



Internet Addiction and Academic Performance Among Junior High School Students

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Abstract

Background and Aim: The rapid expansion of digital technology has significantly increased students' dependence on the internet for educational, social, and recreational purposes. While internet access offers numerous learning opportunities, excessive use may lead to internet addiction, potentially affecting students' academic outcomes. This study aimed to describe the demographic profile of junior high school students, determine their level of internet addiction, assess their academic performance, examine differences in internet addiction across demographic characteristics, and investigate the relationship between internet addiction and academic performance.

Materials and Methods: This study employed a descriptive-correlational research design involving 40 junior high school students from Grades 7 to 10 at Tangub National High School during the School Year 2025–2026. Respondents were selected using purposive sampling. Data were collected through a structured questionnaire measuring various dimensions of internet addiction. They were analyzed using frequency and percentage distribution, weighted mean, mean and standard deviation, independent samples t-test, one-way analysis of variance (ANOVA), and Pearson product-moment correlation coefficient. Ethical considerations, including voluntary participation, confidentiality, anonymity, parental consent, and student assent, were strictly observed.

Results: Findings revealed that most respondents were aged 13–15 years (45.0%) and female (65.0%). Internet addiction was found to be severe in the dimensions of responsibility neglect ($M = 3.60$), internet preoccupation ($M = 3.77$), usage control loss ($M = 3.77$), and academic interference ($M = 3.79$), while excessive online time was rated moderate ($M = 2.93$). Despite these findings, respondents demonstrated a very satisfactory level of academic performance, with an overall mean grade of 88.93. Statistical analyses revealed no significant differences in internet addiction according to age ($p = 0.304$), sex ($p = 0.943$), and year level ($p = 0.380$). Furthermore, the correlation between internet addiction and academic performance was very weak and not statistically significant ($r = 0.133$, $p = 0.413$).

Conclusion: Junior high school students exhibited considerable indicators of internet addiction while maintaining very satisfactory academic performance. Internet addiction did not significantly vary across demographic groups and was not significantly associated with academic achievement. The findings underscore the importance of promoting responsible internet use and digital wellness while recognizing that factors beyond internet use alone may influence academic performance.

Keywords: Internet Addiction, Academic Performance, Junior High School Students

Introduction

The rapid advancement of digital technologies has transformed the way students access information, communicate, and engage in academic tasks. The internet has become an indispensable educational resource, providing students with access to learning materials, communication platforms, and interactive learning opportunities. However, the increasing dependence on digital technologies has also raised concerns regarding internet addiction and its potential consequences on students' academic





and personal lives. Internet addiction is characterized by excessive or uncontrolled internet use, emotional dependence on online activities, and difficulty regulating online behavior, which may interfere with daily responsibilities and educational outcomes.

Recent studies have highlighted the growing prevalence of internet addiction among students. Azri, Samsudin, and Ibrahim (2021) reported that excessive internet use negatively correlates with academic performance, particularly when students prioritize online activities over academic responsibilities. Similarly, Singh and Srivastava (2021) found that internet addiction reduces student engagement and concentration, leading to lower academic achievement. Masters et al. (2021) further observed that internet addiction complicates students' ability to balance academic demands and online activities, emphasizing the educational implications of problematic internet use.

Despite the growing body of research, findings regarding the relationship between internet addiction and academic performance remain inconsistent. While many studies report a negative association between internet addiction and academic outcomes, other studies suggest that internet use does not always result in diminished academic performance, particularly when students effectively utilize digital resources for educational purposes. These conflicting findings indicate the need for further investigation, especially among younger learners whose internet use patterns and academic experiences may differ from those of university students.

Moreover, most existing studies have focused on college and university populations, with limited attention given to junior high school students in local Philippine settings. Little is known about how internet addiction relates to academic performance among junior high school students in Tangub National High School, particularly within the context of increasing digital engagement among adolescents. This gap in the literature highlights the need to examine whether internet addiction significantly affects academic performance among this population and whether differences exist across demographic characteristics.

Given these considerations, the present study aims to determine the demographic profile of junior high school students, assess their level of internet addiction, evaluate their academic performance, and examine the relationship between internet addiction and academic performance. It also seeks to determine whether significant differences exist in internet addiction when respondents are grouped according to age, sex, and year level. By addressing these objectives, the study contributes to the existing literature and provides evidence that may assist educators, parents, and school administrators in promoting responsible internet use and supporting students' academic development.

Objectives

The study aimed to:

To describe the respondents' demographic profile in terms of age, sex, and year level.

