



Influence of Internet Addiction on Social Connectedness and the Level of Depression, Anxiety, and Stress among Adolescents

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Abstract

Internet addiction is excessive and compulsive use of the Internet. Social connectedness is a sense of closeness and belonging that an individual experiences in their relationships with others. Anxiety is a feeling of fear, worry, or dread, while depression is a mood disorder that can cause feelings of sadness and hopelessness, and stress is a physical and emotional response to a challenging situation.

Aim: *The aim of the study. Influence of Internet Addiction on Social Connectedness and Mental Health of Adolescents. The objectives are to examine the relationship between internet addiction and the social connectedness of adolescents, to examine the relationship between internet addiction, depression, anxiety, and stress of adolescents, and to examine the relationship between social connectedness, depression, anxiety, and stress of adolescents.*

Methods: *A descriptive study was conducted. Through simple random sampling, 317 Students have responded properly within the stipulated time. 20 items Internet Addiction Test (IAT), The 20 items Social Connectedness Scale Revised (SCS-R), The 21 items The Depression Anxiety Stress Scale (DASS-21). Data were statistically analysed using the Statistical Package for the Social Sciences software, Version 20.0. The Karl-Pearson correlation method was used to find the relationship between variables. A simple percentage analysis was used. An independent samples t-test was employed to find out the significant mean difference between the demographic variables, with a 95% confidence level, and $p < 0.05$ was considered statistically significant.*

Results: *Results reveals than there is a significant positive relationship between internet addiction, depression, anxiety, and stress. There is a significant negative relationship between social connectedness and internet addiction, depression, anxiety, and stress. Results indicate there is a significant difference between internet addiction and social connectedness based on gender, type of study, and number of hours using the internet.*

Conclusion: *There is an important positive relationship between internet addiction, depression, anxiety and stress.*

Keywords: Internet addiction, social exclusion, Depression, Anxiety, Adolescent Stress

Internet addiction has surfaced as a global concern, particularly in the digital age where the Internet is essential to work, education, and social life (D. J. Kuss & Griffiths, 2011; Young, 1998a). Internet addiction shows up as too much internet use that disturb daily life. Poor academic performance and sleep issues are common with it.

Social connect is the feeling of intimacy and social connection with others. It seems vital for one's mental health and wellbeing. Physical health benefits from it in general, with internet addiction around it might be harder to maintain that. This part gets a bit complicated when trying to connect all the outcomes. There is more to figure out probably. Humans are social animals and are wired to build social connections and interact with each other both evolutionally and psychologically (Baumeister & Leary, 1995). Social connectedness has been identified in numerous studies as an important component against stress, a contributor to resilience, and a source that can improve mental and physical health outcomes (Holt-Lunstad et al., 2010a). According to the American Psychiatric Association, depression is a constant feeling of sadness or lack of interest, and can be identified by symptoms such as fatigue, changes in mood, disturbed sleep, and difficulties concentrating, which can seriously impact an individual's ability to perform in day-to-day tasks (Psychological Association, 2019). Anxiety seems quite common these days as a mental health issue. It affects millions of people no matter their age or background. When someone feels sad for a prolonged period of time and when fear sets in that gets too intense and stays around way longer than normal and disturb their daily routine. Symptoms of anxiety can be physiological and psychological, such as restlessness, tension, increased heart rate, and difficulty focusing (Kupfer, 2015). Stress has become very common in this technology world, affecting people of different ages, professions, and cultures, and has sizable effects on mental and physical well-being. Stress refers to the mind and body's response to perceived threats or challenges and is a complex interaction between psychological, physiological and environmental factors (Selye, 1976; Wen, 1998). As digital connect takes on a greater role in people's lives, the investigation of internet addiction and social connectedness among adolescents has become the need of the hour. The problem of Internet addiction, defined as excessive or poorly controlled preoccupations, urges or behaviors related to Internet usage that led to stress or impairment, has become a major issue among youth (Davis, 2001; Young & Rogers, 1998). Adolescence brings major psychological social and biological changes. This makes people prone to mental health problems. At the same time making relationships and a sense of identity is key during these years. But due to vulnerability teens can get into online addictive behaviors trying to meet their social needs. This comes at a cost to their wellbeing. The mental health problems like depression and anxiety might lead to problems with thinking ability, academics and relationships that last into adult life. I am not totally sure how all these connect, but that part stands out. Some of it feels like it could definitely affect things later without people noticing it right away. (Merikangas et al., 2010). Depression is especially prolonged worrying as it is characterized by persistent feelings of sadness, hopelessness, helplessness and loss of interest in previously enjoyed activities, which may significantly affect adolescents' daily route in and increase their risk for other mental health disorders (Thapar et al., 2012). The purpose of conducting a research study on the impact of internet addiction on social connectedness and levels of depression, anxiety and stress among adolescents in India is attributed to the rapid digital transformation and the unique challenges faced by adolescents in the country. The use of the internet among Indian adolescents has grown exponentially in the past decade and the internet has become a part

