Measuring University Students' Internet Use During the COVID-19 Pandemic Period and Providing an Overview of Occupational Therapy Role

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Abstract:

To determine the amount of internet usage among college students during the COVID-19 Pandemic. The Internet usage of college students majoring in health professions was analyzed in this study. Young's Internet Addiction Test was used to assess the level of internet addiction amongst college students. 500 people were eligible. Males 235 (47%) of the overall population, while females 265 (53%). Normal Internet usage among college students is 25.4% (males: 25.1%; females: 25.7%); mild Internet usage is 51.2 (males: 48.5%; females: 53.6%); moderate Internet usage is 22.2% (males: 24.7%; females: 20%); and severe Internet usage is 1.2% (males: 1.7%; females: 0.8%). The length of time college students spend online and their internet addiction are significantly correlated. 1.2% of students use the Internet excessively. 22.2% of the students use the Internet infrequently. Occupational therapy is also important in assisting people who are addicted to the internet to return to their regular lives.

Key words: Internet users, covid-19 pandemic, internet excessive usage, university students, occupational therapy role

Introduction

Internet addiction disorder (IAD), also known as pathological internet use, is described as the inability to focus on a certain activity without using the internet or the craving for the internet that causes suffering (Weinstein, Feder, Rosenberg, & Dannon 2014) [1]. Internet addicts are 2.5 times more likely than IAD-free individuals to have depressive symptoms, use the internet excessively, and withdraw from social interactions (Lam & Peng, 2010).[2]

University students who are exposed to the internet more frequently may acquire pathological internet use in addition to internet addiction (Li, O'Brien, & Howard, 2015) [3]. The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition is used to diagnose mental disorders (DSM-5). The DSM-5 includes substance-related addiction disorders such as opioids and smoking. The DSM-5 has been updated to incorporate advances in our understanding of the neurological basis of addiction. (BJOT. 2014).[4]

However, because Internet addiction is a behavioral illness, additional study is required. Nearly 40% of the world's population now uses the internet, a huge increase in usage over the past ten years. Most researchers will conclude that internet addiction includes withdrawal, tolerance, and fixation. These symptoms will also be self-recognized, and others will have acknowledged their anxiety over them.

Three elements have been the focus of recent study on internet addiction. First, there are individual variables including low self-efficacy, impulsive and introspective conduct, and poor communication. Second, social issues including low family support could create a climate that encourages internet addiction. Additionally, it should be mentioned that sociopsychological elements combined with personal and family circumstances may cause a person to get addicted to the internet. A final internet-related point Longer periods of internet use, better access, and advanced computer skills may all contribute to addiction [5].

The internet's tremendous growth has had a huge impact on psychology studies of emotion and the growing interest in internet addiction. Furthermore, research has revealed that internet addiction causes a range of negative impacts, including tension, anxiety, and sadness. According to research, a person's abuse of anything that interferes with his everyday life might result in high levels of stress. It will be tough for you to spend time with friends and family because of how often you use the internet. Indirectly, less social connection leads to an increase in stress and loneliness risk. The initial goal of the Internet was to promote conversation and study. However, the Internet has recently seen a huge increase in usage, leading to pathological use. Internet addiction is characterized as a person's compulsive usage of the internet that results in mental, social, educational, or word-related problems for them. Due to their greater educational or research needs, understudies require the internet more than others [6].

Their data-looking behavior may also be influenced by the frequency and kind of internet usage. The internet's rapid rise has had a huge impact on psychology studies of emotion and the growing interest in internet addiction. Furthermore, research has revealed that internet

addiction causes a range of negative impacts, including tension, anxiety, and sadness. According to studies, a person's abuse of anything that interferes with his daily life might cause high levels of stress. It will be tough for you to spend time with friends and family because of how often you use the internet. The risk of loneliness and stress rises, and social engagement declines indirectly [4].

The initial goal of the Internet was to promote conversation and study. However, the Internet has recently seen a huge increase in usage, leading to pathological use. Internet addiction is defined as excessive internet use that causes psychological, social, educational, or word-related issues in people. Internet addiction is the frequent use of the internet that results in psychological, social, educational, or word-related problems for people. Due to their greater educational or research needs, understudies have a greater need for the internet than others.