To determine the level of internet addiction among the respondents across selected dimensions of internet use.

To determine the academic performance of the respondents.

To examine significant differences in internet addiction when respondents are grouped according to their demographic characteristics.

To determine the relationship between internet addiction and academic performance.

Literature review

This section presents relevant literature and studies related to internet addiction and academic performance among students. It discusses the prevalence of internet addiction, its influence on academic outcomes, and the varying findings reported in recent studies. The reviewed literature provides a theoretical and empirical foundation for understanding the complex relationship between internet addiction and students' academic performance.

Internet Addiction

Internet addiction is commonly defined as excessive or uncontrolled internet use that interferes with an individual's daily activities, responsibilities, and overall well-being. Among students, the increasing accessibility of smartphones, social media platforms, online games, and digital learning resources has contributed to a growing dependence on internet use. As educational institutions continue





to integrate technology into learning environments, concerns regarding problematic internet use have become increasingly significant.

Salpynov et al. (2024) reported in their systematic review and meta-analysis that internet addiction is prevalent among students across different countries and educational contexts, underscoring the global nature of this behavioral concern. The study identified poor self-control, emotional distress, and excessive online engagement as major contributing factors. Similarly, Ali et al. (2024) emphasized that students are particularly vulnerable to internet addiction due to academic demands and the increasing reliance on online learning platforms. These findings suggest that internet addiction has become a growing concern in modern education and may affect students regardless of educational level.

Overall, the literature indicates that internet addiction is influenced by multiple psychological, behavioral, and environmental factors. The increasing integration of digital technologies into students' daily lives underscores the importance of understanding how internet use affects academic and personal development.

Internet Addiction and Academic Performance

Numerous studies have examined the relationship between internet addiction and academic performance, with many reporting that excessive internet use negatively affects students' educational outcomes. Afrin et al. (2024) found that students with higher levels of internet addiction tend to have lower academic performance, attributing this relationship to reduced study time, procrastination, and difficulties maintaining concentration. Likewise, Internet addiction has been found to negatively affect students' academic performance by reducing concentration, increasing distractions, and interfering with effective study habits, which ultimately leads to lower academic achievement (Afrin et al., 2024; Jiang et al., 2024; Dou & Shek, 2021). Furthermore, Ali et al. (2024) emphasized that students with problematic internet use often experience difficulties in time management, resulting in incomplete academic tasks and lower performance.

However, findings in the literature are not entirely consistent. While many studies report negative effects, some suggest that the relationship between internet addiction and academic performance is more complex and context-dependent. Dou and Shek (2021) found that although internet addiction was associated with lower academic satisfaction, some students were able to maintain satisfactory academic performance when supported by strong academic values and self-discipline. Similarly, Rahardjo et al. (2023) reported that internet addiction alone was not a significant predictor of academic achievement, as factors such as self-esteem, learning strategies, and social support also played important roles. Yang et al. (2022) further noted that students who effectively utilized internet resources for educational purposes demonstrated higher academic engagement and improved learning outcomes.

These contrasting findings suggest that internet addiction does not uniformly affect all students in the same manner. The impact of internet use on academic performance may depend on how students manage their online activities, the purposes for which they use the internet, and the presence of personal and environmental factors that support learning. While most studies report negative effects, others indicate that the relationship is influenced by contextual variables and may not always result in diminished academic performance. This inconsistency in the literature highlights the need for further investigation, particularly among junior high school students in local educational settings where evidence remains limited.

Conceptual Framework

This study is anchored on the premise that excessive internet use may influence students' academic performance. The framework illustrates the relationship between the respondents' demographic profile, level of internet addiction, and academic performance.

The respondents' profile, which includes age, sex, and year level, serves as the grouping variable used to determine whether significant differences exist in the level of internet addiction among students. Internet addiction is considered the independent variable and is measured through five dimensions: staying online longer than intended, neglect of responsibilities to spend more time online, emotional attachment and preoccupation with internet use, loss of control over internet usage, and



interference with academic tasks. Academic performance, measured through students' grades, serves as the dependent variable.

The framework is supported by the assumption that excessive and uncontrolled internet use may affect students' academic behaviors, including time allocation, concentration, task completion, and study habits, which can subsequently influence academic outcomes. However, the relationship may not be direct for all students because individual and environmental factors can also affect academic performance.

Furthermore, although not directly examined in this study, factors such as motivation, self-regulation, time-management skills, parental supervision, learning environment, and educational use of the internet may moderate or mediate the relationship between internet addiction and academic performance. These factors may explain why some students maintain satisfactory academic achievement despite exhibiting high levels of internet addiction.

