Emotional Intelligence and Internet Addiction Among Students in The University of Ibadan, Nigeria

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Abstract:

Uncontrollable usage of internet has become a psychosocial disorder that every professional should pay attention to. Many studies outside Nigeria have focused attention on internet addiction among students, medical doctors and librarians. Therefore, this study examined emotional intelligent factors (emotional regulation, expression and utilisation) as correlates of internet addiction among students of the University of Ibadan. Descriptive survey of correlation type was adopted for this study with multi-stage sampling procedure to select 120 students (75 males and 45 females) with age range between 16-48 years. The Schutte emotional intelligence scale r=0.91 and internet addiction scale (r = 0.89) were used to collect data for the study. Research questions were answered and tested. The findings revealed that level of internet addiction of students was high ($\bar{x}$ = 2.19). In the level of emotional intelligent factors, emotional regulation was moderate ($\bar{x}$ = 2.57), emotional expression was high ($\bar{x}$ = 2.14) while emotional utilisation was low ($\bar{x}$ = 2.06). There was significant relationship between emotional expression (r = .232, P < .05), and internet addiction, emotional utilisation (r = .092 > p <.05) and internet addiction while there was no significant relationship between emotional regulation and internet addiction. The independent variables did not jointly contribute to internet addiction. Adjusted R^2 = .033; $F_{3,96}$ = 2.113 and accounted for 6.2% contributions. Emotional regulation (β = .018; P> .05), emotional expression (β = .103, P> .05) and emotional utilisation (β = .152, P>.05) did not relatively contribute to internet addiction. Students' emotional regulation, expression and utilisation did not contribute to internet addiction of students of the University of Ibadan. Students should be exposed to training on emotional expression, regulation and utilization and how to control their use of internet on daily basis.

1. Introduction

The internet refers to the electronic network of resources or interconnection of computers and digital devices which often described as a web that links thousands of people to information allowing person-to-person communication, sharing, retrieval and storage of information and resources [17,34]. [23] (2011) explain that internet can be perceived as global system of inter- connected computer networks that use the standard internet protocol suite (TCP/IP) to serve billions of users in the world [44]. It links private, public, business, academic and different professions. It transfers a large volume of data through wireless and optical networking technologies. Similarly, the internet is the interconnection of systems or web system of equipment that is used in the acquisition, storage, manipulation, management, movement, crucial display, switching, interchange, transmission or reception of data information [28].

This indicates that the internet can help in many areas and it is a multi-functional tool for providing services and resources for accessing, processing, gathering, manipulating and presenting communication and information including software. The internet access and usage in higher educational system have been emphasized. Many researchers have identified the impact of internet in higher educational learning and studies with the evolution of information and communication technology (ICT) particularly the internet [3]. The growth and advancement in telecommunication infrastructure had led to internet connectivity and shifted the paradigm of education from the traditional classroom's chalk and board to electronic teaching-learning process and internet has been used to replace-traditional instructional method [43]. Course notes can be placed on pages or creating a video recording of live lecture for viewing on the internet. Several methods of preparing courses for the internet viewing including the use of video clips and other graphics on web pages have been demonstrated in practical terms [10,14]. Internet can play role in conducting research for class project and searching for scholarship opportunities. Most importantly, internet usage is essential instrument in educational system because it meets learning needs of students, promoting equality of educational opportunities. It serious and improving teaching- learning practices beyond the classroom setting [28,6].

The application of internet is growing fast in higher educational institutions [29,32,31] affirmed that the internet has gained a lot of influence in our educational system with the introduction of computer mediation in school subject and courses. This has promoted a greater collaboration among teachers for communication and sharing of knowledge and accurate feedbacks to students. Internet is a good contributor to the constructive pedagogy in which teachers and students use computer or technology to explore an understanding of concepts [41]. This approach promotes higher order thinking and better problem-solving strategies. This effective use of internet technologies is a multi-faceted process that involves not just technology but competence, adequate funding, provision of infrastructural facilities, skills, self-efficacy which are key factors for internet information sharing [12]. The concern of the researchers is how emotional intelligence affects internet addiction of university students.

