

Relationship Between Problematic Internet Use and Social Support

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Abstract:

Network has both advantages and disadvantages to the penetration of school education, which helps students to obtain learning resources and opens students' horizons, but also makes students get more temptation from the Internet. Because secondary vocational students are at the critical period of the formation of the three views, they are full of curiosity about the outside world and lack the ability to resist temptation, and it is easy to be addicted to the Internet. The correct and effective social support is conducive to creating a good network environment, guiding middle school students' network behavior, correctly understanding the virtuality of the network, and maintaining a high degree of self-discipline when using the network. At present, there is still a more in-depth analysis and discussion of the problematic network of secondary vocational education students in the social support aspect. Therefore, this paper will discuss the causes and the relationship between social support from the overview of problematic network use, and then analyze the strategy of problematic network social support use for secondary vocational education students.

Keywords:

Secondary Vocational Education, Problematic Network Use, Social Support

1. Introduction

Problematic internet use is also known as network addiction or pathological network use, which mainly refers to the excessive network use that has adverse effects on individual mental health, study, work and social life. In recent years, with the rapid development of the Internet, the connection between education and the Internet has become increasingly close. The phenomenon of students' excessive immersion in the Internet that makes the Internet education deviate from the track is also more prominent. And for network addiction, students are often difficult to take the correct positive response, usually use vent, escape and deny attitude, there are research said relative to the network addiction individuals, network addiction individuals get the social support is relatively less, this phenomenon to a certain extent aggravated the phenomenon of students network addiction, and because the student pressure gradually increased, relative to real life, the network can bring students happiness and a sense of accomplishment, but the happiness and achievement can bring less positive

impact on students. Therefore, we must strengthen the attention to the use of problematic network for secondary vocational education students.

2. Overview of Problematic Network Usage

Before talking about the relationship between problematic network use and social support in secondary vocational education, we should first understand how to define the use of problematic network to correctly treat students' problematic network use, and then explore its relationship with social support. Problematic internet use is also known as Internet addiction. At present, there are many theories about the definition of Internet addiction, and the clinical definition of Internet addiction mainly considers six factors.

First: Internet access time. The significance of Internet access time is different for different groups. Some groups need a long time on the Internet out of work, while for students, their Internet access rigid demand is relatively weak. The definition of Internet time on Internet addiction mainly considers whether Internet time has an impact on individual physical and mental health, whether it interferes with normal learning and rest, and whether individuals can independently control the Internet time, and so on. Therefore, Internet time is generally only used as a reference index for the definition of Internet addiction; [1]

Second: online behavior: online behavior mainly refers to the individual online activity content, whether the activity is enthusiasm and so on. For example, for students, such as online behavior is completely divorced from the learning content and uncontrolled playing games and even pornographic activities, individuals can not independently control the direction of online behavior, they may have a tendency to Internet addiction;

Third: psychological and behavioral indicators: psychological indicators, namely whether the Internet affects the individual emotions and cognitive mode; behavior indicators: namely whether individuals need to increase the Internet time to meet their own needs and hide the Internet time and friends from family and Internet behavior, during the individual or realize their own Internet excessive and emotional anxiety, guilt and other emotions and unable to restrain their own behavior;

Fourth: the life event index: the life event index mainly refers to the individual's recent physical condition, classmates and working relations and other aspects of the situation, to observe whether the individual will surf the Internet as a way to escape from reality. [2]

Fifth: direct indicators: Direct indicators refers to the direct impact of individual Internet behavior, including the impact on normal study, life and interpersonal relationship.

Sixth: typical indicators: to evaluate whether the individual is completely divorced from reality and addicted to the network virtual world.

3. Relationship Between Problematic Network Use and Social Support for Students in Secondary Vocational Education

3.1. Overview of social support

Social support has emerged in psychiatry back in the 1970s, where life stress has an impact on mental health. Social support refers to the influencing factors that can reduce social stress response and improve social adaptability, including the spiritual and material assistance given to individuals by family, relatives and teachers. Social support can be roughly divided into objective support and subjective support. Objective support mainly refers to material support, while subjective support mostly refers to emotional support as the emotional experience that it can be supported and understood.

