.

Table 4.3

The table shows the correlation between internet addiction in female and maladaptive perfectionism in female.

Variables	Maladaptive perfectionism
Internet addiction	.649**

** Correlation is significant at the 0 .01 level (2-tailed)

The summary of correlation between Internet addiction in female and maladaptive perfectionism in females can be seen in Table 4.3. The correlation coefficient is .649 and the correlation is significant. (p<0.01)

This is a moderately strong correlation which indicates that as the internet usage increases maladaptive perfectionism also increases in females. Since the significance value is less than .01, the correlation is significant. Thus, we reject the null hypothesis and accept the alternative hypothesis. The result is supported by research done in Chinese college going students. Based on the study perfectionism had a stronger association with Internet addiction among males relative to females. The research illustrated that individuals with higher levels of maladaptive perfectionism were more likely to use the Internet problematically and develop internet addiction. Females when compared to males use internet more for browsing in social media platforms like Instagram, YouTube etc and other sources like online shopping etc.

Females tend to spend less time when considered with males in social platforms. The development of maladaptive perfectionism can be because of more internet accessibility towards the influencer lives in the social medias creates a sense of being perfect in one's own life setting only makes them acceptable to the world around them. So, this can be a prominent reason behind maladaptive perfectionism caused by higher usage of internet.

Section II- Variance Analysis

Table 4.4

Indicates the result of Mann Whitney U test comparing the difference in internet addiction among males and females.

Internet addiction	Sig	N	Mean rank	U	z
Male	<0.001	151	177.16	8129.500	-4.619
Female		155	130.45		

According to the result of Mann Whitney U test in comparing the difference in internet addiction among males and females, it is found that there is strong significance difference in the usage of internet among male and female. This is because significance found in study is less than the level of significance which is 0.05. ($p < 0.05$)

It can infer from the above table that there is strong internet addiction in males when compared with females.

Table 4.5

Indicates the result of Mann Whitney U test comparing the difference in maladaptive perfectionism among males and females.

Maladaptive Perfectionism	Sig	N	Mean rank	U	z
Male	<0.001	151	175.89	8321.500	-4.370
Female			131.69		

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According to the result of Mann Whitney U test in comparing the difference in maladaptive perfectionism among males and females, it is found that there is strong significance difference in maladaptive perfectionism among male and female. This is because significance found in study is less than the level of significance which is 0.05.($p < 0.05$)

It can be inferred from the above table that maladaptive perfection is more in males when compared with females due to increased usage of internet.

CHAPTER V

Conclusion

Findings

The aim of the study was to define the relationship between internet usage and maladaptive perfectionism in both male and female college students. Correlation was drawn between internet addiction and maladaptive perfectionism among males and also internet addiction and maladaptive perfectionism among females. The population chosen for the study is college students of age group 18 – 25 both male and females. The sample was selected using convenient sampling, where the questionnaire was passed through online methods. The data collected was analysed using SPSS package.

The results of the study showed that:

- There is a significant relationship between internet usage and maladaptive perfectionism.
- There is a significant correlation between internet usage and maladaptive perfectionism in males.
- There is a significant correlation between internet usage and maladaptive perfectionism in females.
- There is a significant difference between internet usage among males and females.
- There is a significant difference between males and females in maladaptive perfectionism.

Implication

- Although there are many researches done based on technological addictions and related topics there are only few studies done connecting internet addiction and maladaptive perfectionism.
- The present study deepened the understanding of the individual risk factors of IA by revealing how it was related to personality.

- Although gender differences on Internet addiction have been described in prior studies, there was a lack of research examining the role of gender when investigating the relationship between maladaptive perfectionism and Internet addiction, as in the present study.
- The present study has a very high importance in the present era and has practical implications.

Limitations

- The study was conducted in cross sectional design, which was not able to define casual relationships.
- The data of this study were collected from two to three nearby universities. Despite the relatively large and diverse sample size, the participants may not be representative of the overall population of college students and research findings should be generalized with caution.
- The participant may respond in a manner which may show lower internet addiction because of interest for being socially desirable.

Suggestions for future studies

- The future studies can make use of a more advanced sampling rather than just convenience sampling.
- . The sample size must be large in order to ensure that the study is accurately applied to the whole population.
- Longitudinal studies must be conducted to understand the relationship between internet usage and maladaptive perfectionism among males and females.
- Future research could use multiple sources of data to improve the research validity.

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APPENDICES

a. Consent form

We are Parvathy E. A, Irin C Simon and Parvathy E. A, final year students of St. Teresa's College, Ernakulam, pursuing B.Sc. Psychology. As part of our final year research project, we are conducting a study on "Internet Use and Maladaptive Perfectionism in College students".