2. Literature Review

Internet Addiction is the excessive access to the internet which is seen as a problem characterized with emotional disorder, withdrawal symptoms and fragmentation of social relations [21,39]. [8] internet addiction has been associated with uncontrollable,

over use and excessive use of internet which is regarded as psychosocial disorder. [46] Internet addicts have little control over their temptation to use internet and obsessive in their thoughts. It is not a wrong thing to access the internet but the excessive use and uncontrollable use of internet have become a serious issue that every professional should pay attention to since it is regarded as psychosocial disorder. Internet addicts has been shown to have higher attention deficit, hyper activity disorder symptoms, depression, social phobia and hostility which are elements of emotional unintelligence, [45] and similarly, people with aggressive and attention deficit have been found to have predictive ability for internet addiction [22]. Depressed people associated with internet addiction and weakness in emotional intelligence is associated with lack of empathy anxiety, anger, weak defense mechanism and inability to administer [27,38].

Emotional Intelligence has been described as the social responsibility, stress tolerance and interpersonal relationship [9,30]. A potential social attribute and psychological variable that is seen as contributor to teaching effectiveness [7] and stress management [4]. It is expressed as ability to bring positive outcomes in intra and interpersonal relationships with stress tolerance, adaptability and general mood traits according to Bar-on [9]. The place of emotional intelligence has been investigated on media resources utilisation such as internet, electronic media, ICT among others. Emotional intelligence was a good predictors of internet addiction and computer games among 209 adolescents at 76% among adolescents of 16-16 years old according to [35]. Emotional states and emotion regulation can lead to a variety of addictive and compulsive behaviour [11]. It is the ability to control one's emotions [24] and helps in expression of pleasure (positive emotion) and discomfort (negative emotion) [19]. According to [40], he stated that emotional intelligence contains emotional regulation, emotional expression and emotional utilisation. This postulation is very key to this present study on emotional intelligence and internet addiction. In a similar study conducted in Kharazmi University, Iran, [18] affirmed that components of emotional intelligence (emotional regulation, expression and utilisation) significantly and negatively correlated with internet addiction and they accounted for 109% of variance of internet addiction.

High emotional intelligence was established among media users [26,25] and good possession of emotional intelligent elements helps in interpersonal relationship, stress tolerance and understanding of feelings [2,13], [1,37] but it was also submitted that low emotional intelligence was discovered in the study of [33] and moderate emotional intelligence was established in [5] study that media users processed moderate emotional disposition and skill. Emotional intelligence contributed to media resources utilisation [30]. Media improvisation, (media creation, media promotion and media implementation) [15] promotes online and internet utilisation [24]. Other studies have shown that low or poor emotional intelligence contributed to often use and uncontrollable utilisation of internet [47,16].

More so, ability to perceive emotion by facial expression was negatively related to the number of text and audio messages posted during internet interaction [20] and ability to perceive emotion was positively related to peer bonding. Students bonding to their online programme was associated with management type of interaction during synchronous discussion sessions [20]. Emotional Intelligence was a significant contributor of internet addiction in a study on the relationship of emotional intelligence and mental disorder with internet addiction among students who are internet users [21], the emotional intelligence elements investigated are empathic response, mood regulation, interpersonal skills, internal motivation and self-awareness.

People with internet addiction often possesses introverted personality (low social relationship) and more likely to suffer from high level of depression (lack emotional regulation) [36,42]. Therefore, this study investigated element of emotional intelligence factors such as emotional regulation, emotional expression and emotional utilisation on internet addiction of university of Ibadan students.

2.1. Research Questions

I. What is the level of internet addiction among University of Ibadan students?

II. What is the level of emotional intelligence (emotional regulation, emotional expression and emotional utilisation among university of Ibadan students?

III. What is the relationship between emotional intelligence (emotional regulation, emotional expression and emotional utilization) and internet addiction of university of students?

IV. What is the joint contribution of emotional expression, emotional regulation and emotional utilisation to internet addiction of university of students?

V. What is the relative contribution of emotional expression, emotional regulation and emotional utilisation to internet addiction of university of Ibadan students?

2.2. Research Design

The descriptive research design of correlation type was adopted for this study because the variables in the study were investigated without manipulation.