3.2. Factors affecting problematic network use for students in secondary vocational education

3.2.1. Sex differences

Related studies have shown that men are more likely to develop Internet addiction in the student population. This conclusion can be elaborated from the content of network activities and the internal factors of individuals themselves. In terms of the current situation of the network activities of secondary vocational education students, it mainly includes social activities, recreational activities, information and so on. Social is the main function of the network platform, video software platform, game platform and learning platform attaches great importance to the social this plate, and students individual differences to a certain extent determines the direction of its application platform, such as introverted students or initiative in reality to social, and under the network the virtual veil it can actively communicate with others, and get happiness from this communication, and when its completely out of reality, immersed in network social may appear the problem of network addiction. From the point of social needs, gender differences or not obvious, and the addiction to games is a main reason of students addicted to the Internet, real life is difficult to bring students to experience the fun in the game, and boys network activities are mostly focused on online games, which may be one of the reasons why boys are more prone than girls to Internet addiction. In addition, students' own ability, such as self-control ability and information discrimination ability, are also the key to resist the temptation of the Internet, while students' personality characteristics have a predictive value for their Internet addiction tendency to a certain extent. [3]

2.2.2. Family environment

The influence of the family environment on the students 'tendency of Internet addiction is reflected in the parents' ideological education, behavioral care and communication methods for the students. Family is the first place of learning for students. Before entering the school, the education they receive mainly comes from the family. Parents have a key influence on the cultivation of students' three views. Some scholars have studied the influence of parenting style on network deviation behavior. At present, the concept of network deviation behavior has not been uniformly described yet, and its causes are interlinked with the causes of network addiction. Deviation behavior, also known as problem behavior mainly refers to deviate from or beyond social norms, public life standards and so on to themselves, others and society bring bad effects but did not meet the criminal standard behavior, and network deviation behavior is considered a new form of deviation behavior, research shows that under the strict supervision of teenagers relatively mainly communication parenting way less show network deviation behavior. This result may be somewhat different from the current reality. One of the representative meanings

behind the research results is that teenagers have network deviation behavior or it is related to self-control, and the strict supervision of families is conducive to strengthening students' own self-control. However, from the perspective of the current situation of the Internet, one of the reasons why students are addicted to the Internet is the real loneliness. They cannot get happiness from their life, cannot communicate with the real life, and cannot communicate with their parents, and then turn into the virtual world of the Internet. In reality, parents cannot balance the boundary between communication and compulsory control, and their failure to show care for students in terms of behavior and language deepens students' loneliness and then may aggravate students' tendency of Internet addiction. On the contrary, if parents can take the correct way to communicate with students, or can help students to correctly view the network, balance the relationship between the network and reality. [4]

2.2.3. Social environment and school environment

Outside of the family, the social environment and the school environment are the key factors affecting the mental health of adolescents. School belongs to the social environment, but it is different from the social environment, which undertakes the responsibility of students' psychological education, knowledge education and learning ability training. The corresponding school education is also one of the ways for students to improve their resistance ability, or one of the main ways of the network temptation. At present, mental health has gradually received the attention of school education, but in the social environment, improving students' learning skills is still above everything else. Students need to obtain the corresponding skills from the school in order to better adapt to the society and occupy a place in the society. Under the dual effect of school environment and social environment, students are prone to two extremes, one is extreme efforts, focus on their ability to ascend, the other is extreme escape, immerse themselves in good fantasy at the same time alert to reality and extreme fear then began to infinite escape reality, to the virtual network.

