

Analysis of Causes of Internet Addiction and Intervention Countermeasures for Rural Junior High School Students

Xie Wanxin^a, Wang Yujue^b

School of Marxism, Sichuan University of Science & Engineering, Zigong, China
^axwx15963@163.com, ^bwyj777805@163.com

Abstract: *Since the 21st century, with the rapid development of the Internet, the rural Internet penetration rate has been increasing year by year. The Internet has greatly enriched the daily life of rural people, but it also inevitably brings the problem of Internet addiction, which is especially obvious among rural junior high school students. Although the state attaches great importance to the prevention of Internet addiction among rural minors, there are still many problems that need to be solved in reality. Therefore, it is undoubtedly valuable to deeply analyse the causes of Internet addiction among rural junior high school students and propose targeted intervention strategies accordingly.*

Keywords: *Rural Junior High School Students; Internet Addiction; Cause Analysis; Intervention Measures*

1. Introduction

The 53rd Statistical Report on Internet Development in China, released on 22 March 2024, pointed out that the number of Internet users in China is as high as 1.092 billion, of which those under 19 years of age account for 18.5% of the total number of Internet users, which is about 202 million people. From this we can see that the use of the Internet also presents the characteristics of the lower age. However, minors have not yet formed good discernment and self-control ability, which will lead to the more prominent problem of Internet addiction among minors. Specifically, Internet addiction is defined as the uncontrolled behaviour of the impulse to use the Internet without the effect of addictive substances, which is manifested in the excessive use of the Internet leading to obvious academic, occupational and social function damage. In recent years, the problem of Internet addiction among minors has also attracted great attention from the state, and for this reason, the state has issued a series of policies such as the Notice on Further Strengthening the Management of Preventing Primary and Secondary School Students' Addiction to Online Games, the Notice on Preventing Minors from Becoming Addicted to Online Games, and the Regulations for the Protection of Minors' Networks, aiming at the prevention of Internet addiction among minors.

Despite the current safeguards of the relevant prevention policies, there are still a series of practical problems that need to be resolved. For example, the contradiction between online education and the prevention of Internet addiction in the wake of the epidemic, the intensification of the trend towards the use of electronic products at a younger age, and the serious problem of Internet addiction among rural junior high school students, among which the prevention of Internet addiction among rural junior high school students is particularly important.

2. The current situation of Internet addiction among rural junior high school students

Combing through the existing research results, it can be found that numerous researchers have paid insufficient attention to the problem of Internet addiction among junior high school students in rural areas. However, in real life, rural areas are rather more prone to the problem of Internet addiction, and the number of rural junior high school students with Internet addiction is also higher. Therefore, the prevention and treatment of Internet addiction among rural junior high school students deserve more attention.

With the development of social economy and the introduction of policy documents such as the National Outline of Digital Rural Development Strategy, the rural Internet infrastructure has also been

improved, so that the use of electronic products by rural minors has no longer become a problem. According to the 5th National Survey Report on Internet Use by Minors, the Internet penetration rate of rural minors in China has reached 96.5 per cent. Among them, the Internet penetration rate in junior high school is 99.3 per cent in rural areas and 99.1 per cent in urban areas, and the Internet penetration rate of rural junior high school students is higher than that of urban junior high school students. And the probability of Internet addiction among rural junior high school students is higher than that of urban junior high school students due to the loss of supervision of Internet use at home and school. This shows the importance and urgency of preventing and controlling Internet addiction among rural junior high school students.

3. Analysis of the causes of Internet addiction among rural junior high school students

3.1. Social factors: there is a contradiction between the rich network spiritual life and the lack of real spiritual life

There are diversified spiritual activities in the network world, which can not only meet the spiritual needs of junior high school students in social interaction, information acquisition, curiosity, desire for knowledge, etc., but also the current platforms to implement the strategy of big data and accurate delivery, so that the junior high school students who have insufficient self-control will linger in the network world and become addicted to the network world. Moreover, the infrastructure facilities in rural areas, compared to urban areas, are not perfect enough, such as libraries, cinemas and other places of life and entertainment are still relatively scarce, while the recreational activities carried out by the village committee are also relatively limited. The barrenness of spiritual life in the real environment also leads junior high school students to look for spiritual support in the rich virtual network world after school, which leads to the phenomenon of network addiction.