2.3. Sample and Sampling Technique

Multi-stage sampling procedure was used for the study. The researcher purposively selected cybercafé where students engaged in regular browsing, thereafter 10 cybercafés were selected using systematic sampling technique and at last, simple random sampling was used to select 120 students. 75 male (65%) and 45 female (35%) and their age ranged from 16-25 years (51.51%), 26-35 years (34,34.0%), 36-45years (13.13.0%) and 46 years and above (2,2.0%). Only 100 questionnaires were good for analysis

2.4. Instrumentation

A structured questionnaire was used for this study. The questionnaire contains three sections. Section A, contains demographic variables such as age, gender, school and religion. Section B, contains emotional intelligence, scale constructed by Schutte (1998) as contained in [40]. The scale is 33 item self-report on emotional intelligence, ranging from strongly agree (1) to strongly disagree (5) for responses. The scale has three components which are: emotional regulation items (Items 13, 14, 16, 17, 20, 23, 26, 27, 30 and 31), emotional expression items (Items 3, 4, 9, 10, 11, 15,18, 19, 22, 25, 25, 29 and 33) while items on emotional utilisation are (items 1,2,5,6,7,8,12,21,24 and 28). As used in [18]. It has reliability coefficient of 0.91 using Cronbach alpha. Section C, contains internet addiction scale by [46]. It contains 20 items with five Likert formats ranging from does not apply (0) to always apply (5). It contains degree to which their internet use affects the daily lives of respondents with Cronbach alpha = .89.

The questionnaire was administered on the respondents who are university of Ibadan students by the researchers and research assistants. Frequency count, simple

percentage, mean and standard deviation were used to analyse research questions one and two, Pearson product moment correlation was used to analyse research question three and multiple regression analysis was used for the analysis of research question four and five.

3. Results

Research question one: What is the level of Internet Addiction of students?

Table 1. Showing level of Internet Addiction of university students.

S/N	Statements	0	1	2	3	4	5	Mean	SD
1	How often do you check your e-mail before something else that you need to do?	17 17.0%	16 16.0%	13 13.0%	16 16.0%	24 24.0%	14 14.0%	2.56	1.71
2	How often do you find yourself saying "just a few more minutes" when online?	16 16.0%	15 15.0%	21 21.0%	15 15.0%	19 19.0%	14 14.0%	2.48	1.66
3	How often do you fear the life without the internet would be boring, empty and joyless?	21 21.0%	13 13.0%	15 15.0%	18 18.0%	17 17.0%	16 16.0%	2.45	1.76
4	How often do you find that you stay online longer than you intended?	11 11.0%	18 18.0%	33 33.0%	9 9.0%	12 12.0%	17 17.0%	2.44	1.60
5	How often do others in your life complain to you about the amount of time you spend online?	18 18.0%	20 20.0%	15 15.0%	10 10.0%	28 28.0%	9 9.0%	2.37	1.69
6	How often do you try to reduce the amount of time you spend on-line and fail?	15 15.0%	20 20.0%	20 20.0%	21 21.0%	8 8.0%	16 16.0%	2.35	1.64
7	How often do you check your e-mail before something else that you need to do?	17 17.0%	16 16.0%	13 13.0%	16 16.0%	24 24.0%	14 14.0%	2.56	1.71
8	How often do you find yourself saying "just a few more minutes" when online?	16 16.0%	15 15.0%	21 21.0%	15 15.0%	19 19.0%	14 14.0%	2.48	1.66
9	How often do you find yourself anticipating when you will go online again?	15 15.0%	23 23.0%	21 21.0%	13 13.0%	22 22.0%	6 6.0%	2.22	1.53
10	How often do you snap, yell or act annoyingly if someone bothers you while you are online	17 17.0%	24 24.0%	18 18.0%	14 14.0%	16 16.0%	11 11.0%	2.21	1.63