The study's driving forces include the massive increase in internet usage among students and the risk for addiction. Because of the rapid emergence of COVID-19 and a paucity of data on the impact of COV-2 on mental health caused by SARS. To the best of our knowledge, no research has looked into how this epidemic can increase internet addiction and its link to anxiety and despair in the general population. There are, however, few suggestions regarding the connection between the epidemic and the quarantine's potential to cause internet addiction. Such studies enhance student performance and aid in preventing internet addiction [7].

Occupational therapy has a recognized place in medical rehabilitation (Stoffel and Moyers 2004). Additionally, it was mentioned that occupational therapists are crucial in the treatment of addiction [8].

Materials and Methods

The study population consisted of students from several universities around the Kingdom of Saudi Arabia. Students who met the following criteria, whether male or female, were considered. Students at a university who were in class during the COVID-19 pandemic. Students at schools, particularly those who were absent during the COVID-19 pandemic.

This investigation was quantitative due to the utilization of numerical data. During the COVID-19 pandemic, a poll was utilized to assess the level of internet addiction amongst college students. It was also cross-sectional research because data was collected at several points throughout the study.500 students from various Saudi Arabian colleges who were interested in any field such as engineering or the medical field were the study's sample. We used a non-probability sampling method called the convenience sampling methodology. After developing an online poll, we used it to gather data. All participants who matched the requirements for inclusion were included. The data collection was supposed to be completed in three weeks. Complete descriptions of the data collecting tools (such as questionnaires, observation logs, and data collection sheets), as well as the procedures used to assess the instruments' reliability and validity, were required in this part. Age, gender, height, and weight were among the sociodemographic details on the data collection form. Additionally, it will include study characteristics such drug kind, level of discomfort, etc.

Study Design:

A cross-sectional study approach was used to collect data on the research issue of internet addiction amongst college students during the COVID-19 epidemic. The construct validity of each participant's managing the time and performance, withdrawal and social difficulties, and realistic substitution was tested using Young's internet addiction test. The goal of content validity is to gauge how addicted college students are to the Internet during the COVID-19 pandemic [9].

Sample Size:

500 students from various Saudi Arabian colleges who specialize in engineering, medicine, or other fields of study made up the survey's sample. Since there were numerous universities in the Saudi Arabian country, a large sample size 500 students were chosen to ensure that the research was as accurate as possible.

$$\bullet \quad N = \frac{(z_{1-\alpha/2})^2 \, p \, (1-p)}{(d)^2}$$

Where:

(p) was the prevalence variable taking from a previous study (38.2% according to the findings of the following study: https://pubmed.ncbi.nlm.nih.gov/29652105/)

"d" was margin of error or precision which was specify as 5%.

"$z_{1-\alpha}$"was a value from the normal distribution (usually 1.96).

N was the study sample size which was resulted as 363 (can be round up to 400)

Data Collection Methods, Instrument Used, Measurements:

A survey was used to gauge how much the students used the internet. The survey was designed to be completed online and was carried out using Google Forms. We used Outlook to send it. The quiz was designed to assess how much time students spent online during the Saudi Arabian COVID-19 Pandemic. Through social media apps, university students in Saudi Arabia were asked to share the link to the poll. The students' internet use during the COVID-19 Pandemic was evaluated on a five-point Likert scale (1=strongly disagree, 5=strongly agree).

Instrument:

Salience, in the first section (5 elements), Second Section: Excessive Use (5 Items), Neglect Work, Third Section (3 Items), Fourteenth section: Anticipation, Lack of Control (3 items) is the fifth section. Neglecting social life is the sixth section's two items.

Ethical Approval

Institutional Review Board approved by King Abdullah International Medical Research Center(KAIMRC), Kingdom of Saudi Arabia, Approval Number SP21A/272/06. Obtaining written consent from all participants after an oral and written explanation of the study.

Results:

This section clearly explains the findings and addresses how they relate to the study question or hypothesis. Demographic information and clinical characteristics should be included, if applicable. Analysis includes three sections. Results of the descriptive statistics I Mean and SD

are used for continuous variables with normally distributed data, while median and IQR are used for irregularly distributed data. (ii) Categorical variable frequency and percentage. For descriptive statistics, we utilized the chi-square test and pair T-test; for quantitative statistics, we employed the ANOVA test.This study had 509 samples in total. 500 participants were eligible since they are college students majoring in medicine. However, 9 candidates were disqualified because they did not meet the requirements for inclusion. Males make up 235 (47%) of the overall population, while females make up 265 (53%). Results of inferential statistics, statistical tests to be employed with a p value, and results of hypothesis testing. If the p-value is smaller than the significance level, it should be written exactly as it is. to also write the p-value and statistical significance interpretation.

