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HOW DOES INTERNET ADDICTION AFFECTS THE FUTURE OF TOURISM?

Demetris Kouklou¹

Abstract

The purpose of this study was to examine the kind and frequency of higher education students in Cyprus pathological behaviors related to internet addiction, as observed by higher education lecturers. A quantitative approach was used to analyze and understand in which level internet obsession ascends, the way in which it affects all aspects of higher education students' life and their involvement at professional hospitality and tourism workplace and the kinds of programs and policies that could be used in schools to prevent internet compulsion. As a result, to affect the quality of service and the future of tourism in Cyprus. Corresponding to the results of this research, higher education teachers encounter very often the students with internet addiction in their theoretical and practical classes and they observe several symptoms such as distraction and mental absence from class. Thus, this research shows that students' results are very influenced by internet addiction and their level of involvement in school. Last, according to the results of this research, prevention policies should focus on school policies and practices to understand the phenomenon of internet addiction.

Key Words: *tourism, professional training, internet addiction*

JEL classification: *I23*

Introduction

Learning is a complex internal biological and spiritual phenomenon that has been studied by various disciplines of science such as psychology, pedagogy, physiology, medicine, biology, and others. Learning processes are so varied and different that their inclusion in one and the same category

¹ Demetris Kouklou, Lecturer, Independent Researcher, De La Croua 8 6025 Larnaca Cyprus, +35799679652, dkouklou@te.schools.ac.cy

cannot be valid and complete. Although several relevant studies have been conducted, learning remains a process that has not been fully interpreted and understood and accepted by all those involved in it (Kouklou, 2019). In essence what is written and said about learning are scientific assumptions derived from the observation and study of its results (Seel, 2001).

Internet addiction has been the object of scientific research for researchers from different scientific fields (Murali & George, 2007). Among other things, they examine the definition of this disorder, its symptoms, social groups that are most vulnerable, their characteristics, incidence, and rate of spread, as well as possible methods of coping with the problem (Kouklou, 2021). Although the Internet offers unique communication, entertainment and education opportunities, its misuse or overuse may lead users into addiction, with negative effects on all aspects of their lives (Fonseca, 2014). Internet addiction is a modern and complicated phenomenon, gradually affecting more users, especially adolescents (Papadimitriou & Sementeriadis, 2014).

Purpose and research questions

The purpose of the study is to explore higher education lecturers' experiences and views of internet addiction in learners and how this affects their students' involvement in school life, using a quantitative methodological approach. Thus, to investigate how can be affect the future of quality service in hospitality and tourism industry. The study also investigates ways in which the problem of internet addiction in college level can be alleviated. In this framework will be examine what interventions could be implemented at school (e.g. policies, practices, educational programs) to prevent the problem of internet addiction in students.

Concept of Internet

The internet has evolved rapidly in a few years, dominating the everyday lives of millions of people around the world. It is, therefore, worthwhile to point out a historical web-based look. The internet as we know it today is the evolution of an experimental network from the US during the Cold War, called ARPAnet (Khodabakhsh, 2014). In 1957, during the Cold War, the Soviet Union set in motion the first unmanned satellite. In America, it was feared that they could not be protected from a possible nuclear attack by

the Soviets, so the government decided to set up the Advanced Research Projects Agency (ARPA) to create a kind of technology that could be used for military purposes. Thus, this service created a communications network (ARPAnet) that would not collapse in the event of a nuclear war but would still operate even when most of the telecommunication would be useless (Hsu-Wen et al., 2009).