Thus, the framework proposes that internet addiction may influence academic performance, while demographic characteristics are used to determine variations in internet addiction across respondent groups. The study further examines whether a significant relationship exists between internet addiction and academic performance among junior high school students.

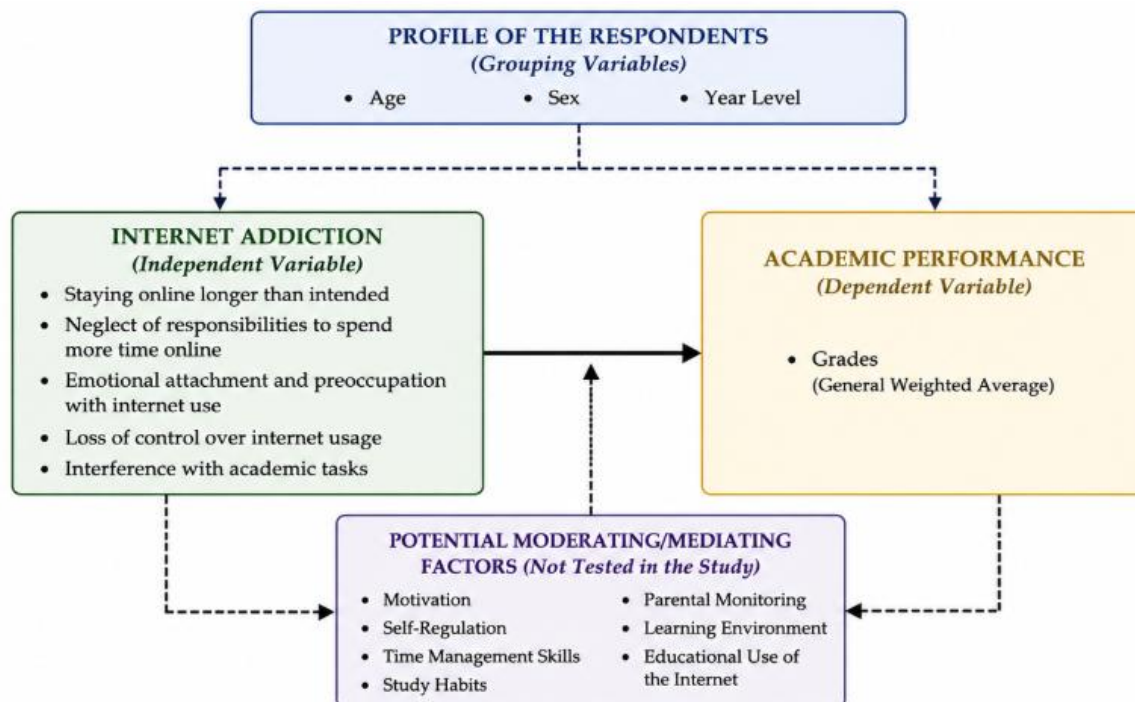


Figure 1: Conceptual Framework

Research Methods

Research Design

This study employed a descriptive-correlational research design to examine the relationship between internet addiction and academic performance among junior high school students. The descriptive component was used to determine the respondents' demographic profile and assess their level of internet addiction, while the correlational component was utilized to investigate the relationship between internet addiction and academic performance. This design was deemed appropriate because it allows the examination of naturally occurring relationships among variables without manipulating the study environment.

However, it should be noted that correlational research does not establish causality. While the study identifies the degree of association between variables, it cannot determine whether internet



addiction directly causes changes in academic performance. Consequently, the findings should be interpreted as indicative of relationships rather than cause-and-effect conclusions.

Respondents of the Study

The respondents consisted of forty (40) junior high school students enrolled at Tanguib National High School during the School Year 2025–2026. The participants were distributed equally across Grade 7, Grade 8, Grade 9, and Grade 10, with ten (10) students representing each grade level. The study focused on students who regularly accessed and used the internet for academic and non-academic purposes.

Although the sample size was sufficient for the exploratory objectives of the study, the relatively small number of respondents may limit the statistical power of the analyses and the generalizability of the findings to broader student populations.

Sampling Technique

The study utilized purposive sampling to select respondents who met the predetermined inclusion criteria. Participants were required to have regular internet access and active engagement in online activities through digital devices such as smartphones, tablets, or computers. This sampling technique was appropriate because the study specifically sought respondents with direct exposure to internet use, which is essential in assessing internet addiction.