Table 1. Internet usage Categories among the participants in the study

Characteristics		NLIU N (%)	MLIU N (%)	MoLIU N (%)	SLIU N (%)	Total N (%)	Chi-Square-Test	P Value
Internet Usage Level								
Salience	NLIU	96(75.6)	52(20.3)	0(0)	0(00)	148(29.6)	480.66	0.001 ***
	MLIU	29(22.8)	152(59.4)	14(12.6)	0(0.0)	195(39.0)		
	MoLIU	2(1.6)	52(20.3)	81(73.0)	0(0,0)	135(27.0)		
	SLIU	0(0.0)	0(0.0)	16(14.4)	6(100)	22(4.4)		
Excessive Use	NLIU	82(64.6)	16(6.3)	0(0.0)	0(0.0)	148(29.6)	537.68	0.001 ***
	MLIU	45(35.4)	161(62.9)	7(6.3)	0(0.0)	213(42.6)		
	MoLIU	0(0.0)	78(30.5)	92(82.9)	0(0.0)	170(34)		
	SLIU	0(0.0)	1(0.4)	12(10.8)	6(100)	19(3.8)		
Neglect Work	NLIU	97(76.4)	94(36.4)	6(5.4)	0(0.0)	197(39.4)	309.861	0.001 ***
	MLIU	29(22.8)	113(44.1)	2522.5)	0(0.0)	167(33.4)		
	MoLIU	1(0.8)	46(18)	56(50.5)	0(0.0)	103(20.6)		
	SLIU	0(0.0)	3(1.2)	24(21.6)	6(100)	33(6.6)		
Anticipation	NLIU	91(71.7)	85(33.2)	19(17.1)	0(0.0)	195(39)	167.96	0.001 ***
	MLIU	18(14.2)	55(21.5)	10(9)	0(0.0)	83(16.6)		
	MoLIU	17(13.4)	105(41)	62(55.9)	1(16.7)	185(37)		
	SLIU	1(0.8)	11(4.3)	20(18)	5(83.3)	37(7.4)		
Lack of control	NLIU	91(72.4)	54(21.1)	2(1.8)	0(0.0)	148(29.6)	369.17	0.001 ***
	MLIU	29(22.8)	135(52.7)	30(27)	0(0.0)	194(38.8)		
	MoLIU	6(4.7)	65(25.4)	66(59.5)	0(0.0)	137(27.4)		
	SLIU	0(0.0)	2(0.8)	13(11.7)	6(100)	21(4.2)		
Neglect social life	NLIU	113(89)	190(74.2)	58(52.3)	1(16.7)	362(72.4)	203.83	0.001 ***
	MLIU	6(4.7)	32(12.5)	17(15.3)	0(0.0)	55(11)		
	MoLIU	8(6.3)	33(12.9)	29(26.1)	0(0.0)	70(14)		
	SLIU	0(0.0)	1(0.4)	7(6.3)	5(83.3)	13(2.6)		

NLIU-Normal Level Internet Use, MLIU-Mild Level Internet Use, MoLIU-Moderate Level Internet Use and SLIU-Severe Level Internet Use, ***- Statistically significance at 95% (p < 0.05)

Levels of internet use according to *Salience* Criteria: Mild 29, Normal 148 (29.6%), Moderate 135 (27%) and Severe 22 (4.4%). A statistically substantial correlation exists between Salience and student Internet use. Normal internet use is 148 (29.6%), Mild use is 213 (42.6%), Moderate use is 170 (34%), and Severe use is 19 (3.8%). *Excessive* use and Internet use among students are statistically significantly associated. *Neglect Work* level of internet use: Mild 167 (33.4%), Moderate 103(20.6%), Severe 33(6.6%). Normal 197 (39.4%) Neglecting homework and using the Internet are statistically significantly correlated among pupils.

Anticipation internet usage levels are as follows: Mild 83 (16.6%), Moderate 185 (37%), and Severe 37 (7.4%). A relationship between students' Internet use and anticipation is statistically significant. *Lack of Control* Level of Internet Use: Mild 194 (38.8%), Moderate 137 (27.4%), Severe 21 (4.2%), Normal 148 (29.6%), and Severe 21 (4.2%). A statistically substantial correlation exists between student Internet usage and lack of control. *Neglect Social Life* Internet Use: Mild 55 (11%), Moderate 70 (14%), Severe 13 (2.6%), Normal 362 (72.4%). Neglect of social life and Internet use among students are statistically significantly correlated.