Types of internet addiction

There are many types of addiction that may not only be harmful to the individual's physical condition but can lead to changes in the person's behavior. This in turn can adversely affect a person's social life and physiological function. Internet addiction, otherwise known as computer addiction or internet addiction disorder (IAD), includes a variety of impulses and control problems, such as the following:

- Cybersexual Addiction: Compulsive use of online pornography, use of chat rooms or fantasy role playing websites that negatively affect real interpersonal relationships. Addiction to online relationships;
 - (Cyber-Relational Addiction): Addiction to social networks, chat rooms and messaging to the point where virtual, online friends gain more importance than real relationships, family and friends. Constantly making friendly and other relationships through the various chat rooms;
 - Forced use of the internet: Forced online gaming, gambling, stock trading or compulsive use of websites with online auctions such as eBay, which often lead to financial and professional problems;
 - Net Gaming: Give precious time to any kind of internet game, e-casino, e-shopping, all sorts of auctions and stock buyouts. (Ybarra, 2004);
 - Information Overload: Compulsive Internet browsing or database searches that reduce productivity and less social interaction with family and friends. A type of coercion that results precisely from wealth and the excellent variety of information available on the Internet. The user spends too much time searching, collecting and organizing information.
- Computer addiction: persistence with offline games or compulsive computer programming. The most common of these dependencies are online sex, online gambling, and addiction to online relationships (Dannon & Iancu, 2007).

Advantages and Dangers of Internet Use for undergraduate students

Perhaps one of the most important advantages of the internet that appeared from the beginning is e-mail (Davis, 2001). Now people's communication around the world was feasible almost in real time. Through e-mail, people could exchange messages, pictures, and other digital files. Where a letter made a few days to arrive through conventional mail now through e-mail it reaches in seconds. Using e-mail is also important for finding a job (sending a resume), communicating with public services, and more. Creating a personal e-mail account is free and there are several alternative providers like Yahoo, G-mail, Hotmail and more. Almost all providers also have webmail (or web-based mail) and so the user can access any of their Internet devices and a web browser in their account (Fernandez-Villa et al., 2015).

In addition to e-mail, one of the most important advantages of the internet is easy access to information. Now, on the Internet, we can find any information as everything tends towards the digital age such as newspapers, other media and more (Skarlatou, 2013). Apart from access to information, it is also possible to upload information to a user such as through web pages, blogs, forums and much more. And most importantly through any browser we can read information in any language. The internet can be used as a source of a great deal of educational material and data. Thus, we can also access electronic libraries in many parts of the world in a very fast time (Cyprus Statistical Service, 2013).

Distance learning is addressed to everyone but especially to people who are working or older and even to people with disabilities, i.e. people who have not been able to follow traditional education. However, distance learning usually lasts longer than traditional education. Also, the trainee can participate in training seminars where it can be improved in a number of areas. Some of the advantages of distance learning are: 1. Use of new technologies to ensure two-way communication between trainer and trainee. 2. The trainee is trained to learn while in his home or work without the physical presence of his trainer. 3. Flexible teaching techniques are used to help learners adapt their learning process to their needs, their lifestyle, their knowledge level, and their personal learning style. 4. A series of technological tools are used to bring the trainee in contact with his trainer and gain access to the educational material (Joppe, 2000).

Every company that has an electronic presence can expand its turnover by expanding the geographic limits of its transactions. This means that every company that sells its products online can also acquire customers in locations far from its headquarters, even abroad. Thus, it acquires branches in many areas and even with minimal operating costs. Also, every company that uses the Internet becomes more competitive, since it can be more easily informed about the current developments in its field (Cheng & Lee, 2014).

Internet Addiction Syndrome

One in six Cypriot students has problems with overuse and 1 in 100 is addicted and has an immediate need for drug addiction. Symptoms: Excessive time of engagement, neglect of obligations, aggressive behavior. Isolation and reduction of other activities. Sudden decrease in school performance, headaches, eye dryness (Choi-Kim et al., 2015). Internet intimidation involves the participation of peers on both sides or at least the participation of an adult motivated by a minor against another minor. In the case of adult involvement, the Cyber-Harassment or Cyber-Stalking is used (Lam, 2014).

However, the continuous virtual conversations can block communication with the real world, while the child feels he has a problem, cannot do anything to restrict the use of the computer. All of this has, as it is next, serious implications for various areas of its functionality. It reduces the time the teen spends with his family, his hobbies and social gatherings are reduced, the risk of obesity, musculoskeletal problems and eye diseases increases due to the many hours of immobility - in front of the screen (Shotton, 2007).