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of their daily life, education and social interaction. The internet is a great boon in that it provides instant access to knowledge and new platforms for socializing but too much use of it can lead to some problematic behaviors associated with internet addiction. This dependence often supplants face-to-face contact, which can impede the real-life social interactions that are essential for mental and emotional growth. Adolescents are in a stage of identity formation and social bonding, and their interpersonal relationships and sense of social connectedness may be negatively affected when they are more involved with online activities than with in-person interactions.

Research Question:

Based on the previous literature, the following research questions have been formulated:

What will be the socio- demographic conditions of the students?

Do they have internet addiction?

Are there any association among the selected Socio-demographic conditions, Internet addiction Social Connectedness, Depression Anxiety and Stress?

Aim: The aim of the study the influence of Internet addiction on Social Connectedness and Mental Health of Adolescents.

Objectives:

1. To understand the Socio Demographic details of the students
2. To examine the relationship between internet addiction and the social connectedness of adolescents,
3. To examine the relationship between internet addiction, depression, anxiety, and stress of adolescents,
4. To examine the relationship between social connectedness, depression, anxiety, and stress of adolescents.

Study Design:

For the present study the researcher has tried to describe the socio-demographic profile of the adolescents' Internet addiction on Social Connectedness and Mental Health, and the relationship between the above-mentioned variables for the adolescents; hence, the suitable design is a descriptive design.

Research Hypothesis:

After reviewing various relevant literature, the following research hypothesis have been formulated.

The higher the Internet Addiction, the lesser the social connectedness for the adolescent students.

The higher the Smart phone addiction the higher the Depression anxiety and Stress for the adolescent students.

Universe:

Adolescents' students from selected schools in Madurai city constitute the Universe. The researcher visited four different CBSC and Matriculation Schools and got permission from the principals to conduct the study.

Inclusive Criteria:

People aged between 16 and 18, People who can understand the English language, and people who provided informed consent to participate in the study were selected for the study.

Exclusive Criteria:

People who have not filled in all the questions, and people who have chronic physical, mental, and neurological conditions, were excluded from the research.

Sampling:

The researcher had been to four schools where permission was granted from the principal to conduct the study. The purpose of the study was well explained to the principal and a set of questionnaires were given to them and explained. Formal permission was obtained from the principal to collect the data. All the tools were given as questionnaires and explained well to the students. 317 adolescents comprising 167 boys and 150 girls who have responded properly within the stipulated time. Thus, the Simple Random Sampling method was adopted for this study.

Tools for Data collection:

1. To understand the selected socio-demographic conditions, a Semi-structured interview schedule was prepared by the researcher, which has got open ended and closed-ended questions.
2. 20 items Internet Addiction Test (IAT) (Young, 1998b) that measure the presence and severity of Internet dependency among adults with a reliability of 0.54–0.82. (Widyanto & McMurran, 2004) Cronbach's alpha (α) values typically range between **0.89 and 0.93**, indicating excellent internal reliability.
3. The 20-item Social Connectedness Scale Revised (SCS-R) (Lee, R. M., Draper, M., & Lee, S. (2001) measures the levels of social connectedness. The scale demonstrates high Validity and reliability, with Cronbach's alpha coefficients ranging from the high 80s to over .92 across diverse adolescent and adult samples
4. The 21 items The Depression Anxiety Stress Scale (DASS-21) (Lovibond & Lovibond, 1995) Each section consists of 7 statements measuring Depression, Anxiety, and stress. The reliability of DASS-21 showed that it has excellent Cronbach's alpha of 0.81 and 0.78 for the subscales of depression, anxiety, and stress respectively.