Table 2: Internet Usage Among Specialties

SPECIALITY	Internet Usage Level					Chi-Square-Test	P Value
	NLIU N (%)	MLIU N (%)	MoLIU N (%)	SLIU N (%)	Total N (%)		
Dentist	8(6.3)	9(3.5)	3(2.7)	0(0)	20(4.0)	NA	NA
Emergency Medical Service	9(7.1)	21(8.2)	7(6.3)	3(50)	40(8.0)		
General health	4(3.1)	9(3.5)	6(5.4)	0(0)	19(3.8)		
Laboratory	4(3.1)	14(5.5)	2(1.8)	0(0)	20(4)		
Medical	20(15.7)	38(14.8)	15(13.5)	0(0)	73(14.6)		
Nursing	17(13.4)	46(18)	25(22.5)	1(16.7)	89(17.8)		
Nutrition	11(8.7)	7(2.7)	3(2.7)	0(0)	21(4.2)		
Occupational Therapy	7(5.5)	29(11.3)	13(11.7)	1(16.7)	50(10)		
Others	17(13.4)	37(14.5)	14(12.6)	0(0)	68(13.6)		
Pharmacy	11(8.7)	14(5.5)	13(11.7)	0(0)	38(7.6)		
Physical Therapy	7(5.5)	4(1.6)	1(0.9)	1(16.7)	13(2.6)		
Radiology	7(5.5)	7(2.7)	2(1.8)	0(0)	16(3.2)		
Respiratory Therapy	5(3.9)	21(8.2)	7(6.3)	0(0)	33(6.6)		
Total	127	256	111	6	500		

NA-Not applicable because in the table many of the variables in the column is Zero.

Dentists make up 20 (4%), Emergency Medicine Services make up 40(8%), General Health makes up 19(3.8%), Laboratory makes up 20(4%), Medical makes up 73(14,7%), Nursing makes up 89(17.8%), Nutrition makes up 21(4.2%), Occupational Therapy makes up 50(10%),

Others make up 68(13.6%), Pharmacy makes up 38(7.6%), Physical Therapy makes up 13(2.6%), Radiology makes up 16(3.2%), and Respiratory Therapy 33(6.6%).

Table 3: Descriptive statistics of the participants

	MALE	FEMALE	Total
	235 (47)	265 (53)	500 (100)
Age (M ± SD)	21.332 ± 1.89	20.042 ± 1.71	20.648 ± 1.91
Internship, N (%)	23(9.8)	22(8.3)	45(9.0)
1st Year, N (%)	31(13.2)	91(34.3)	122(24.4)
2nd Year, N (%)	44(18.7)	61(23)	105(21.0)
3rd Year, N (%)	44(18.7)	45(17)	89(17.8)
4th Year, N (%)	64(27.2)	40(15.1)	104(20.8)
5th Year, N (%)	11(4.7)	4(1.5)	15(3.0)
6th Year, N (%)	18(7.7)	2(0.8)	20(4.0)

Regarding the study year, the average age for male students is 21.332, the average age for female students is 20.042, and the combined average for all genders is 20.648, with 122 students participating in internships (24.4%) Year 1, 105 (21.0%) Year 2, 89 (17.8%) Year 3, 104 (20.8%) Fourth Year, 15(3.0%) Fifth Year, and 20(4.0%) Sixth Year.

Table 4: The number, mean, and standard deviation of categories

Category	Internet Use	N	Mean ± SD	ANOVA	P-Value
Salience	NLIU	148	19.68 ± 7.385	1200.089	0.001 ***
	MLIU	195	40.33 ± 5.806		
	MoLIU	135	60.18 ± 7.344		
	SLIU	22	90.36 ± 8.958		
	Total	500	41.78 ± 19.708		
Excessive Use	NLIU	98	21.39 ± 6.135	1109.820	0.001 ***
	MLIU	213	40.41 ± 5.588		
	MoLIU	170	61.04 ± 7.516		
	SLIU	19	89.68 ± 7.924		
	Total	500	45.57 ± 17.993		
Neglect Work	NLIU	197	16.65 ± 8.374	1477.764	0.001 ***
	MLIU	167	39.08 ± 5.065		
	MoLIU	103	88.08 ± 7.017		
	SLIU	33	37.77 ± 0.995		
	Total	500	37.77 ± 22.256		
Anticipation	NLIU	195	20.92 ± 0.639	1208.762	0.001 ***
	MLIU	83	40.00 ± 0.000		
	MoLIU	185	56.76 ± 7.243		
	SLIU	37	87.03 ± 8.454		
	Total	500	42.24 ± 21.464		