The development of technology and the widespread use of the internet have led to an increase in cybercrime. Electronic crime includes a wide range of criminal offenses, including virus proliferation, counterfeit software, unauthorized access to and interception of information, and slanderous internet sites, electronic deception, and pornography. The rapid growth of cybercrime and the international character of these activities often imply the involvement of foreign police services as well as the emergence of jurisdictional issues. The rapid development of technology, the development of information technology and the widespread use of the Internet have brought revolutionary changes to all day-to-day activities, to the production process, to trade, to education, to entertainment, and even to the way modern people think. Together with these changes, which in

general improve our quality of life, the parameters favoring the development of new forms of crime also come into play. These new forms of crime are institutionalized with the term Electronic Crime (Muller-Glaesmer et al., 2013).

According to the results of a survey conducted by McConnell International in 52 countries, cybercrime offenses are classified in the following categories: 1. Internet scams 2. Child pornography 3. Cracking and hacking 4. Handling-software piracy 5. Credit cards 6. Drug trafficking 7. Crime in chat rooms (Papamitsiou, 2009). Websites grow with geometric progress, as are the number of corrupt users estimated to be now more than 2,000. This form of crime has become enormous in size, and, in addition to satisfying the sick passion of the perpetrators, it appears to yield economic benefits. This form of criminality is constantly flaunting, new cases are constantly being launched, websites are starting from everywhere, and since 2001 they have seen an increase of 150% per year according to officers in the field of prosecution of cybercrime (Sofos- Athanasiadis et al., 2011).

Suggested symptoms-criteria that determine the degree of addiction in Internet in higher education students

Griffiths (2000) identified the six criteria that are necessary to characterize behavior as addictive: anxiety caused to the individual by the addictive agent projection, mood modification, tolerance, withdrawal, conflict and relapse (p. 539). The additional criteria for progress, rejection and continued use despite the consequences were added by Young. Projection occurs when an addictive agent becomes the most important activity in a person's life, causing him a concern about the activity. That is, there is an idealization of the medium, as the user considers the computer or the internet the most important capital of his everyday life. Of those who met the internet addiction criteria, 92% felt that the world felt empty without the internet, while 77% had daily web-related fantasies (Truer- Fabian et al., 2001).

According to Greenfield (1999, p.408), 83% of users are viewing. Mood modification refers to euphoria and excitement caused by dopamine release when dealing with the addictive agent. To those addicted to electronic games there is an increase in production of the dopamine brain neurotransmitter, which is associated with pleasure. Tolerance is a situation in which increased use of the internet is required in order for the person to succeed in changing

his mood. The person needs more and more hours of computer use, so they feel pleasure. Internet addicts use it 8 times more than non-addicts and 10 times more than average users 55% of internet users know that they spend too much time on the connection (Brenner, 1997).

Effects of addiction on the internet on students

The symptoms of teenagers who develop dependence on the internet are easily recognized and parents must pay particular attention to them. A child or adolescent with internet addiction is constantly engaged in this, while hours of work are gradually increasing. It loses the sense of time and stays on the internet longer than it intended, for example, a few minutes to be converted into a few hours. It is annoyed when the time spent on the Internet is interrupted. Thus, he is forgotten on the computer and is not aware of the time he spends on him. It often says "well, I will remain on the computer for only a minute" (Tsitsika- Critselis et al., 2009).

In addition, they feel guilty and shows a defensive stance on the use of the internet when someone brings the internet debate. It reacts very nervously, angrily or aggressively when someone interrupts it from an online game or from the chat that was online. Continuous complaints from others about excessive use. It hides the use of the internet or lied about the amount of time it spends on the computer, but also about the reasons for its use. It hides from parents and friends how many hours it spends on the internet and often does not confess it to itself (Tsitsika- Critselis et al., 2009).

Furthermore, physical symptoms are also likely to occur due to long-term use of the computer and the internet. Children and adolescents consider that using the internet for more than 10 hours per week significantly increases the likelihood of occurrence of biological disorders such as migraines, dry eyes or vision problems, musculoskeletal disorders (eg scoliosis, Carpal Pulp Syndrome, pain and numbness in the hands and wrists, back pain, neck and severe headaches), disorders in sleep quality, neglect of personal hygiene and physical exercise, eating disorders (severe increase or loss of effective weight), swollen feet, seizures due to excessive use (Young, 2004).