Nevertheless, because purposive sampling is a non-probability sampling method, the findings may not be representative of all junior high school students. Therefore, caution should be exercised when generalizing the results beyond the study population.

Research Instrument

Data were collected using a structured survey questionnaire consisting of two sections. The first section gathered demographic information, including age, sex, and year level. The second section measured the respondents' level of internet addiction across five dimensions: staying online longer than intended, neglect of responsibilities to spend more time online, emotional attachment and preoccupation with internet use, loss of control over internet usage, and interference with academic tasks.

The questionnaire was adapted from established literature on internet addiction and modified to suit the context of junior high school students. Before data collection, the instrument was subjected to content validation by experts in education and research to ensure relevance, clarity, and appropriateness of the items.

The reliability of the instrument was determined through pilot testing. Cronbach's alpha was computed to assess internal consistency, with a coefficient of at least 0.70 considered acceptable for research purposes.

Statistical Treatment of Data

The following statistical tools were employed in the analysis of the data:

- Frequency and Percentage Distribution – to describe the respondents' demographic profile.
- Weighted Mean – to determine the level of internet addiction across its dimensions.
- Mean and Standard Deviation – to describe the respondents' academic performance.
- Independent Samples t-test – to determine significant differences in internet addiction when respondents were grouped according to sex.
- One-Way Analysis of Variance (ANOVA) – to determine significant differences in internet addiction when respondents were grouped according to age and year level.
- Pearson Product-Moment Correlation Coefficient (Pearson r) – to determine the relationship between internet addiction and academic performance.

Before conducting inferential analyses, assumptions of normality and homogeneity of variance were assessed to ensure the appropriateness of parametric statistical procedures. All statistical tests were conducted at the 0.05 level of significance.

Ethical Considerations

Ethical principles were strictly observed throughout the conduct of the study. Approval was obtained from the appropriate school authorities before data collection. Participation was entirely voluntary, and respondents were informed of the study's purpose, procedures, and their right to withdraw at any time without penalty.





Considering that the participants were minors, informed parental consent and student assent were secured before participation. Confidentiality and anonymity were maintained by ensuring that no personally identifiable information was collected or disclosed. All data were used solely for academic and research purposes and were stored securely to protect respondents' privacy.

AI Use Declaration

The researchers also adhered to ethical standards regarding the use of Artificial Intelligence (AI) tools in the conduct of the study. AI-assisted technologies were utilized only for language enhancement, grammar checking, and editorial support during manuscript preparation. All research design decisions, data collection, statistical analyses, interpretation of findings, and conclusions remained the sole responsibility of the researchers. The use of AI did not replace human judgment, critical analysis, or scholarly accountability. Furthermore, all outputs generated with AI assistance were carefully reviewed and validated by the researchers to ensure accuracy, integrity, and compliance with academic and research ethics.

Results and Discussion

Problem 1: What is the profile of the respondents in terms of age, sex, and year level?

Table 1: Frequency and Percentage Distribution of the Respondents' Profile

Profile		Frequency	Percent
Age	10 - 12 years old	9	22.5
	13 - 15 years old	18	45.0
	16 - 19 years old	13	32.5
Sex	Male	14	35.0
	Female	26	65.0
Year Level	Grade 7	10	25.0
	Grade 8	10	25.0
	Grade 9	10	25.0
	Grade 10	10	25.0

Table 1 presents the demographic profile of the respondents in terms of age, sex, and year level. The findings show that the largest proportion of respondents belonged to the 13–15-year-old age group, comprising 45.0% of the total sample. This was followed by respondents aged 16–19 years old, representing 32.5%, while those aged 10–12 years old accounted for 22.5% of the respondents. In terms of sex, females constituted the majority of the sample with 65.0%, whereas males comprised 35.0%. As for year level, the respondents were equally distributed across Grades 7, 8, 9, and 10, with each grade level representing 25.0% of the total sample.

The results indicate that the study primarily involved students within the middle adolescent age range and included a greater proportion of female respondents. The equal representation across year levels provided a balanced distribution of participants from Grades 7 to 10, allowing the study to capture perspectives from all junior high school levels. These demographic characteristics provide important contextual information for interpreting the findings on internet addiction and academic performance.

The profile distribution should be considered when interpreting the results of the study. Since the sample consisted of a higher proportion of female respondents and a larger number of students aged 13–15 years, the findings may reflect the characteristics of the participants included in the study. However, the equal representation across year levels contributes to a broader understanding of internet addiction among junior high school students within the study setting.