Lack of Control	NLIU	148	17.34 ± 8.580	1278.226	0.001 ***
	MLIU	194	40.00 ± 5.257		
	MoLIU	173	60.39 ± 6.753		
	SLIU	21	88.89 ± 7.981		
	Total	500	40.93 ± 20.334		
Neglect Social Life	NLIU	362	15.72 ± 10.455	625.609	0.001 ***
	MLIU	55	40.00 ± 0.00		
	MoLIU	70	56.71 ± 8.115		
	SLIU	13	91.54 ± 9.871		
	Total	500	26.10 ± 20.810		

***-Statistically significant at 95% ($p < 0.05$).

The mean of salience is 41.78 ± 19.708, the mean of excessive use 45.57 ±17.993, the mean of neglect work is 37.77 ± 22.256, the mean of anticipation is 42.24 ± 21.464, the mean of lack of control is 40.93 ± 20.334, and the mean of neglect social life is 26.1 ±20.81.

Table 5

	Male N (%)	Female N (%)	Total N (%)
Normal Level - Internet Use	59(25,1)	68(25.7)	127(25.4)
Mild Level - Internet Use	114(48.5)	142(53.6)	256(51.2)
Moderate Level - Internet Use	58(24.7)	53(20.0)	111(22.2)
Severe Level - Internet Use	4(1.7)	2(0.8)	6(1.2)
Total	235(100)	265(100)	500(100)

Normal Internet use among college students is reported to be 25.4% (males: 25.1%; females: 25.7%); mild Internet use is reported to be 51.2 percent higher than other levels (males: 48.5%; females: 53.6%); moderate Internet use is reported to be 22.2% (males: 24.7%; females: 20%); and severe Internet use is reported to be 1.2% (males: 1.7%; females: 0.8%).

Discussion

According to several researchers, the careless use of electronic devices like smartphones, laptops, TVs, video games, and the Internet could have negative effects (Young k. 1999, Griffiths M. 2000, Wasmuth S. 2014) [10,11,12,13]. 53% of respondents are women, compared to 47% of men, making women the majority. According to the study's main finding, normal levels of internet usage among students are 25.4%, mild levels are 51.2%, moderate levels are 22.2%, and severe levels are 1.2%. Additionally, among interns and college students, there is a strong correlation between Internet use and addiction. University students are significantly more likely than other populations to develop internet addiction, and it is statistically significant to distinguish between genders in the incidence of addiction, implying that more research into the underlying causes of these behaviors is required. To lessen the effects of a growing problem associated with social, psychological, and occupational performance

dysfunction on a nationwide scale, prevention, public education, and active involvement of professionals dealing with addictions are all necessary (Young KS, 1997) [14]. The total score for IAT, according to (IAT; Young, 1998), is It is the sum of the assessments given by the examinee to the responses consisting of 20 items [15]. Each item is scored on a 5-point scale from 0 to 5, with a maximum score of 100 points. The extent of Internet addiction is represented by a high degree. Total points ranging from 0 to 30 indicate a normal level of Internet use; 31 to 49 suggest a mild level of Internet addiction; 50 to 79 show a moderate level of Internet addiction; and 80 to 100 indicate a serious dependence on the Internet. Because the IAT has been validated in different languages, the examiner should review the appropriate study based on the language of delivery. The examiner must assess the IAT results of persons who utilize it to determine their needs. If he wishes to identify Internet addicts, he must lower the upper level of all false negatives. To limit the number of false positives, the examiner must elevate the top level of each domain and utilize this strategy in the research that one wishes to collect a sample as pure as possible from those who suffer from Internet addiction. This strategy will be useful in cases of possible Internet addiction. Internet use that is both moderate and excessive is regarded as an addiction. The practitioner must extrapolate from the patient's behaviour, especially from chronic impulsivity, severe depression, or relationship issues that could raise the scores. They must check the IAT total for the following type of symptom complaints:

Salience: High exam-item salience ratings imply that the respondent is more likely to be distracted online, hides their online behavior from others, and may not care about other activities or relationships in favor of wanting to spend more time alone online. A high score also indicates that the responder uses the Internet as a mental diversion from unpleasant thoughts and may believe that life would be boring, meaningless, or devoid of joy without it.