Methodology

According to (McLaughlin & Mertens, 2004) One of the main reasons of study is to create information that will increase knowledge and identify

effective practices or products (p.35). Nevertheless, a thorough review of the literature is a necessary condition for good quality research, and it should be the starting point of each researcher prior conducting any research (Boote & Beile, 2005). In this sense, for this research a literature review is conducted.

A quantitative approach is used to examine the research questions as well as claims, quantitative research applies experimental methods and quantitative analysis to test hypothetical generalizations. It places emphasis on facts and causes of certain behaviors. Information is quantified and in the form of numbers, and statistical analysis is applied (Winter, 2000).

In order to adequately answer the research questions, the researcher uses a quantitative approach. Therefore, a questionnaire was developed and administered to a convenient sample of 60 Higher education lecturers serving in Cyprus private colleges in the Larnaca, Nicosia and Limassol Districts during the school year 2020- 21.

Results of Analysis

According to the results of this research, interventions for tackling internet addiction involve a combination of policies revolving around school, family, and the state. These findings are confirmed by international research that have been conducted on the issue and that call for a multi-dimensional intervention approach.

More specifically, Individuals at higher risk of internet addiction are mostly children and adolescents and, as Vondrackova and Gabrhelik, (2016), assert, although research has focused on the diagnosis and cure of internet addiction, little attention has been paid in preventing it (p.569). Interventions should be targeted to school age individuals (Hsu-Wen et al., 2009).

The first step in the battle against the phenomenon of addiction and its treatment is the recognition of addiction. It is especially important to be aware of the various types of internet abuse. A key sign of recognizing addiction is the time someone spends in front of the computer and the time they think about the internet and internet related activities. The next step is to explore underlying or underlying problems that could be the primary or secondary cause of addiction. For example, the need for someone to get away from an unpleasant situation or problem. Before ways of treatment

are presented, it would be advisable to refer to ways of preventing the phenomenon, in order to avoid the treatment stage (Muller et al., 2013). In this way, respect for the personality of the young person, the establishment of proper and fruitful communication within the home and the creation of a good relationship between all family members contribute to the implementation of the limits within the home.

School environment

Educational awareness of the existence of the phenomenon. Teaching teachers to use computers to carry out school assignments through them. Student education for various applications and their facilitation in the use of web search engines. Providing internet within the school environment, with password / login and maximum usage time (eg 45 minutes/day). Filters prohibiting entry to inappropriate websites should be used.

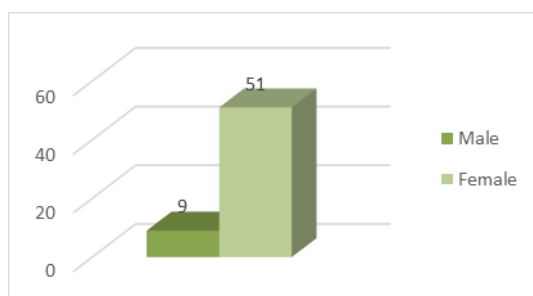
The existence of a school psychologist with a training in tackling internet abuse to deal with student facing a similar problem. Promote the use of the computer as a study and information tool, and not just as a means of entertainment (Muller et al., 2013).

Analysis

Part A: Individual and demographic data

Question 1: The 85% of the participants who participated in our research were females and the rest 15% were males.

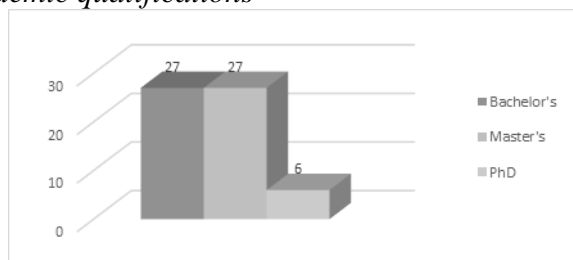
Figure 1: Sex



Source: Author's calculations

Question 2: The 45% had a Bachelor's degree and another 45% had a Master's degree and the rest 10% had a PhD.