Statistical analysis:

Data were statistically analyzed using the statistical package for social sciences software, Version 20.0. The socio demographic variables were checked for normalcy. The Karl-Pearson correlation method was used to find the relationship between variables. A simple percentage analysis was used. An independent samples t-test was employed to find out the significant mean difference between the demographic variables, with a 95% confidence level, and $p < 0.05$ was considered statistically significant.

Results:

Table/ Fig-1: Distribution of Socio-demographic details		
Factors		N (%)
Age	16	202 (63.7)
	17	115 (36.3)
Gender	Male	167 (52.7)
	Female	150 (47.3)
Type of study	Matriculation	175 (55.2)
	CBSE	142 (44.8)

No of Hours in the Internet	Less than an hour	53 (16.7)
	1 to 3 hours	87 (27.4)
	More than 3 hours	177 (55.8)
Monthly expenses	Less than 500	15 (4.7)
	More than 500	302 (95.3)

Table 1 shows that one-fourth of the samples are aged 16, and the balance are aged 16. More than half of the samples are male, and the rest of them are female. More than 50% of the samples are studying in matriculation schools, and the others are studying in CBSE schools. Regarding the number of hours on the internet, more than half of the samples are using the internet more than 3 hours, nearly 30% of them are using 1 to 3 hours per day, and the rest of them are using less than an hour. Finally, regarding monthly expenses, 95% of the samples spend more than 500 rupees a month, and the rest of them spend less than 500 rupees.

Table/Fig 2: Distribution of Relationship between Variables					
Factors	1	2	3	4	5
Internet addiction	1				
Social Connectedness	-0.898**	1			
Depression	0.892**	-0.897**	1		
Anxiety	0.881**	-0.904**	0.991**	1	
Stress	0.870**	-0.889**	0.986**	0.980**	1
**Significant at p<0.01					

Table 2 reveals that there is a significant positive relationship between internet addiction, depression, anxiety, and stress. There is a significant negative relationship between social connectedness and internet addiction, depression, anxiety, and stress.

Table/Fig-3: Distribution of Relationship between variables based on sociodemographic details							
Factors		Internet addiction			Social Connectedness		
		M+SD	F	p	M+SD	F	p
Gender	Male	61.7+22.8	3.80	0.042*	54.2+23.2	10.08	0.002**
	Female	65.9+15.6			46.9+17.0		
Type of study	Matriculation	59.5+21.9	13.61	0.000**	54.7+21.5	8.57	0.004**
	CBSE	67.8+18.0			47.7+20.8		
No of hours on the internet	Less than an hour	62.8+21.3	9.35	0.000**	51.0+24.5	6.56	0.002**
	1 to 3 hours	59.1+21.2			55.9+17.8		
	More than 3 hours	71.4+14.3			46.2+13.5		
M- Mean, SD – Standard deviation, **Significant at p<0.01							

Table 3 indicates there is a significant difference in internet addiction based on gender. Females have a higher mean value, and there is a significant difference in social connectedness based on gender, with males having a higher mean value. There is a significant difference in internet addiction based on type of study, and CBSE has a higher mean value; there is a significant difference in social connectedness based on type of study, and matriculation has a higher mean value. There is a significant difference between internet addiction based on number of hours, and people who use more than 3 hours have a higher

mean value, and there is a significant difference between social connectedness based on number of hours and less than an hour has a higher mean value.

Factors		Depression			Anxiety			Stress		
		M+SD	F	p	M+SD	F	p	M+SD	F	p
Gender	Male	15.5+4.4	9.24	0.003**	15.3+3.9	14.65	0.000**	15.5+3.9	9.19	0.003**
	Female	16.8+3.7			16.8+2.9			16.7+2.9		
Type of study	Matriculation	15.3+4.9	14.37	0.000**	15.2+3.9	10.06	0.002**	15.3+3.9	12.12	0.000**
	CBSE	16.8+3.1			16.5+3.1			16.7+3.1		
No of Hours in the internet	Less than an hour	15.5+3.6	16.09	0.000**	15.4+3.6	16.00	0.000**	15.5+3.4	8.75	0.000**
	1 to 3 hours	15.7+3.9			15.4+3.9			15.8+4.0		
	More than 3 hours	18.2+2.9			17.8+2.5			17.7+3.3		
M- Mean, SD – Standard deviation, **Significant at p<0.01										

Table 4 reveals that there is a significant difference between depression, anxiety, and stress concerning gender, and females have a higher mean value in depression, anxiety, and stress. There is a significant difference between depression, anxiety, and stress concerning type of study, and people who study in CBSE schools have higher mean value in depression, anxiety, and stress. There is a significant difference between depression, anxiety, and stress regarding the number of hours on the internet, and people using more than 3 hours have a higher mean value in depression, anxiety, and stress.