The findings are consistent with recent studies that emphasize the importance of examining internet use among adolescent populations due to their frequent exposure to digital technologies and online environments (Bond et al., 2021). Understanding the demographic composition of the





respondents provides a useful context for examining patterns of internet use and academic performance among junior high school students.

Problem 2: What is the level of internet addiction of the respondents in terms of staying online longer than intended, neglect of responsibilities to spend more time online, emotional attachment and preoccupation with internet use, loss of control over internet usage, and interference with academic tasks?

Table 2 Level of Internet Addiction of the Respondents in Terms of Excessive Online Time, Responsibility Neglect, Internet Preoccupation, Usage Control Loss, and Academic Interference

Factors	Mean	SD	Minimum	Maximum	Interpretation
Excessive Online Time	2.93	0.362	2.25	3.75	Moderate
Responsibility Neglect	3.60	0.322	2.67	4.00	Severe
Internet Preoccupation	3.77	0.238	3.00	4.17	Severe
Usage Control Loss	3.77	0.236	3.25	4.25	Severe
Academic Interference	3.79	0.265	3.00	4.00	Severe

Table 2 presents the level of internet addiction of the respondents in terms of excessive online time, responsibility neglect, internet preoccupation, usage control loss, and academic interference.

The results show that Excessive Online Time obtained a mean of 2.93 (SD = 0.362), interpreted as moderate. This indicates that respondents spend a considerable amount of time online but have not reached the highest level of excessive internet use. This finding is consistent with Singh and Srivastava (2021), who reported that increased internet use among students may influence academic engagement and learning behaviors.

Responsibility Neglect obtained a mean of 3.60 (SD = 0.322), interpreted as severe. This suggests that respondents frequently experience situations in which internet use competes with academic and personal responsibilities. Similarly, Internet Preoccupation (M = 3.77, SD = 0.238) and Usage Control Loss (M = 3.77, SD = 0.236) were both interpreted as severe, indicating a high level of psychological attachment to internet activities and difficulty regulating internet use.

Academic Interference obtained the highest mean of 3.79 (SD = 0.265), which was likewise interpreted as severe. This finding suggests that respondents perceive internet use as interfering with certain academic activities, such as concentrating on schoolwork, completing assignments, or managing study time. However, this result should be interpreted with caution. Although respondents reported high levels of perceived academic interference, the findings of the study also revealed that their overall academic performance remained very satisfactory and that no significant relationship existed between internet addiction and academic performance. This indicates that perceived interference does not necessarily translate into lower academic achievement among the respondents.

Overall, the findings indicate that respondents exhibited severe levels of internet addiction in terms of responsibility neglect, internet preoccupation, usage control loss, and academic interference, while excessive online time remained at a moderate level. These results suggest that students experience several behavioral and psychological indicators of internet addiction. However, the absence of a significant relationship between internet addiction and academic performance implies that the effects of internet addiction on academic outcomes may vary among students and may be influenced by other factors not examined in the study. Similar findings have been reported by Rahardjo et al. (2023) and Dou and Shek (2021), who noted that internet addiction does not always correspond to lower academic achievement and that academic outcomes may depend on additional personal and environmental factors.

Problem 3: What is the academic performance of the respondents?





Table 3 Academic Performance of the Learner-Respondents

Grading Scale	Frequency (n)	Percent (%)	Mean	SD	Descriptor
90-100	18	45	91.35	1.84	Outstanding
85-89	16	40	88.26	1.30	Very Satisfactory
80-84	6	15.0	83.46	1.05	Satisfactory
Total	40	100.0	88.93	3.12	Very Satisfactory

Table 3 presents the academic performance of the learner-respondents based on their grades. The results show that 45.0% of the respondents obtained grades within the 90–100 range, classified as Outstanding, with a mean grade of 91.35 (SD = 1.84). Meanwhile, 40.0% obtained grades within the 85–89 range, described as Very Satisfactory, with a mean of 88.26 (SD = 1.30). The remaining 15.0% obtained grades within the 80–84 range, classified as Satisfactory, with a mean of 83.46 (SD = 1.05). Overall, the respondents achieved a mean grade of 88.93 (SD = 3.12), which falls within the Very Satisfactory performance level.

The findings indicate that the respondents generally performed well academically, with the majority obtaining grades classified as Outstanding or Very Satisfactory. The relatively small standard deviations within each grading category suggest limited variability in academic performance among the respondents. This indicates that the sample was composed primarily of students with consistently satisfactory to outstanding academic achievement.