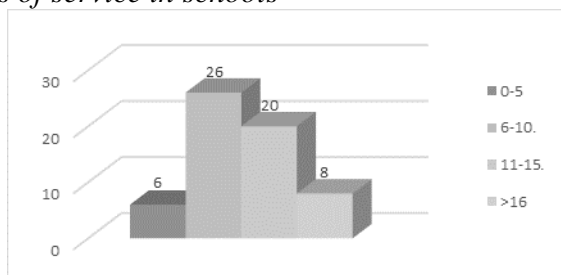
Figure 2: *Academic qualifications*



Source: *Author's calculations*

Question 3: The 43,3% of the participants had 6-10 years of service in schools, the 33,3% had 11-15 years, the 13,3% had more than 16 years of service in schools and the rest 10% had 0-5 years of service in schools.

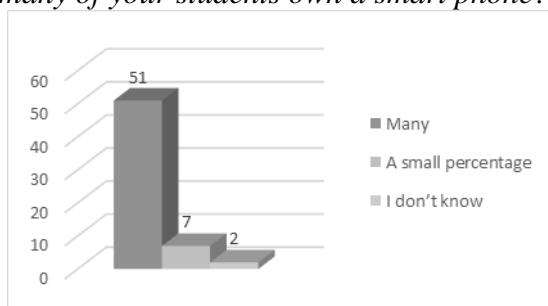
Figure 3: *Years of service in schools*



Source: *Author's calculations*

Question 4: The 85% of the teachers said that many of the students own a smart phone, the 11,7% said that a small percentage of students own a smart phone and the last 3,3% didn't know whether students own a smart phone.

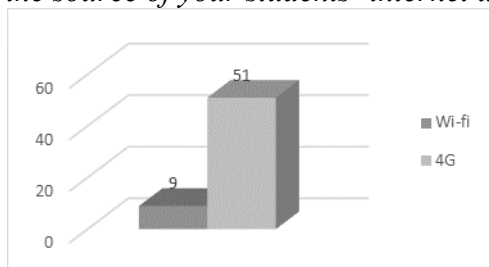
Figure 4: *How many of your students own a smart phone?*



Source: *Author's calculations*

Question 5: Most of the teachers said that the source of internet that students use at school is mostly 4G and the rest 15% is Wi-Fi.

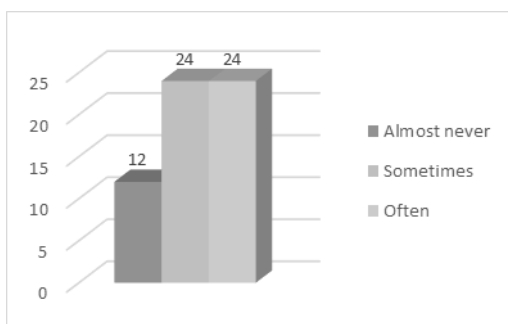
Figure 5: *What is the source of your students' internet use at school?*



Source: *Author's calculations*

Question 6: The 40% of the teachers said that they sometimes encourage their students to use the internet as part of their schoolwork, another 40% said that they often encourage their students to use the internet and the last 20% said that they almost never encourage their students to use the internet as part of their school work.

Figure 6: *Do you encourage your students to use the internet as part of schoolwork?*

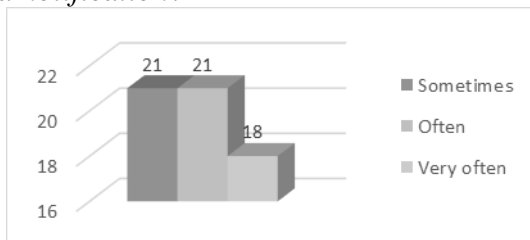


Source: *Author's calculations*

Part B: Teacher experiences with internet addiction in students and its symptoms

Question 7: The 35% of the participants believe that their students sometimes demonstrate evidence of lack of concentration when they use their phone showing a notification, another 35% believe that this happens often and the last 30% believe that this happens very often.