11	How often do you try to hide how long you have been online?	20 20.0%	17 17.0%	24 24.0%	13 13.0%	13 13.0%	13 13.0%	2.21	1.67
12	How often do you block out disturbing thoughts about your life with the thoughts of the internet?	14 14.0%	17 17.0%	31 31.0%	15 15.0%	20 20.0%	3 3.0%	2.19	1.39
13	How often do you lose sleep due to late night browsing?	18 18.0%	14 14.0%	27 27.0%	19 19.0%	20 20.0%	2 2.0%	2.15	1.42
14	How often do you feel depressed moody or nervous when you are off-line, which goes away once you are back on-line?	19 19.0%	18 18.0%	28 28.0%	11 11.0%	16 16.0%	8 8.0%	2.11	1.56
15	How often do you feel depressed, moody or nervous when you are offline, which goes away once you are back online?	17 17.0%	24 24.0%	20 20.0%	14 14.0%	21 21.0%	4 4.0%	2.10	1.51
16	How often do you feel preoccupied with the internet when off-line or fantasize about being online	17 17.0%	19 19.0%	31 31.0%	11 11.0%	19 19.0%	3 3.0%	2.05	1.42
17	How often does your job performance or productivity suffer because of the internet?	30 30.0%	29 29.0%	17 17.0%	7 7.0%	9 9.0%	8 8.0%	1.60	1.58
18	How often do you prefer the excitement of the internet to intimacy with your partner?	29 29.0%	31 31.0%	14 14.0%	10 10.0%	10 10.0%	6 6.0%	1.59	1.54
19	How often do you become defensive or secretive when anyone asks you what you do online?	26 26.0%	32 32.0%	19 19.0%	9 9.0%	11 11.0%	3 3.0%	1.56	1.41
20	How often do your grades or school work suffers because of the amount of time you spend online?	28 28.0%	36 36.0%	15 15.0%	7 7.0%	9 9.0%	5 5.0%	1.48	1.45
Weighted mean $\bar{x}$ = 2.19								

The rating of items on Internet Addiction is shown thus: How often do you check your e-mail before something else that you need to do? (Mean = 2.19) was ranked highest in the mean score rating and was followed by how often do you find yourself saying "just a few more minutes" when on-line? (Mean = 2.48), how often do you feel the life without the internet would be boring, empty and joyless (Mean = 2.45), how often do you try find that you stay online longer than you intended? (Mean = 2.44),

How often do others in your life complain to you about the amount of time you spend online? (Mean = 2.37), how often do you try to reduce the amount of time you spend online and fall? (Mean = 2.35), how often do you form new relationship with fellow online users? (Mean = 2.29), How often do you find yourself anticipating when you will go online? (Mean = 2.22), how often do you try to hide how long you have been online? (Mean = 2.21), how often do you block out disturbing thoughts about your life with soothing thoughts of the internet? (Mean = 2.19), how often do you lose sleep due to late night browsing? (Means = 2.15), how often do you choose to spend more time online over going out with others? (Mean = 2.11), how often do you feel depressed, moody or nervous when you are offline, which goes away once you are back online? (Mean = 2.10), how often do you preoccupied with the internet when off-line or fantasize about being on-line? (Mean = 2.05), How often does your job performance or productivity suffer because of the internet? (Mean = 1.60), how often do you prefer the excitement of the internet to intimacy with your partner? (Mean = 1.59), how often do you become defensive or secretive when anyone asks you what you do on-line? (Mean = 1.56) and lastly followed by how often do your grades or school work suffers because of the amount of time you spend on-line? (Mean = 1.48). Based on the weighted mean (($\bar{x}$ = 2.19), twelve items were within the weighted mean while eight items were below it, it means that internet addiction of students was high.

Research Questions two: What is the level of emotional intelligence (emotional regulation, emotional expression and emotional utilisation) of university students?

Table 2. Showing level of emotional regulation of university students.

S/N	Statements	SD	D	U	A	SA	Mean	S.D
1	When I am faced with a challenge, I give up because I believe I will fail	13 13.0%	14 14.0%	21 21.0%	11 11.0%	41 41.0%	3.53	1.47
2	I find it hard to understand the non-verbal messages of other people	8 8.0%	23 23.0%	18 18.0%	34 34.0%	17 17.0%	3.29	1.23
3	It is difficult for me to understand why people feel the way they do	9 9.0%	42 42.0%	15 15.0%	24 24.0%	10 10.0%	2.84	1.19
4	Emotions are one of the things that make my life worth living	14 14.0%	43 43.0%	14 14.0%	11 11.0%	18 18.0%	2.76	1.33
5	I am aware of the non-verbal message others people send	14 14.0%	39 39.0%	21 21.0%	21 21.0%	5 5.0%	2.64	1.11
6	I know what other people are feeling just by looking at them	5 5.0%	63 63.0%	10 10.%	17 17.0%	5 5.0%	2.54	1.00
7	When I am in positive mood, I am able to come up with new ideas	28 28.0%	58 58.0%	5 5.0%	6 6.0%	3 3.0%	1.98	.92
8	When my mood changes, I see new possibilities	24 24.0%	59 59.0%	10 10.0%	4 4.0%	3 3.0%	2.03	.88
9	When I feel a change in emotions, I tend to come up with new ideas	36 36.0%	44 44.0%	9 9.0%	7 7.0%	4 4.0%	1.99	1.05
10	When I am in positive mood, I am able to come up with new ideas	28 28.0%	58 58.0%	5 5.0%	6 6.0%	3 3.0%	1.98	.92
Weighted mean $\bar{x}$ = 2.57								