We would truly appreciate it if you take some time out to fill the questionnaire. Kindly fill the form only if you belong to the age group of 18-25 years.

Your participation in the research is completely voluntary. All information collected will be kept confidential and will solely be used for academic purposes. Please read the questions carefully and provide honest responses. There are no right or wrong answers. You may withdraw from the study at any moment if you feel like doing so.

By clicking on 'I Agree',

- 1) You have read the above description of the study.
 - 2) You belong to the age group 18-25 years.
 - 3) You are a college student
 - 4) You have freely consented to participate in this study
- I Agree
 - I Disagree

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b. Sociodemographic data

Name (Initials)

Age

- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25

Gender

- Male
- Female
- Prefer not to say

Education

- Undergraduate
- Postgraduate
- Research scholar

What do you generally use internet for?

- Social media

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- VOD /OTT streaming services
- Messenger services
- Music streaming services
- Gaming
- Content creation
- Listening to podcasts
- Internet surfing
- Other

What social platform do you generally use?

Part A

c. Chen- Internet Addiction Scale (CIAS)

Focusing on the last three months, rate the degree to which each statement matches your experience

1 Does not match my experience at all

2 Probably does not match my experience

3 Probably matches my experience

4 Definitely matches my experience

Scoring: The minimum and maximum scores of the CIAS are 26 and 104. Higher scores indicate a more severe level of Internet addiction. Respondents with scores of 64 and above were classified as Internet addicted.

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Items	1	2	3	4
I was told more than once that I spend too much time online.				
I feel uneasy once I stop going online for a certain period of time				
I find that I have been spending longer and longer periods of time online				
I feel restless and irritable when the Internet is disconnected or unavailable				
I feel energized online				
I stay online for longer periods of time than intended.				
Although using the Internet has negatively affected my relationships, the amount of time I spend online has not decreased				
More than once, I have slept less than four hours due to being online.				
I have increased substantially the amount of time I spend online.				
I feel distressed or down when I stop using the Internet for a certain period of time.				
I fail to control the impulse to log on.				
I find myself going online instead of spending time with friends.				

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I get backaches or other physical discomfort from spending time surfing the net.				
Going online is the first thought I have when I wake up in the morning.				
Going online has negatively affected my schoolwork or academic performance.				
I feel like I am missing something if I don't go online for a certain period of time.				
My interactions with family members have decreased as a result of Internet use.				
My recreational activities have decreased as a result of Internet use.				
I fail to control the impulse to go back online after logging off for other work.				
My life would be joyless without the Internet.				
Surfing the Internet has negatively affected my physical health.				
I have tried to spend less time online but have been unsuccessful.				
I make it a habit to sleep less so that more time can be spent online.				
I need to spend an increasing amount of time online to achieve the same satisfaction as before.				

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I fail to have meals on time because of using the Internet				
I feel tired during the day because of using the Internet I at night.				

d. Frost Multidimensional Perfectionism Scale (*FMPS*)

Instructions:

Please answer the following questions in relation to how much they apply to you. Do not spend too much time on any one question.

1 - Strongly disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly agree

Items	1	2	3	4	5
My parents set very high standards for me.					
Organization is very important to me.					
As a child, I was punished for doing things less than perfectly					
If I do not set the highest standards for myself, I am likely to end up a second-rate person					

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My parents never tried to understand my mistakes.					
It is important to me that I be thoroughly competent what I do.					
I am a neat person.					
I try to be an organized person.					
If I fail at work/school, I am a failure as a person.					
I should be upset if I make a mistake.					
My parents wanted me to be the best at everything.					
I set higher goals than most people.					
If someone does a task at work/school better than I then I feel as if I failed the whole task.					
If I fail partly, it is as bad as being a complete failure.					
Only outstanding performance is good enough in my family.					
I am very good at focusing my efforts on attaining a goal.					
Even when I do something very carefully, I often feel that it is not quite right.					
I hate being less than the best at things.					
I have extremely high goals.					
My parents expect excellence from me.					
People will probably think less of me if I make a mistake.					

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I never feel that I can meet my parents' expectation					
If I do not do as well as other people, it means I am inferior being.					
Other people seem to accept lower standards from themselves than I do.					
If I do not do well all the time, people will not respect me.					
My parents have always had higher expectations for my future than I have.					
I try to be a neat person.					
I usually have doubts about the simple everyday things that I do.					
Neatness is very important to me.					
I expect higher performance in my daily tasks than other people.					
I am an organized person.					
I tend to get behind in my work because I repeat things over and over.					
It takes me a long time to do something "right".					
The fewer mistakes I make, the more people will like me.					
I never feel that I can meet my parents' standards.					