3.2. Individual factors: the double impact of the physical and mental development characteristics of junior high school students and the low sense of individual self-identity

Individual factors affecting rural junior high school students' Internet addiction mainly include two major aspects, one is the physical and mental development characteristics of junior high school students. Rural junior high school students in adolescence have a strong sense of independence, the external environment, especially the big city, full of infinite curiosity and longing. The network world, where all kinds of information are intertwined, also just meets the rural junior high school students' desire to explore the outside world. However, because junior high school students physical and mental development was still immature during this time, they lacked social adaptability, self-control, and the ability to discern information.^[1]Therefore, they are easy to lose themselves in the face of the colourful network world, addicted to the network world, resulting in network addiction. Secondly, rural junior high school students are affected by personal psychological factors, which are mainly reflected in the sense of self-identity. According to related research, there is a significant correlation between self-identity and Internet addiction, the lower the self-identity, the higher the possibility of Internet addiction. For rural junior high school students, due to the relative lack of material resources in the real-life environment, there are fewer opportunities to get in touch with new things. Therefore, it is easy to have an inferiority complex, and then it is difficult to form a strong sense of self-identity. This will also lead to a lack of clear direction in their life choices and pursuits, and they spend their days in a daze, hoping to seek identity in the online world, thus increasing the risk of Internet addiction.

3.3. School factors: backwardness of school education concepts and education methods

Rural junior high schools are relatively backward in terms of educational philosophy, and there is a general educational philosophy dominated by the "score theory", which pays too much attention to students' performance and ignores the status quo of network education and mental health education. On the one hand, according to the 5th National Survey Report on Internet Use by Minors, only 25.6% of minors are taught Internet skills by schools. This also reflects that there are obvious deficiencies in network education for rural junior high school students, and students lack the basic literacy to use the Internet correctly, which leads to a lack of discernment and rational thinking when facing complicated network information, and ultimately get lost in the network world and become addicted to the Internet. On the other hand, under the influence of the educational concept of "score-only" and the teaching methods of "indoctrination" and "duck-filling" in schools, rural junior high school students have to bear

multiple pressures from schools and families. Rural junior high school students have to bear multiple pressures from schools and families. However, under the influence of such an educational philosophy, schools neglect the development of mental health education and fail to provide effective courses to help students understand how to relieve stress. As a result, in the rural environment where mental life is relatively scarce, it is difficult for students to find effective ways to release pressure, so they turn to the Internet world to seek mental relaxation, thus increasing the possibility of Internet addiction.

3.4. Family factors: defects in inter-generational education and backward family education concepts

Compared with urban junior high school students, rural junior high school students are more likely to have the problem of Internet addiction, in which the family environment is one of the key influencing factors. One is the influence of inter-generational education. Due to the limitations of economic conditions and employment opportunities in rural areas, rural parents usually choose to go out to work for the sake of their future livelihood and the material life of their children, leaving their children in their hometowns to be brought up by their own parents, forming an inter-generational parenting education model. Under this education model, due to the double influence of "inter-generational parenting" and "relatively backward education concepts", elders often neglect to effectively manage their children's mobile phone use, or use "violent withdrawal" when facing their children's Internet addiction problem. "Violent withdrawal" extreme way, which not only can not effectively solve the problem, but also exacerbate the child's resistance, and thus deepen the problem of Internet addiction. However, because of "compensation psychology," migrant workers frequently believe that money compensation would make up for the psychological harm that their children have experienced. This creates a material foundation for students' addiction to the Internet. Secondly, rural parents' family education concept is backward. Rural parents generally use suppression intervention and "order - obey" type of unequal education concept. This philosophy of education leads to a lack of effective and equal communication between parents and children, and children often feel that their parents do not understand them and do not feel their parents' love and care, so they are more inclined to seek emotional support in the online world, which exacerbates the risk of Internet addiction. According to research, excessive parental intervention is positively correlated with Internet addiction[2], while parental care and understanding is negatively correlated with Internet addiction.