The rating of items on emotional regulation is shown thus: When I am faced with a challenge, I give up because I believe I will fail (Mean =3.53) was ranked highest in the mean score rating and was followed by I find it hard to understand the non-verbal messages of other people (mean = 3.29). it is difficult for me to understand why people feel the way they do (Mean = 2.84), emotions are one of the things that makes my life worth living (Mean = 2.76). I am aware of the non-verbal messages others people send (Mean = 2.64). I know what other people are feeling just by looking at them (Mean = 2.54). I help other people feel better when they are down (Mean = 2.11), when my mood changes, I see new possibilities (Mean = 2.03), when I feel a change in emotions, I tend to come up with new ideas (Mean = 1.99) and lastly followed by when I am in positive mood. I am able to come up with new ideas (Mean = 1.98). Based on the weighted mean ($\bar{x}$ = 2.57 five items were above the weighted mean 2.57, while five items were below the weighted mean. The level of emotional regulation of students was moderate.

Table 3. Showing the level of emotional expression of university students.

S/N	Statements	SD	D	U	A	SA	Mean	SD
1	I easily recognise my emotions as I experience them	15 15.0%	34 34.0%	12 12.0%	23 23.0%	16 16.0%	2.91	1.35
2	I can tell how people are feeling by listening to the tone of their voice	30 30.0%	33 33.0%	13 13.0%	20 20.0%	4 4.0%	2.35	1.22
3	I am aware of the non-verbal messages I send to others	24 24.0%	48 48.0%	10 10.0%	14 14.0%	4 4.0%	2.26	1.10
4	By looking at their facial experiences, I recognise the emotions people are experiencing	32 32.0%	38 38.0%	13 13.0%	8 8.0%	9 9.0%	2.24	1.24
5	I like to share my emotions with others	16 16.0%	59 59.0%	15 15.0%	5 5.0%	5 5.0%	2.24	.95
6	I arrange events others enjoy	16 16.0%	58 58.0%	16 16.0%	8 8.0%	2 2.0%	2.22	.88
7	I compliment others when they have done something well	28 28.0%	43 43.0%	14 14.0%	13 13.0%	2 2.0%	2.18	1.05
8	I know when to speak about my personal problems to others	23 23.0%	50 50.0%	16 16.0%	9 9.0%	2 2.0%	2.17	.95
9	I motivate myself by imagining a good outcome to tasks I take on	25 25.0%	54 54.0%	15 15.0%	5 5.0%	1 1.0%	2.03	.83
10	When I am in a positive mood, solving problems is easy for me	38 38.0%	46 46.0%	9 9.0%	5 5.0%	2 2.0%	1.87	.92
11	I expect good things to happen	37 37.0%	52 52.0%	5 5.0%	4 4.0%	2 2.0%	1.82	.86
12	I present myself in way that makes a good impression on others	39 39.0%	52 52.0%	6 6.0%	1 1.0%	2 2.0%	1.75	.78
13	I expect that I will do well on most things I try	43 43.0%	48 48.0%	3 3.0%	5 5.0%	1 1.0%	1.73	.83
Weighted mean $\bar{x}$ = 2.14								

The rating of items on emotional expression is shown thus: I easily recognize my emotions as I experience them ($\bar{x}$ = 2.91) was ranked highest in the mean score rating and was followed by I can tell how people are feeling by listening to the one of their voice (Mean =2.35), I am aware of the non-verbal messages I send to others (Mean = 2.26), by looking at their facial experiences, I recognise the emotions people are experiencing (Mean = 2.24), I like to share my emotions with others (Mean = 2.24), I arrange events others enjoy (Mean = 2.22), I compliment others when they have done something well (Mean = 2.18), I know when to speak about my personal problems to others (Mean =2.17), I motivate myself by imagining a good outcome to tasks I take on (Mean = 2.03), When I am in a positive mood, solving problems is easy for me (Mean = 1.87), I expect good things to happen (Mean = 1.82), I present myself in a way that makes a good impression on others (Mean = 1.75) and satisfy followed by I expect that I will do well on most things I try (Mean = 1.73). The weighted mean ($\bar{x}$ = 2.14) is seen as a benchmark for determining the level of emotional expression of students. It could be drawn that emotional expression of the students was high due to the fact that eight items were above the weighted mean and five items were below it.