Discussion:

The influence of internet addiction on social connectedness and levels of depression, anxiety, and stress among adolescents in India is a growing concern as digital engagement becomes increasingly prevalent in their daily lives. Overuse of the internet can lead to a sense of social isolation and a decline in social connectedness, as teenagers spend more time online socializing, playing games and learning, reducing face-to-face interactions. Studies have shown that there is a strong association between internet addiction and higher levels of depression, anxiety and stress. Such loneliness can lead to further deterioration in their mental health. The web may offer an alternative and opportunity for engagement; however, chat room conversations do not have the same level of intimacy or provide the support that one gets in their personal relationships. Thus, these adolescents may enter a cycle of mental illness while facing academic stress, peer relationship and family expectation, coupled with internet addiction and decreased social support. Specific measures are warranted to promote healthy internet use and enhance social support network. Results showed a significant positive relationship between internet addiction, depression, anxiety and stress. This may be due to excessive use of the internet, leading to social isolation, disruption of daily routine and reduced face-to-face interaction. This may increase feelings of loneliness and emotional distress. Internet addicts are often using internet activities as an escape from their real-life problems and can get into a cycle of dependency that worsens their mental health problems., prolonged exposure to negative online content or social comparison can increase symptoms of anxiety and depression and impede people's ability to manage stress. Repeated studies have found a strong positive association between internet addiction and depression. For example, a meta-analysis by (D. J. Kuss & Griffiths, 2012b) found that people with internet addiction reported a higher level of depressive symptoms, which may imply that excessive involvement in internet use may lead to a sense of worthless and sadness. The authors note that "internet addiction may cause the onset or exacerbation of depressive disorders" and

highlight the significance of this association for clinical practice (D. J. Kuss & Griffiths, 2012a). Social connectedness has a significant negative association with internet addiction, depression, anxiety and stress. This is likely because people with strong social relationships are more involved in satisfying, face-to-face interactions that meet their emotional and psychological needs. On the other hand, greater internet addiction might result in social isolation, reducing opportunities for real-world connections and increasing feelings of loneliness and mental distress. The lack of social support can lead to increases in depression, anxiety and stress as people may seek online platforms for validation and interaction that may not fulfill them emotionally in the same way as in-person relationships. One of the most important findings in this field is that being socially connected protects against internet addiction. (D. J. Kuss & Griffiths, 2012b) in their research shows that the stronger social ties people have, the lesser the internet addiction, which means that social connectedness plays a buffering role against obsessive technology use. In a study by (Seabrook et al., 2016), social connectedness was found to negatively correlate with the level of depressive symptoms in young adults. The significant difference in internet addiction by gender with higher mean values for female may be attributed to their greater engagement with social media and online activities that facilitate connection which can lead to excessive use. However, males are socially more connected which can be attributed to their preference for competitive online gaming and collaborative platforms that contribute to their socialization (Zakaria, M. H., Ali, A., & Aziz, A. 2022). This difference in internet use patterns suggests that the processes of socialization and motivation are different between genders contributing to the differences in addiction and connectedness that were observed. (Lemmens et al., 2010) Females reported higher levels of addiction to the internet, showing the role of emotional factors that may drive women to seek online connections (Oktuğ, Z. (2012). Similarly, (Cheng & Li, 2014) found that women tend to be more likely to be attracted to online platforms to interact with others and seek emotional support, thus making them more vulnerable to the development of addictive behaviors. The increased female internet addiction may also be associated with their usage patterns. Women tend to use the internet for social networking and online communication (D. Kuss et al., 2014). This can lead to compulsive use, as women seek validation and emotional connection. One possible explanation for these findings related to type of study in internet addiction and social connectedness is that they are from different educational environments and curricula, resulting in different student behaviors and social interactions. Students from the CBSE (Central Board of Secondary Education) curriculum may be at increased risk of internet addiction due to the focus on technology and digital resources in their curriculum, which increases screen time (Sandhu, D., & Barn, R. (2023). On the other hand, the students of the matriculation system had more feelings of being connected to others because they were more involved in the traditional setting, thus they were able to establish personal connections with their classmates and speak directly with their peers, resulting in a sense of community and belonging. Research has shown that social connectedness is important for mental health and well-being, with greater social support associated with lower levels of loneliness and anxiety (Haslam et al., 2009). Matriculation students may have attended a less competitive or smaller school environment and may have benefited from closer peer relationships, thus increasing their sense of belonging and connectedness (Nanda, M., Patel, J., Nath, S., & Ravindranath, S. (2025). The big difference between internet addiction and social connectedness, based on the number of hours spent online, may be due to the different patterns of internet use and the effect they