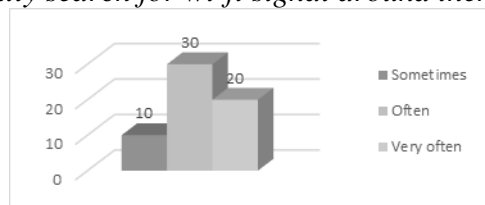
Figure 7: *Demonstrate evidence of lack of concentration when/ use their phone showing a notification?*



Source: *Author's calculations*

Question 8: The 50% of the participants said that their students constantly search for Wi-Fi signal around them often and the 33,3% do the same thing very often. The last 16,7% said that students sometimes search for Wi-Fi signal around them.

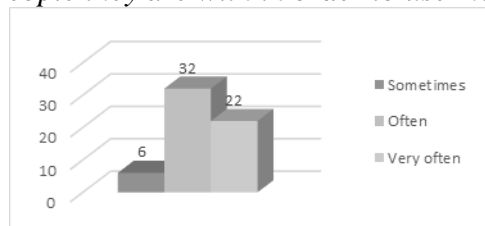
Figure 8: *Constantly search for wi-fi signal around them?*



Source: *Author's calculations*

Question 9: The 53,3% of the participants said that students often ignore people they are with in order to use mobile applications and the 36,7% do that very often. The rest 10% said that sometimes students ignore people they are with in order to use mobile applications. Follows the relevant table and bar chart.

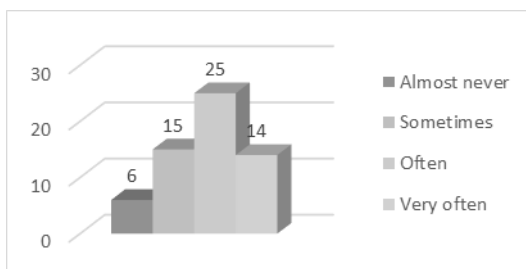
Figure 9: *Ignore people they are with in order to use mobile applications?*



Source: *Author's calculations*

Question 10: The 41,7% of the participants said that students often are not able to communicate/function properly without their mobile phones and the 25% are not able to communicate sometimes. The 23,3% students very often are not able to communicate/function properly without their mobile phones and the rest 10% said that almost never students are not able to communicate/function properly without their mobile phones.

Figure 10: *Are not able to communicate/function properly without their mobile phones?*

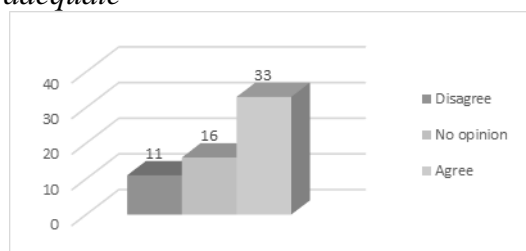


Source: *Author's calculations*

Part C: Teachers' opinions about prevention of internet addiction in students - Adequacy of policies implemented

Question 11: The 55% of the teachers agreed with the opinion that policies currently implemented to prevent internet addiction in adolescents are adequate, the 26,7% neither agreed nor disagreed and the rest 18,3% disagreed with this opinion.

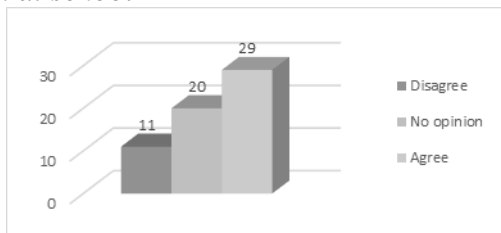
Figure 11: *Policies currently implemented to prevent internet addiction in adolescents are adequate*



Source: *Author's calculations*

Question 12: The 48,3% of the teachers agreed with the opinion that it is currently feasible to implement prevention programs for internet addiction at school, the 33,3% neither agreed nor disagreed and the rest 18,3% disagreed with this opinion.