The high academic performance observed in the study is noteworthy, given the severe levels of internet addiction reported in several dimensions. However, the results should be interpreted cautiously. The concentration of respondents within the higher grade ranges may have reduced variability in academic performance, making it more difficult to detect relationships between internet addiction and academic achievement. Furthermore, the relatively small sample size and the use of purposive sampling may have resulted in a sample that does not fully represent the broader population of junior high school students.

The findings suggest that high levels of internet addiction do not necessarily correspond to lower academic performance among the respondents in this study. This observation is consistent with Dou and Shek (2021), who reported that internet addiction does not always result in poor academic outcomes among students. Similarly, Shek et al. (2023) found that the relationship between internet addiction and academic performance is influenced by multiple factors and may vary across student populations. Yang et al. (2022) likewise reported that students may derive academic benefits from internet use when digital resources are utilized effectively for learning purposes.

Overall, the findings indicate that the respondents maintained a Very Satisfactory level of academic performance despite reporting severe levels of internet addiction in several dimensions. This result highlights the complexity of the relationship between internet addiction and academic achievement and suggests that academic performance may not be explained by internet addiction alone. Further investigation involving larger and more representative samples is recommended to better understand this relationship.

Problem 4: Is there a significant difference between the respondents' level of internet addiction when grouped according to their profiles?





Table 4 Significant Difference in the Level of Internet Addiction of the Respondents When Grouped According to Age, Sex, and Year Level

		Internet Addiction		Test Statistics	p-value
		Mean	Interpretation		
Age	10-12 Years old	3.62	Severe	2.38	0.304
	13-15 Years old	3.52	Severe		
	16-19 Years old	3.62	Severe		
Sex	Male	3.57	Severe	0.005	0.943
	Female	3.58	Severe		
Year Level	Grade 7	3.61	Severe	3.08	0.380
	Grade 8	3.50	Severe		
	Grade 9	3.58	Severe		
	Grade 10	3.60	Severe		

Table 4 presents the differences in the level of internet addiction when respondents are grouped according to age, sex, and year level. The table shows the mean scores, test statistics, and corresponding p-values for each demographic variable.

In terms of age, respondents aged 10–12 years old and 16–19 years old both obtained a mean score of 3.62, while respondents aged 13–15 years old obtained a mean score of 3.52. All age groups were interpreted as exhibiting a severe level of internet addiction. The analysis yielded a test statistic of 2.38 with a p-value of 0.304, which exceeded the 0.05 level of significance. Therefore, no significant difference was found in the level of internet addiction when respondents were grouped according to age. This finding suggests that internet addiction was observed across all age categories included in the study.

About sex, male respondents obtained a mean score of 3.57, while female respondents obtained a mean score of 3.58. Both groups were interpreted as having a severe level of internet addiction. The computed test statistic was 0.005 with a p-value of 0.943, indicating no significant difference between male and female respondents. The nearly identical mean scores further suggest that the level of internet addiction was comparable across both sexes.

As to year level, Grade 7 respondents obtained a mean score of 3.61, Grade 8 obtained 3.50, Grade 9 obtained 3.58, and Grade 10 obtained 3.60. Although slight variations were observed among the mean scores, all year levels were classified as having a severe level of internet addiction. The analysis produced a test statistic of 3.08 with a p-value of 0.380, indicating no significant difference among the year levels.

Overall, the results indicate that age, sex, and year level did not significantly differentiate the respondents' level of internet addiction. Although minor variations in mean scores were observed across groups, these differences were not statistically significant. This finding suggests that internet addiction may be experienced similarly across demographic categories within the study population. Similar observations have been reported in previous studies, which found that internet addiction is increasingly associated with widespread access to digital technologies and online platforms rather than demographic characteristics alone (Jiang et al., 2024; Varchetta et al., 2024; Shek et al., 2023).

Problem 5: Is there a significant relationship between respondent's level of internet addiction and their academic performance?



Table 5: Significant Relationship Between Respondents' Internet Addiction and Academic Performance

Variables	Correlation Coefficient (Pearson r)	p-value
Internet Addiction and Academic Performance	0.133	0.413

Table 5 presents the relationship between respondents' level of internet addiction and academic performance. The results revealed a correlation coefficient (r) of 0.133, indicating a very weak positive relationship between the two variables. Furthermore, the obtained p-value of 0.413 exceeded the 0.05 level of significance, indicating that the observed relationship was not statistically significant. Therefore, the null hypothesis stating that there is no significant relationship between internet addiction and academic performance was not rejected.