have on individuals. Those who spend more than three hours a day on the Internet is more likely to develop an Internet addiction. Long exposure can cause dependence and compulsive behaviors. In contrast, people who spend less than an hour online are more likely to feel socially connected, perhaps because they are more involved in more meaningful, quality interactions offline, and less likely to feel isolated, which can come with excessive internet use. Consequently, moderate internet usage could enhance social wellbeing, whereas problematic internet usage can inhibit social relations. D. J. Kuss and Griffiths (2017a) reported that increased internet use correlated with increased addiction-related symptoms, such as withdrawal, preoccupation, and functional impairment. It appears that after individuals reach the 3-hour mark, they exhibit these signs of addiction, which may negatively impact their wellbeing. Gender differences in depression, anxiety, and stress may be due to a variety of factors, such as biological, societal, or cultural ones. For example, women may have a greater predisposition to depression, anxiety, and stress due to hormonal fluctuations, societal expectations of how women should express themselves, and additional stressors, such as being caretakers for family members and societal pressure. Additionally, women experience more stigma when discussing their mental health, which may cause them to conceal their struggles with depression, anxiety, and stress. Men may be less likely to report their struggles due to norms of masculinity. Women are at more risk for developing mood and anxiety disorders – its consistent research finding. Women have a much higher prevalence of major depressive disorder, with lifetime prevalence rates estimated at 20% to 25%, compared to 8% to 12% in men (Kuehner, 2017a). This disparity may be attributed to several factors such as hormonal changes, especially during sensitive times such as puberty, pregnancy, and menopause, which may affect mood regulation and lead to vulnerability to depressive symptoms (Kuehner, 2017b). Moreover, women may be exposed to particular stressors, such as the load of caregiving or exposure to gender-based violence, which may worsen feelings of helplessness and depression World Health Organization. (2000) The large variations in depression, anxiety, and stress levels among students depending on their type of study are due to several factors, and students from CBSE schools had higher mean scores in all these areas. This could be due to the strict academic curriculum and competitive atmosphere in CBSE schools that might be putting more pressure to perform well. The pressure to perform well on tests and the pressure to earn good grades can also lead to stress and anxiety in students, which can create feelings of inadequacy and higher rates of depression. Moreover, the mental health consequences for students can be determined by the support systems and coping mechanisms that are provided for students across different educational systems. It was found that the students of the CBSE schools had more academic stress as compared to the state board students due to the rigid examination system and competitive environment of the CBSE schools (Singh et al., 2020). Sharma et al. (2021) found similar results that students of the CBSE board were under tremendous pressure to perform well in standardized tests, and this was significantly related to increased symptoms of anxiety and depression. Boucher, E. (2024). The differences between levels of depression, anxiety, and stress in association with internet use could be attributed to the adverse effects of extended screen time on psychological health. People using the internet for more than three hours may be more prone to be exposed to cyberbullying, social comparison, and negative content, which can contribute to feelings of loneliness and inferiority. Furthermore, overuse of the internet has been linked to less face-to-face contact and physical exercise, which can exacerbate emotional discomfort. Therefore,

people who use the Internet for a long time might have higher mean levels of depression, anxiety, and stress than those who use the Internet less. Studies have shown that heavy Internet use can have negative psychological effects. For instance, a research study by (Hamshari, S., Yaseen, S., Zayed, M., Dalasha, A., Maraqa, B., & Nazzal, Z. (2024). found that adolescents who used electronic devices for more than three hours a day had higher levels of depressive symptoms compared to adolescents with limited screen time. Similarly, Kuss and Griffiths (2017b) found that problematic Internet use was associated with increased anxiety and stress, which suggests that the mode of communication online may generate a sense of isolation and detachment from offline relationships.