Excessive Use: A high score on the Excessive Use exam question indicates that the respondent engages in excessive and compulsive online activity and is unable to control his or her online time, which he or she conceals from others. High scores also indicate that if respondents are forced to go without Internet connectivity for an extended period of time, they are more likely to experience melancholy, panic, or anger.

Neglect Work: High scores on the exam's Neglect Work-related questions indicate that the respondent considers the Internet to be a necessary device, just like the television, microwave, or phone. The quantity of time spent online surely harms the respondent's career or academic performance and productivity, and the respondent may acquire protective or secretive attitudes regarding the time spent online.

Anticipation: High expectations-related scores imply that the respondent frequently considers accessing the Internet while away from the computer and feels inclined to do so even while not connected to the Internet.

Lack of control: Time management issues and excessive internet time are indications of lack of control.

Neglect of social life: A high level of social isolation suggests that problems can be solved by interacting with random people online. Additionally, developing relationships with many internet people differs from reality.

Conclusions

A standardized test, Young's-Internet Addiction Test, was utilized to determine the level of Internet use among students. The levels of Internet usage for the male population were found to be Normal level 25.1%, Mild level 48.5%, Moderate level 24.7%, and Severe level 1.7%. The results for the female segment, on the other hand, are Normal level 25,7%, Mild level 53,6%, Moderate level 20%, and Severe level 0.8%. It indicates male moderate users 24.7%, female moderate users 20% and severe male users 1.7% and female male users 0.8% it quickly leads to internet addiction.

Role of occupational therapy with internet addiction

The fact that most of the authors of this study are occupational therapy practitioners promotes awareness of internet addiction in general. It demonstrates a mild to severe level of Internet addiction, and numerous therapies would be helpful in treating this issue. The (OTPF, 2020) states that occupational therapists evaluate the five domain-related factors that encourage engagement, involvement, and health. The five aspects are: occupation (daily living activities, instrumental daily living activities, health management, rest and sleep, education, work, play, leisure, and social participation), context (environmental factors, personal factors), performance patterns (habits, routines, roles, rituals), performance skills (motor skills, process skills, social interaction skill), and client factors (values, beliefs, spirituality, body functions, body structures) [16].

Occupational therapy would be helpful to reduce internet usage to normal levels in a number of ways, including assessing mental state and risks and controlling these by appropriate support. Students with abnormal internet use are likely to experience some occupational performance dysfunction (examples for standardized assessment: assessment of motor and process skills, model of human occupation, Canadian occupational performance measure, etc..). Based on assessment results, develop a treatment plan and outcomes, offer group work interventions, psychological educational tasks (such as stress management, anxiety management, and relaxation techniques), designate community living skills, and provide talking therapy (Turpin M, Iwama M, 2011) [17].

Additionally, intellectual pursuits like chess, reading, writing, and entertaining games can be offered as examples of occupational therapy relevant activities. and pastimes include horseback riding, reading, walking, bowling, and gymnastics (Kuss DJ, 2016) [18]. Recreational therapy is a type of therapy intended to increase a person's level of functioning and independence in daily activities, to improve their health and well-being, and to lessen or eliminate any activity limitations or participation restrictions brought on by an illness or other debilitating condition. A therapeutic leisure program could include exercises like yoga, board games, gardening, cooking, and acting as well as other activities like art, music, and fitness. The therapeutic recreational program improves a person's self-confidence and self-esteem, gets them moving and stimulates their minds to engage in creative tasks, gives them opportunities to interact with others in positive ways to combat feelings of isolation, improves balance, physical strength and flexibility, and enhances their cognitive abilities (Punitha., et. al. 2020) [19]. It also helps them with their balance and physical strength and flexibility.

Limitations:

We recommend that additional research be done as well as intervention studies for a particular group of applicants, such as adults, kids, and the elderly. There aren't many studies about Internet addiction in the profession of occupational therapy, and the researchers in this study are majority in occupational therapy by profession. Therefore, we advise occupational therapy experts to conduct additional research on internet addiction assessment and intervention.

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