The findings suggest that within the sample studied, internet addiction was not significantly associated with academic performance. Although a weak positive relationship was observed, the magnitude of the correlation was minimal and insufficient to establish a meaningful association between the variables. This indicates that variations in internet addiction scores were not accompanied by corresponding changes in academic performance among the respondents.

The present findings are consistent with previous studies that reported weak or non-significant relationships between internet addiction and academic achievement. Sefriani et al. (2023) found that internet-related addictive behaviors were not significantly associated with students' academic achievement. Similarly, Rahardjo et al. (2023) reported that internet addiction alone did not significantly predict academic outcomes. Similarly, Dou and Shek (2021) found that internet addiction was associated with students' academic outcomes, although academic values and other personal factors also contributed to variations in academic performance.

However, the findings should be interpreted with caution. The absence of a statistically significant relationship does not necessarily indicate that no relationship exists between internet addiction and academic performance. The relatively small sample size ($n = 40$) may have limited the statistical power of the analysis, thereby reducing the likelihood of detecting small or moderate relationships if they were present. Consequently, the possibility of a Type II error cannot be entirely ruled out.

Overall, the results indicate that internet addiction was not significantly associated with academic performance among the respondents included in this study. Future studies involving larger and more representative samples are recommended to provide a more robust examination of the relationship between these variables and to determine whether similar findings can be observed across broader student populations.

Discussion

The current research investigated the extent of internet addiction and its correlation with the academic achievements of junior high school pupils. Despite exhibiting significant internet addiction across various aspects such as abandonment of responsibilities, preoccupation with the internet, lack of control over usage, and academic disruption, respondents nonetheless achieved a Very Satisfactory level of academic achievement. Moreover, no notable disparities in online addiction were identified concerning age, gender, and educational level, and no statistically significant correlation was detected between internet addiction and academic achievement.

A significant discovery of the research is that participants indicated pronounced symptoms of internet addiction despite achieving commendable academic performance. This finding contrasts with numerous earlier studies that identified excessive internet usage as a forecaster of unfavorable academic performance stemming from procrastination, diminished focus, and subpar study techniques (Afrin et al., 2024; Jiang et al., 2024). One potential



rationale is that middle school students are progressively utilizing the internet for both leisure and academic objectives, such as engaging with learning management systems, seeing online instructional videos, consulting digital references, and interacting with educators. Thus, extensive internet usage does not inherently result in subpar academic outcomes when kids can differentiate between instructional and leisure online activities.

The lack of a statistically significant correlation between internet addiction and academic performance further corroborates earlier research indicating that academic success is affected by other interrelated factors beyond just internet usage. Rahardjo et al. (2023) contended that self-esteem, learning methodologies, and various psychosocial factors might be more significant in influencing students' academic achievement than internet addiction alone. Similarly, Dou and Shek (2021) highlighted that kids with robust academic values and proficient self-regulation can maintain academic success even when displaying problematic internet usage. These elucidations might elucidate the present results, in which participants sustained commendable academic performance while indicating signs of internet addiction.

A further interesting discovery is that internet addiction showed no substantial variation based on age, gender, or academic year. This indicates that problematic internet usage has emerged as a prevalent behavioral trend among adolescents, irrespective of demographic factors. The extensive accessibility of cellphones, economical mobile internet, and social media platforms has rendered internet access progressively ubiquitous among middle school kids. Comparable findings have been shown by Varchetta et al. (2024), indicating that demographic factors alone cannot elucidate the disparities in internet addiction, as digital technology is profoundly embedded in the daily routines of adolescents. Similarly, Shek et al. (2023) indicated that internet addiction is progressively linked to psychological and behavioral elements rather than demographic traits.

The pronounced ratings discovered in the areas of academic disruption and accountability disregard necessitate thorough examination, even in the absence of a substantial correlation with academic achievement. Students' beliefs that internet usage disrupts academic obligations may suggest emerging behavioral hazards that have not yet led to observable decreases in academic performance. If not addressed, these behaviors may ultimately affect kids' motivation, emotional health, classroom participation, and long-term academic success. Consequently, proactive measures emphasizing ethical internet usage and digital well-being are essential, even for adolescents who presently exhibit commendable academic performance.