The results of the present study provide an insight into the adverse effect of internet addiction on the mental health of Indian adolescents. The study reveals an alarming association between excessive internet use and higher levels of depression, anxiety, and stress. Youngsters use of the Internet for socializing, entertainment, and education, the decline of meaningful face-to-face relationships has resulted in social isolation and emotional distress. This over-reliance on technology, which typically does not provide the same emotional benefits as face-to-face interaction, can lead to a sort of addiction, further exacerbating feelings of loneliness and mental health problems. The information also recommends that gender differences matter a lot, with females experiencing higher levels of internet addiction and related mental health problems, because they use social media to connect and get support. Also, the experiences of students vary depending on their educational backgrounds. Students in more tough academic environments, such as those in the CBSE system, experience more anxiety and depression due to the pressure of academics. The strong overall link between long-term internet use and different mental health outcomes undermines the need for interference focused at promoting healthy internet use and social support systems for young youth mental health to encourage a balanced approach to technology use and give importance to mental wellbeing.

Limitation:

1. **Sample Size and Diversity** However, these findings should be considered with caution given a small and non-representative sample. It could also be more representative with respect to regions, socio-economic status and schooling systems that could enhance the generalizability of the findings to the larger adolescent population of India.
2. **Self-Reported Measures:** Self-report assessments of Internet addiction, depression, anxiety, and stress were susceptible to bias as a result of underreporting or overreporting symptoms due to social desirability or unawareness.
3. **Cultural Context:** The findings may be one sided because of the cultural setting in which the study researched. Adolescents may be influenced by their social norms and attitudes regarding mental health and technology usage, which could affect how they perceive and report on their experiences.

Suggestion:

1. **Educational programs** Schools and educational establishments must prepare and implement initiatives to teach young people how to use the internet safely and the dangers of overuse of screens. These kinds of programs could help them in learning technological literacy skills and awareness about the significance of a balanced lifestyle online and offline.
2. **Promote face-to-face interaction:** Extracurricular activities, volunteering in the community or being involved in group projects can encourage positive social interaction

and social engagement. It is important that schools create an environment conducive to positive social engagement between peers, which is a stark contrast to the social isolation evident in Internet addiction.

3. An Important awareness of mental health concerns: By increasing awareness of the problems associated with internet addiction, as well as the potential consequences of these issues, we can help de-stigmatize discussions about depression, anxiety, and stress. There should be adequate resources and support available for students in schools who are in need of mental health assistance. This should be of high importance in the school system.

4. Limit Screen Time: Parents should keep track of the time children spend on screens each day. If they promote a healthy online and offline balance, they can minimize these dangers.

5. Supportive Social Environments: Making support groups or peer counseling programs offers youth a space to share their experiences and feelings. These groups can facilitate social interaction and provide emotional support that may help increase feelings of loneliness and isolation

6. Gender-Specific Interventions: Gender differences exist in patterns of internet use and mental health problems. That's how interventions should be designed. There may be better support and advice for males and females available through programs that address the unique issues they face.

7. Monitor and Evaluate Internet Use: Tracking tools can be useful for teens and families to identify usage patterns. Online behavior can be assessed to help people identify possible threats and make informed decisions about their online engagements.

8. Studies of Positive Online Interactivity: In the future, studies could examine the beneficial outcomes of using the Internet, such as online communities providing social support and connection. Learning more about the impact of certain online activities on well-being could lead to healthier use of the Internet.

Conclusion:

This research suggests that internet addiction is strongly linked with mental health problems among Indian adolescents, and internet addiction was found to be significantly related to higher levels of depression, anxiety, and stress. Since adolescents use the internet for social interaction, entertainment, and educational purposes, they are likely to become disconnected from family and friends, which may lead to social isolation and emotional distress. The absence of emotional connection on the internet may also explain why these individuals feel lonelier and withdraw socially as well as struggle more with mental health issues. Finally, female students had significantly higher levels of internet addiction and mental health problems than male students, possibly because girls use the internet and social media to connect with others and receive emotional support. Finally, students from different types of schools had different levels of internet addiction and mental health problems. For example, students from CBSE schools were found to have higher levels of anxiety and depression than students from other types of schools. In conclusion, this research has shown that there is a significant relationship between internet addiction and mental health problems among adolescents. Internet addiction was found to be significantly related to higher levels of depression, anxiety, and stress. These results suggest that interventions should be developed to reduce internet addiction and improve mental health outcomes among adolescents.

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