Table 4. Showing the level of emotional utilisation of students?

S/N	Statements	SD	D	U	A	SA	Mean	SD
1	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	25 25.0%	44 44.0%	19 19.0%	10 10.0%	2 2.0%	2.20	.99
2	Other people find it easy to confide in me	25 25.0%	44 44.0%	23 23.0%	5 5.0%	3 3.0%	2.17	.96
3	Some of the major events of my life have led me to re-evaluate what is important and not important	29 29.0%	45 45.0%	11 11.0%	12 12.0%	3 3.0%	2.15	1.07
4	I know why my emotions change	29 29.0%	46 46.0%	14 14.0%	9 9.0%	2 2.0%	2.09	.99
5	I am aware of my emotions as I experience them	25 25.0%	57 57.0%	10 10.0%	6 6.0%	2 2.0%	2.03	.88
6	I have control over my emotions	22 22.0%	62 62.0%	9 9.0%	5 5.0%	2 2.0%	2.03	.83
7	I use good moods to help myself keep trying in the face of obstacles	26 26.0%	57 57.0%	7 7.0%	8 8.0%	2 2.0%	2.03	.92
8	When I experience a positive emotion, I know how to make it last	25 25.0%	58 58.0%	12 12.0%	3 3.0%	2 2.0%	1.99	.82
9	When I am faced with obstacles, I remember times I faced similar obstacles and overcome them	34 34.0%	49 49.0%	7 7.0%	6 6.0%	4 4.0%	1.97	1.01
10	I seek out activities that make me happy	32 32.0%	54 54.0%	5 5.0%	7 7.0%	2 2.0%	1.93	.91
Weighted $\bar{x}$ = 2.06								

The rating of items of emotional utilisation is as shown below; When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself (Mean = 2.20) was ranked highest in the mean

score rating and was followed by other people find it easy to confide in me (Mean = 2.17), some of the major events of my life have led me to re-evaluate what is important and not important (Mean = 2.15), I know why my emotions change (Mean = 2.09), I am aware of my emotions as I experience them (Mean = 2.03), I have control over my emotions (Mean = 2.03), I use good moods to help myself keep trying in the face of obstacles (Mean = 2.03), When I experience a positive emotion, I know how to make it last (Mean = 1.99), When I am faced with obstacles, I remember times I faced similar obstacles and overcome them (Mean = 1.97) and lastly followed by I seek out activities that makes me happy (Mean = 1.93). Based on the weighted mean ($\bar{x}$ = 2.06), four items were above the weighted meanwhile six items were below it. It means that the emotional utilisation of university students was low.

Research question three: There will be no significant relationship between emotional intelligence (emotional regulation, emotional expression and emotional utilisation) and internet addiction of university students?

Table 5. *Showing relationship between emotional regulation and internet addiction of university students.*

Variable	Mean	Std. Dev.	N	R	P	Remark
Internet addiction	42.7100	22.1000	100	.092	.361	NS
Emotional Regulation	25.7100	4.1347				

It is shown in the above table that three was no significant relationship between internet addiction and emotional regulation (r = .092, N = 100, P>.05). The null hypothesis is accepted.

Table 6. *Showing relationship between emotional expression and internet addiction of students.*

Variable	Mean	Std. Dev.	N	R	P	Remark
Internet addiction	42.7100	22.1000	100	.232*	.020	Sig.
Emotional expression	27.7700	7.1603				

** Sig. at .01 level *Sig. at .05 level

It is shown in the above table that there was significant relationship between internet addiction and emotional expression (r = .232*, N = 100, P<.05). The null hypothesis is rejected.