The results must also be understood considering several methodological constraints. The research included merely forty participants chosen by purposive sampling from one public secondary institution, hence constraining the applicability of the results. The limited sample size might have diminished the statistical capacity to identify weak or moderate correlations between internet addiction and academic achievement. Moreover, internet addiction was assessed via self-reported data, perhaps swayed by social desirability bias or the subjective views of the respondents. Subsequent investigations ought to utilize more extensive probability samples sourced from various educational institutions and integrate supplementary variables like self-regulation, academic motivation, parental oversight, mental well-being, study practices, and digital literacy to yield a more thorough comprehension of the elements affecting students' academic achievement.

The current research adds to the expanding corpus of literature indicating that internet addiction does not necessarily result in subpar academic achievement. The results indicate that the educational impact of internet addiction is contingent upon students' usage of digital technologies and the availability of protective personal and environmental elements that facilitate good learning. Thus, initiatives must concentrate not merely on diminishing internet





usage but also on fostering responsible digital participation, effective time-management abilities, and sound technology practices among youth.

Conclusion

Based on the findings of the study, it is concluded that the respondents were predominantly aged 13–15 years old, with female students comprising the majority of the sample and equal representation across Grades 7 to 10. The respondents exhibited severe levels of internet addiction in terms of responsibility neglect, internet preoccupation, usage control loss, and academic interference, while excessive online time was found to be moderate. These findings indicate that several behavioral and psychological indicators of internet addiction were present among the respondents.

Despite reporting severe levels of internet addiction in several dimensions, the respondents demonstrated a Very Satisfactory level of academic performance, with an overall mean grade of 88.93. The study further revealed no significant differences in internet addiction when respondents were grouped according to age, sex, and year level. Additionally, a very weak positive relationship was observed between internet addiction and academic performance ($r = 0.133$); however, this relationship was not statistically significant ($p = 0.413$).

Based on the results obtained, the study did not find sufficient evidence to support a significant relationship between internet addiction and academic performance among the respondents included in this study. These findings suggest that internet addiction, as measured in the present investigation, was not significantly associated with academic performance within the sample. However, the results should be interpreted with caution due to the relatively small sample size and the use of purposive sampling, which may limit the generalizability of the findings. Future studies involving larger and more representative samples are recommended to further examine the relationship between internet addiction and academic performance among junior high school students.

Recommendation

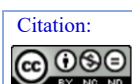
Based on the findings and conclusions of the study, the following recommendations are offered:

For Students. Students are encouraged to adopt responsible internet-use practices by establishing personal screen-time limits and utilizing digital well-being applications that monitor and regulate online activities. They may also develop weekly study schedules that allocate specific periods for academic tasks and recreational internet use. Participating in digital literacy and self-regulation workshops may further help students develop healthier online habits while maintaining academic productivity.

For Teachers. Teachers are encouraged to integrate digital literacy and responsible internet-use lessons into classroom activities. Classroom strategies such as technology-assisted learning, monitored online research tasks, and discussions on digital citizenship may help students maximize the educational benefits of internet use while minimizing distractions. Teachers may also conduct periodic monitoring of students' online learning behaviors and guide balancing academic and recreational internet activities.

For Parents. Parents are encouraged to establish household internet-use guidelines, including reasonable screen-time limits and designated technology-free periods during study hours and family activities. Regular communication regarding students' online experiences and monitoring of internet activities may help foster responsible digital behavior. Parents may also encourage participation in offline recreational, social, and educational activities to promote a balanced lifestyle.

For School Administrators. School administrators are encouraged to develop and implement a Digital Wellness Program that includes internet addiction awareness campaigns, digital citizenship seminars, responsible technology-use workshops, and counseling interventions for students who may exhibit problematic internet-use behaviors. Schools may also establish annual Digital Wellness Week





activities and collaborate with guidance counselors, teachers, and parents in promoting healthy online engagement among students.

Proposed Intervention Program. The school may implement a "Digital Balance and Responsible Internet Use Program" focusing on:

- Screen-time management and monitoring;
- Digital citizenship and online responsibility;
- Cyber wellness and mental health awareness;
- Time-management and self-regulation training;
- Parent-student digital literacy workshops; and
- Peer support activities promoting balanced technology use.

Such interventions may help students develop healthier digital habits while maximizing the educational benefits of internet resources.

For Future Researchers. Future researchers are encouraged to replicate the study using larger and more representative samples to improve the generalizability of the findings. They may also examine additional variables such as self-regulation, study habits, digital literacy, parental monitoring, mental health, academic motivation, and learning environment. Longitudinal and mixed-methods studies are likewise recommended to provide a deeper understanding of how internet addiction influences students' academic and behavioral outcomes over time.

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