2.3. The association between social support and Internet addiction

For students in secondary vocational education is very complex, and its impact on students with Internet addiction problems is also multifaceted. First of all, from the perspective of the causes of students, Internet addiction, one of the reasons for their addiction to the Internet is that the self-feeling cannot obtain emotional and material satisfaction from social life. This self-feeling is related to students' individual differences among students, and environmental factors are also the main reasons. First, the society of secondary vocational education students generally exist a bias, lead to students easy to be rejected, contempt, second, the family or to students' personal future development has excessive negative view, usually communication aggressive speech output lead to students unable to get identity, and in the network virtual cost of a sense of achievement is less. Thus, social support is one of the determinants of the degree of the Internet addiction in students. Secondly, from the perspective of students' network behavior content, students' network addiction is mainly the addiction to network social networking and online games. With the development of the Internet, online games have become one of the main modes of public entertainment, thus promoting the development of online games. For online games can not generalize, during the online game can relax the spirit of positive effect, but also to recognize that part of the online game violence factors, pornography factors too much on adolescent mental health and the negative impact, although most of the game has prevent

addiction system but little effect, parents and social aspects still need to strengthen supervision. Thus, social support is a key factor in whether students can get rid of Internet addiction.

4. Problem support networks for secondary vocational education students use social support strategies

4.1. Society needs to establish an attitude towards Internet addiction

For Internet addiction, the social side generally adopts the attitude of rejection, contempt, and parents mostly take compulsory correction behavior. In another perspective, any excessive behavior can be called a kind of “addiction”, and this seemingly very just “addiction” is accustomed to their individual, become a habit, behind this habit is hidden inertia thinking, the network addiction should be corrected, need to correct behavior is wrong behavior, wrong behavior is bound to harm to society, and the harm to the behavior of the individual should not exist. This attitude towards network addiction is too one-sided, and virtually aggravates the sense of abandonment of network addiction and loneliness of students. For some students who are addicted to the Internet, they may feel guilty or ashamed and fear to be found out by their parents, schools and friends, and then continue to hide their Internet deviation behavior and even fall into the abyss of crime. And Internet addiction is not a unifactorial event, but is produced by the comprehensive effect of multiple factors, including individual student factors and social factors. Therefore, for the network addiction should not blindly take the attitude of rejection, contempt, the first thing to do is to produce empathy with it, so that students correctly view the network addiction, so that when students have the tendency of network addiction, it is more likely to turn to the outside world for help. Secondly, while maintaining tolerance of Internet addiction, it is also necessary to clearly point out the harmful nature of Internet addiction to avoid students from overindulging themselves. On this basis, it is necessary to strengthen the research on the causes of Internet addiction, and then to view the behavior more comprehensively, so as to maintain a corresponding attitude to different individuals. [5]

3.2. Build the connection between reality and virtual, and optimize the network platform

When students fall into the virtual world and cannot extricate themselves, such as the mandatory separation from the network world or may be counterproductive, so that they can first understand the students’ behavior in the network, to find the connection between it and the reality. At present, online games are mainly in the online world, which is less interactive with real life, so the research can be strengthened in this aspect. For example, the online game platform can set up interactive tasks with reality, build the correlation between games and learning, if you need to complete a learning task and upload videos to start the game, or you need to collect ten encouraging voice words to continue the game, so that it can feel a sense of achievement and happiness in real social interaction. Real life will certainly have an impact on students’ network behavior, and using it can help students to distinguish between reality and virtual, and view the network world correctly. At the same time, it can also strengthen the screening of network information and advertising shielding software. Advertising recommendation is one of the ways for students to understand online games. Students may appear all kinds of games push when browsing the web.

Because students have weak ability to resist temptation at this stage, the technical research can be strengthened in this aspect. In addition, the current secondary vocational students network platform construction is commonly used network collaboration software WebEx, because it mainly through the browser as a channel, such as more participants or data calculation is larger, affected by the students use equipment CPU and performance may appear network paralysis, network paralysis during students from the learning state, in this aspect can be optimized through the network in the form of video, audio contact architecture simulation classroom, teachers can also observe the status of real-time, effective supervision for students. [6]

5. Conclusions

For secondary vocational education students problematic internet use, positive social support can make students better feel from the real world, and set up the correct outlook on life and values, can reduce the possibility of students network addiction, also can help students to get rid of the virtual world, return to the real society, the first thing to correct problem network using this behavior, give full human care but also to guide its to understand the dangers of excessive addiction network. Secondly, the supervision and control should also be strengthened in the aspect of the network platform, so as to appropriately increase the communication between the network and the reality, so that the students can feel the happiness from the real life.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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