Table 7. *Showing relationship between emotional utilisation and internet addiction of students?*

Variable	Mean	Std. Dev.	N	R	P	Remark
Internet addiction	42.7100	22.1000	100	.240*	.020	Sig.
Emotional Utilisation	20.5900	5.5616				

Significant.at .01 level and *at .05 level. There will be no joint effect of independence variables (emotional regulation, emotional expression and emotional utilisation) on internet addiction of university students?

It is shown in the above table that there was significant relationship between internet addiction and emotional utilisation (r = .240*, N = 100, P<.05). The null hypothesis is rejected

Research question four: There will be no joint effect of independence variables (emotional regulation, emotional expression and emotional utilisation) on internet addiction of university students?

Table 8. *Showing multiple regression of independence variables (emotional regulation, emotional expression and emotional utilisation) on internet addiction of university students?*

R	R Square		Adjusted R square	Std. Error of Estimate
.249	.062		.033	21.7364
ANOVA				
Model	Sum of Square	DF	Mean Square	F	Sig.	Remark
Regression	2995.253	3	998.418	2.113	.104	n.s
Residual	45357.337	96	472.472			
Total	4352.590	99				

Table 8, shows the joint contribution of the three independent variables to the prediction of the dependent variable i.e internet addiction. The table also shows a coefficient of multiple correlation (R = .249 and a multiple R2 of .062. This revealed that 6.2% of the variance is accounted for by three predictor variables when taken together. The significance of the composite contribution was tested at P<.05. The table also shows that the analysis of variance for the regression yielded a F-ratio of 2.113 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was not significant and that other variables not included in this model may have accounted for the remaining variance.

Research question five: There will be no relative contribution of the independent variables (emotional regulation, emotional expression and emotional utilisation) on Internet Addiction of university students?

Table 9. *Showing relative contribution of the independent variables (emotional regulation, emotional expression and emotional utilisation) on internet addiction of students.*

Model	Unstandardized Coefficient		Standardized coefficient	T	Sig.	Remark
	B	Std. Error	Beta Contribution			
(Constant)	19.022	14.604		1.302	.196	n.s.
Emotional Regulation	9.522E-02	.569	.018	.167	.867	n.s
Emotional Expression	.318	.545	.103	.583	.561	n.s
Emotional Utilisation	.603	.674	.152	.894	.374	n.s

Table 9, reveals the relative contribution of the three independent variables to the dependent variables expressed as beta weights. viz: emotional regulations (β = .018, P>.05), emotional Expression (β = .103, P>.05) and emotional utilisation (β = .152, P>.05).

4. Discussion

The level of internet addiction based on the result showed that internet addiction of students was high. The rate at which students engaged in internet activities is very alarming. This could be explained that the students spent a long time on the internet searching for materials that would assist them in assignments, seminar presentation and project or thesis writing among others. This study [22,45] support that aggressive and higher active people are associated with internet addiction.

The study has shown that the emotional intelligence elements (emotional regulation, emotional expression and emotional utilisation) investigated were of different levels. The emotional regulation of the students was moderate. This supports that of [5] that emotional intelligence of people was moderate and contradicts that of [26,25] that

emotional intelligence of people was high. It could be explained that the level at which the students regulate their emotions was moderate or averagely rated. More so, the emotional expression of the students investigated indicated high level of emotional expression. This supports the findings of [5,25] that high level of emotional intelligence was established among media users and that of [1,37,2,13]. It could be said that the students were high in emotional regulation because they expressed their emotions in a way that shows emotional experience, understanding of facial and non-verbal expression, they shared their emotional information and complement others when they performed well. But the study contradicts that of [5,32] that emotional intelligence of people were moderate and low. Emotional utilisation of students was not encouraging. Poor utilisation of emotions was seen in the areas of control over emotion, poor use of good mood, poor expression of good emotion, unable to overcome emotional obstacles among others. This finding supports the previous studied of [33] and contradicts [26,25,2,13,1,3] that emotional intelligence of individuals were high.

The relationship between emotional regulation and internet addiction was not significant. The hypothesis that says there will be no significant relationship between emotional regulation and internet addiction was accepted. It means that emotional regulation is not related to internet addiction or over use of the internet. This study supports previous studies [24] that unemotional intelligence elements were related to internet use and uncontrollable use of internet [47,16]. and that of [20,45]. It is then shown from the study that students with emotional regulation cannot over use the internet or frequently utilise the internet for academic purposes.