3.5. Factors of the Internet's own characteristics

The Internet has the characteristics of timeliness, interactivity and invisibility. It is mainly reflected in the Internet game has the reward timeliness, which has a greater impact on rural junior high school students, rural junior high school students are prone to inferiority complex due to the lack of family resources and other reasons, and inwardly desire to obtain the recognition and encouragement of the outside world. In real life, rural junior high school students seldom get parents, teachers, in addition to other praise and rewards, so the Internet game rewards the timeliness of this feature just to meet the needs of the students, and continue to attract the students, so that the students gradually to network addiction. Second, the Internet has the characteristic of interactivity. Students attending junior high schools in rural areas are typically more reserved and frequently find themselves at a disadvantage when interacting with others in real life. But as teenagers, they can't wait to interact with the outside world and make friends who are similar to them spiritually. They eventually resort to the internet in an attempt to make up for the "emptiness" in their real-life social connections by finding friends there as a result of the challenges they face there. Students attending junior high schools in rural areas have their needs met by the interactive aspect of the internet. Third, the Internet has the characteristic of invisibility. Rural junior high school students often have an "inferiority complex", in the communication do not want others to know their own appearance, figure, place of residence, etc., therefore, the characteristics of the Internet anonymity just to meet the needs of rural junior high school students. The features of the network itself, as well as other factors, contributed to the rise in network addiction among junior high school pupils in rural areas.

4. Rural junior high school students network addiction intervention countermeasures

4.1. National and social level

4.1.1. Strengthen network regulation

Network regulation is one of the measures to effectively prevent Internet addiction among rural junior

high school students. The "nationwide campaign to purify the online environment," which aims to reduce the potential influence of pornography, violence, and other negative factors on teenagers online, as well as the requirement of real-name authentication or limits on the amount of time teenagers spend playing online games, are just a few examples of how China has been tightening its control over the Internet. However, the real problems are still serious, such as teenagers using other people's ID cards to authenticate themselves on the Internet, as well as the emergence of undesirable pop-up windows on mobile phones and computers, which highlights the inadequacy of the current Internet regulation. Therefore, the strength of network regulation needs to be strengthened. First, strengthen the supervision of network platforms, legal means to explicitly prohibit network platforms to disseminate pornography, violence and other undesirable information, to reduce the adverse impact of the network on rural junior high school students. The second is to improve the system for managing the use of the Internet by rural junior high school students, strengthen the coordination and management mechanism between home, school and society, limit the excessive use of online lectures or online homework in schools, call on parents and society to jointly supervise the creation of a good environment for the use of the Internet, as well as to carry out face recognition on the basis of identity authentication, so as to prevent rural junior high school students from fraudulently using the identities of other people.

4.1.2. Strengthening the construction of rural entertainment infrastructure

In view of the lack of spiritual resources in rural areas, which leads to the problem of Internet addiction among rural junior high school students, on the one hand, we can strengthen the construction of cultural and recreational infrastructure in rural areas, such as the construction of rural libraries, which can bring in books about the natural scenery, history and culture of their hometowns and classic masterpieces, so as to enrich the spiritual and cultural life of rural junior high school students, and to satisfy their desires for knowledge and exploration. It is also possible to build a sports activity room, so that students can make appropriate sports equipment or provide free ball and chess supplies, which will enrich the after-school life of rural junior high school students and improve their interpersonal skills at the same time. On the other hand, village committees carry out fun activities and encourage students to participate in them. For example, they hold fun games with village characteristics, designing sports competitions with elements unique to the village; they hold essay contests and speech contests; and they carry out public welfare activities, such as activities to honour the elderly and cleaning up the streets. Infrastructure construction and fun activities are used to enrich the real spiritual life of rural junior high school students and prevent their Internet addiction.

4.2. School level

4.2.1. Strengthen the concept of quality education

Rural junior high schools should abandon the education concept of "only scores" under the examination education and establish the quality education concept of "moral, intellectual, physical, aesthetic and labour" all-round development. On the one hand, it can reduce the learning pressure of rural junior high school students, no longer "score" as the only evaluation system, but can pay attention to other aspects of the student's strengths, so as to help students to establish self-confidence, reduce the inferiority complex, and improve the rural junior high school students' sense of self-identity. On the other hand, the school can satisfy rural junior high school students' curiosity and strong desire for knowledge, thus enriching students' understanding from various aspects, enriching their daily life and reducing the occurrence of Internet addiction.