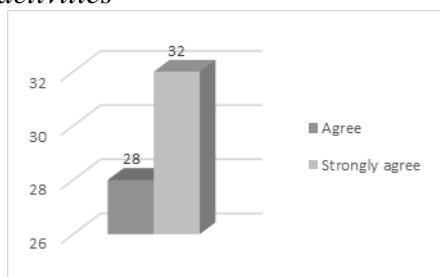
Figure 12: *It is currently feasible to implement prevention programs for internet addiction at school*



Source: *Author's calculations*

Question 13: The 53,3% of the teachers strongly agreed with the opinion that Interventions for prevention of internet addiction should focus on extracurricular activities and the rest 46,7% agreed with this opinion.

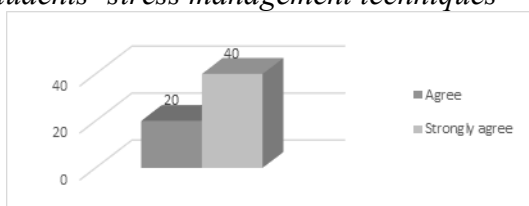
Figure 13: *Interventions for prevention of internet addiction should focus on extracurricular activities*



Source: *Author's calculations*

Question 14: The 66,7% of the teachers strongly agreed with the opinion that Interventions for prevention of internet addiction should focus on developing students' stress management techniques and the rest 33,3% agreed with this opinion.

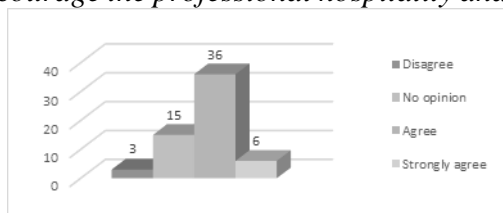
Figure 14: *Interventions for prevention of internet addiction should focus on developing students' stress management techniques*



Source: *Author's calculations*

Question 15: The 60% of the teachers agreed with the opinion that strengthening interpersonal competencies can prevent internet addiction, and encourage professional hospitality and tourism practices the 25% neither agreed nor disagreed, the 10% strongly agreed and the rest 5% disagreed with this opinion.

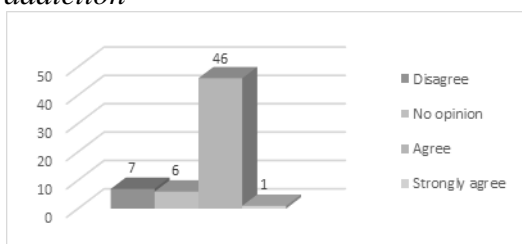
Figure 15: *Strengthening interpersonal competencies can prevent internet addiction and encourage the professional hospitality and tourism practices*



Source: Author's calculations

Question 16: The 76,7% of the teachers agreed with the opinion that environmental interventions (e.g. creating an attractive learning environment at the school, engaging in laboratory activities etc.) can prevent internet addiction, the 11,7% disagreed, the 10% neither agreed nor disagreed and the rest 1,7% strongly agreed with this opinion.

Figure 16: *Environmental interventions (e.g. creating an attractive learning environment at the school, engaging in laboratory activities) prevent internet addiction*



Source: Author's calculations

Conclusions

New developments in technology provide new means of expression and new forms of communication and can radically renew society. The rapid spread of computer technology and the Internet is an unceasing and integral part of modern life. The use of Internet is now one of the main tools of intellectual and technological development. Yet, there is growing concern.

The most basic concern about the negative effects of the internet is the dangers of uncontrolled navigation in a chaotic, virtual world. The violation of personal data, the illicit trafficking of pornographic material and the promotion of illegal activities are some of the dangerous actions that threaten young people as they are the participants of these changes. As a result of the research into the existing forms of addiction, which mainly concern the use of substances, the addiction to computer-video games and the internet is added.

The Internet is the world's main source of information and communication with people in different parts of the world, and it is a key means of entertainment. Electronic technology also applies to many other areas of human life, such as medical science, school, virtually all forms of art, work and commerce (Griffiths, 1995). The list is very long and it can captivate us with so many possibilities and countless advantages but more and more people are still deeply concerned about the dangers behind the bright evolution of electronic achievements. First of all, it is difficult to control the flow of information as well as their quality.

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