Emotional expression on the other hand was significantly related to internet addiction, according to the result of the analysis. It then revealed that there is significant relationship between emotional expression and internet addiction. It implies that emotional expression of students is related their internet addiction. Both emotional expression and internet addiction are related. The study supports that of [20] that ability to perceive emotion was positively related to peer bonding and bonding to their online programme was associated with management of internet during discussion session. But the study contradicts with [45,22,27] that people with internet addiction are associated with poor emotional issues such as depression, weaknesses in emotional intelligence, anxiety, anger, weak defense, aggression, attention deficit among others.

Emotional utilisation was also found to be related to internet addiction. This shows that emotional utilisation was related to internet addiction. The students who can utilise emotion on the net can also involve in uncontrollable and over use of internet to access information or send information. This supports similar study of [30]. Intelligence contributed to media resources utilisation but contradicts [47,16] that poor utilisation of emotional intelligence contributed to internet addiction.

The joint contribution of emotional regulation, emotional expression and emotional utilisation to internet addiction of University students revealed that the three elements of emotional intelligence did not jointly contributed to internet addiction. It can be explained that the three elements of emotional intelligence do not have anything to do with internet addiction of university students and otherwise, the emotionally intelligent students have nothing to do with internet addiction and people with poor emotional regulation, expression and utilisation contributed to internet addiction. This study shows that emotional intelligence cause intransigence in addictive behaviour,

[42]. [45,22,27] that internet addiction is associated with depression, socio phobia, hostility aggression, attention deficit and weakness in emotional intelligence, [24,16,47] That poor emotional intelligence contributed to internet addiction and contradict the findings [21] that emotional intelligence contributed to internet addiction among some variables investigated and [18] that emotional regulation, expression and utilisation contributed negatively to internet addiction and Far et al also opined that emotional intelligent predict internet addiction.

The relative contribution of independent variables was also examined. It was indicated that none of the three independent variables (emotional regulation, emotional expression and emotional utilisation) contributed to internet addiction, it could be said that emotionally regulated students cannot participate in or contribute to over use of internet for any purpose. This study contradicts [11] that emotional regulation lead to addictive behaviour. Moreso, the emotional expression of students did not contribute to internet addiction, internet addiction of students has nothing to do with emotional expression of students. It is only students who cannot express their emotions intelligently participate in over use or uncontrollable internet addiction. The study supports the studies of [45,42,22] that introverted, attention deficit, hyper study supports studies of [45,42,22] that introduced, attention deficit, hyper active and depressed, social phobic, aggressive individuals (lack of emotional intelligence) contributed to internet addiction. Emotional utilisation of students did not contribute to internet addiction. It then means that utilisation of emotions by students has nothing to do with unregulated or uncontrollable usage of internet. Emotionally intelligent students are likely to control usage of internet. This is in agreement with the findings of [36,27] that people without emotional intelligent element engaged in uncontrollable usage of internet.

5. Conclusion

It is concluded from the outcomes of the study that emotional regulation of students was high, emotional expression was moderate while emotional utilisation was low. Relationship exist between emotional expression and internet addiction and emotional utilisation and internet addiction while emotional regulation was not related to internet addiction of students. There was no joint contribution and relative contributions of independent variables (emotional regulation, emotional expression and emotional utilisation to internet addiction of students of university of Ibadan.

Recommendations

It is then recommended that :

The University students should control the rate at which they use the internet in order to avoid overuse.

Stakeholders in the university sector should train students to promote emotional intelligence elements such as emotional regulation, expression and utilisation for them to be able to continue to control their internet usage.

Since emotional intelligence promotes long life, it is important to encourage the training of students in the area of emotional intelligence by the University authority because to avoid uncontrollable internet usage.

Conflicts of Interest

ITS

The authors declare that there is no conflict of interest regarding the publication of this article.

Author Contributions

Conceptualization: B.O.O.; Methodology: B.O.O.; A.O.; Investigation: B.O.O.; Resources: B.O.O.; A.O.; Data Curation: B.O.O.; A.O.; Writing (Original Draft): B.O.O.; Writing (Review and Editing): B.O.O.; A.O.; Visualization: B.O.O.; A.O.; Supervision: B.O.O.; Project Administration: B.O.O.; Funding: B.O.O.; A.O.; Acquisition: A.O.

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