4.2.2. Provide relevant courses according to local conditions

Rural areas are rich in teaching resources, schools and teachers can make use of these resources to offer a variety of courses to enrich the spiritual life of rural students, so that students can understand the knowledge of stress relief and the correct use of the Internet. One is to offer colourful labour courses. On the one hand, it promotes exchanges through labour, builds good friendships in labour, and reduces Internet addiction through peer influence. On the other hand, we can divert students' attention from the virtual world of the Internet through labour practice. The second is to strengthen network education for rural junior high school students. Schools should give full play to the role of junior high school morality and rule of law classes, teachers should talk about and live the correct use of the Internet, so that the concept of correct Internet access into the brain, into the heart, into the line. Third, strengthening mental health education and establishing mental health counselling rooms. 2023, the Ministry of Education and seventeen other departments issued the "Special Action Plan for Comprehensively Strengthening and Improving Student Mental Health Work in the New Era (2023-2025)", which proposes that "in 2025, the

proportion of schools equipped with full-time (and part-time) mental health teachers will be as high as 95%". It is clear that the Ministry of Education attaches great importance to the development of mental health education. Especially in rural areas, more attention should be paid to strengthening mental health education, opening mental health counselling rooms to provide psychological guidance and intervention for rural students with Internet addiction. For instance, using Sandplay-therapy and psychological classroom approach, students who are addicted to the Internet can receive psychological intervention treatment.

4.3. Family level

4.3.1. Pay attention to the coordination of material basis and psychological needs

At present, the phenomenon of Internet addiction among rural junior high school students is frequent, behind which often reflects that students fail to get enough satisfaction and care at the psychological level. Therefore, parents of rural junior high school students should not merely compensate for material things, but should also pay more attention to their children's psychological needs. Firstly, parents should adopt regular video calls to strengthen communication with their children. Junior high school is a critical period of children's growth, this period of junior high school students are not only facing physical development problems, but also experiencing psychological fluctuations of puberty, resulting in a lot of confusion and bewilderment on the growth of the deepest is immensely eager to talk to their parents. Therefore, parents should regularly video, take the initiative to care and listen to their children's inner world, and provide the necessary help and guidance in a timely manner, so as to effectively prevent the phenomenon of Internet addiction. Secondly, parents should communicate with teachers regularly to understand the learning and living conditions of their children at school. Once they notice that their children have the tendency of Internet addiction, they should take action immediately, formulate intervention strategies together with teachers, and establish a mechanism of home-school co-education to ensure that their children can grow up in a healthy environment.

4.3.2. Establish the concept of equal and caring family education

Parental behavioral control and psychological control will have different impacts on adolescents' Internet use.^[3] Therefore, Parents should adjust the traditional concept of unequal family education and build a new parent-child relationship of equality and care. Firstly, the traditional commanding family education method should be replaced by equal parent-child communication. Parents should actively listen to and respect their children's wishes, increase the frequency of consultation with their children, and reduce authoritative and commanding language expressions. In this way, a more harmonious parent-child relationship can be established, so that children can find a suitable object of confidences in real life, and then reduce their emotional dependence on cyberspace, thus effectively preventing the phenomenon of Internet addiction. Secondly, when the children appear network addiction problem, should reduce the "violent withdrawal" way, in the basis of love and care to help children to fight against network addiction problem.

5. Conclusions

The problem of Internet addiction among rural junior high school students is growing, and the causes of the problem are highly complex, including the internal psychological factors of rural junior high school students, as well as multiple external environmental factors such as family, society, school, and the Internet. Although it is difficult to eliminate this problem completely, it is possible to prevent and control it effectively through the concerted efforts of families, schools and communities.

References

- [1] Chen YL, Chen SH, Gau SF. *ADHD and autistic traits, family function, parenting style, and social adjustment for internet addiction among children and adolescents in Taiwan: a longitudinal study*[J]. *Res Dev Disabil*, 2015,39: 20-31.
- [2] Lai XF, Wang YH, Wang YY, et al. *Parental Control and Adolescents Problematic Internet Use: the Mediating Role of Emotion Regulation*[J]. *Chinese Journal of Clinical Psychology*.2014,22(03):437-441.
- [3] Li X, Li DP, Joan N. *Parental behavioral and psychological control and problematic internet use among Chinese adolescents: The mediating role of self-control* [J]. *Cyber Psychol Behav Soc Netw*, 2013, 16(6):442-447.