

Forensic Accounting Education in Public Universities as A Determinant of Career Development for Undergraduates

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ABSTRACT

Fraud has evidently become a global issue, the rate at which it is crippling the business sector and nation in general is alarming as it is as poisonous and deadly as cancer. Research has proven that forensic accounting is rated as the most effective specialised accounting system that can be used to combat fraud. However, it is the least often used out of the available options in accounting system. In Nigeria, there seems to be little or no knowledge of this promising career known as forensic accounting among undergraduates which could help the nations' bid against corruption. This study therefore aimed at investigating forensic accounting education in public universities as a determinant of career development for undergraduates. The study involved collection of quantitative data. These data were collected from accounting students and accounting academics. The questionnaire served as the survey instruments. The data collected were coded and analysed using appropriate statistical technique and computer software. The study found out that the level of awareness of forensic accounting is relatively low among students and academics. It is in affirmative that inclusion of forensic accounting courses in the curricula will further improve the awareness of forensic accounting. Forensic accounting education will enhance undergraduates' career development in forensic accounting and concluded that universities in Ogun State are not ready to take up forensic accounting courses. The findings of this study have both theoretical and practical recommendations. Theoretically, it further strengthened the findings of previous studies on intention to use forensic accounting. Practically, there should be manpower development in universities where forensic accounting is being specialised. Also, universities should be mandated to review their curriculum, include relevant courses that will make students knowledgeable on how to combat fraud and employ foreign experts that will teach these courses.

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სასამართლო აღრიცხვის განათლება საჯარო უნივერსიტეტებში, როგორც ბაკალავრიატის სტუდენტების კარიერული განვითარების განმსაზღვრელი ფაქტორი

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ინფორმაცია
სტატიის შესახებ

აბსტრაქტი

საკვანძო სიტყვები:
სასამართლო
აღრიცხვის
განათლება,
თაღლითობა,
კარიერული
განვითარება

თაღლითობა აშკარად გლობალურ პრობლემად იქცა. საგანგაშოა ბიზნეს სექტორისა და ქვეყნისთვის მისი დასუსტების სიჩქარე, რადგან ის ისეთივე სასიკვდილოა, როგორც კიბო. კვლევამ დაამტკიცა, რომ სასამართლო აღრიცხვა შეფასებულია, როგორც ყველაზე ეფექტური სპეციალიზებული აღრიცხვის სისტემა, რომლის გამოყენებაც შესაძლებელია თაღლითობასთან საბრძოლველად. თუმცა, ბუღალტრული აღრიცხვის სისტემაში არსებული ვარიანტებიდან ის ყველაზე ნაკლებად გამოიყენება. ნიგერიაში, როგორც ჩანს, ბაკალავრიატის სტუდენტებს შორის ძალიან მცირე ან საერთოდ არ არის ცნობილი ამ პერსპექტიული კარიერის, სასამართლო აღრიცხვის შესახებ, რაც შეიძლება დაეხმაროს ერს კორუფციის წინააღმდეგ ბრძოლაში. ამიტომ, ამ კვლევის მიზანი იყო საჯარო უნივერსიტეტებში სასამართლო აღრიცხვის განათლების შესწავლა, როგორც ბაკალავრიატის სტუდენტების კარიერული განვითარების განმსაზღვრელი ფაქტორი. კვლევა მოიცავდა რაოდენობრივი მონაცემების შეგროვებას. ეს მონაცემები შეგროვდა ბუღალტერიის სტუდენტებისა და ბუღალტერიის აკადემიური წრეებისგან. კითხვარი წარმოადგენდა გამოკითხვის ინსტრუმენტს. შეგროვებული მონაცემები კოდირებული და გაანალიზებული იქნა შესაბამისი სტატისტიკური ტექნიკისა და კომპიუტერული პროგრამული უზრუნველყოფის გამოყენებით. კვლევამ აჩვენა, რომ სასამართლო აღრიცხვის შესახებ ცნობიერების დონე შედარებით დაბალია სტუდენტებსა და აკადემიურ წრეებში. დასტურდება, რომ სასამართლო აღრიცხვის კურსების სასწავლო გეგმებში ჩართვა კიდევ უფრო გააუმჯობესებს სასამართლო აღრიცხვის შესახებ ცნობიერებას. სასამართლო აღრიცხვის განათლება ხელს შეუწყობს სასამართლო აღრიცხვის სფეროში ბაკალავრიატის სტუდენტების კარიერულ განვითარებას და დაასკვნეს, რომ ოგუნის შტატის უნივერსიტეტები არ არიან მზად სასამართლო აღრიცხვის კურსების დასაწყებად. ამ კვლევის დასკვნები შეიცავს როგორც თეორიულ, ასევე პრაქტიკულ რეკომენდაციებს. თეორიულად, მან კიდევ უფრო გაამყარა წინა კვლევების დასკვნები სასამართლო აღრიცხვის გამოყენების განზრახვასთან დაკავშირებით. პრაქტიკულად, უნდა მოხდეს ადამიანური რესურსების განვითარება იმ უნივერსიტეტებში, სადაც სპეციალიზირებულია სასამართლო აღრიცხვა. ასევე, უნივერსიტეტებს უნდა დაევალოთ გადახედონ თავიანთ სასწავლო გეგმას, ჩართონ შესაბამისი კურსები, რომლებიც სტუდენტებს მიაწვდის ცოდნას თაღლითობასთან ბრძოლის შესახებ და დაიქირავონ უცხოელი ექსპერტები, რომლებიც ამ კურსებს ასწავლიან.

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Introduction.

The Internet and computer technology have quickly become indispensable attributes of modern reality. Today, in any field, human activity is simply unthinkable without the digital world, which can be considered as one of the outstanding achievements of modern scientific and technical thinking. Despite the progressive reality, the factors of influence of computer technology on humans are still being studied. We often hear about the deteriorating health of computer users, or various forms of mental disorders that can be the result of the negative impact of digital technologies. Opinions are often fragmented and conflicting. The logic of reasoning is as follows: since there is no unequivocal evidence of the harm of technologies, therefore, there is no harm itself. However, data on the stressful effects of computers on the psyche have not yet been fully published. Modern people also suffer from the impact of many harmful environmental and social factors, against the background of which a specific computer impact can be defined as a problem that is difficult to solve. Many parents, whose children are clearly influenced by computer technology, often do not understand the seriousness of the problem, they cannot properly assess the achievements of science and try to ignore the problem, avoiding reality. Due to the high rate of development of digital technology, constant contact with a computer leads to certain forms of computer addiction among adolescents, which can be resulted in a relapse of mental disorders in adults. A computer has become an integral part of human life in the modern world. People constantly have contact with a computer - at work, at home and in the car. Gradually, the computer becomes an integral part of the life of not only adults, but also children. (2)

Literature Review.

The proliferation of digital media networks - encompassing social media platforms, online gaming environments, and instant messaging applications - has fundamentally transformed the social and psychological landscape of adolescent development. Adolescents represent the most digitally immersed demographic globally, with surveys consistently reporting that the majority spend multiple hours per day engaged with digital platforms (Anderson & Jiang, 2018; Twenge et al., 2019). While digital connectivity offers undeniable benefits in terms of peer communication, educational resources, and creative expression, a growing corpus of empirical literature has raised concerns about the addictive potential of these technologies and their downstream effects on emotional well-being.

The concept of digital media addiction - often operationalized as problematic internet use (PIU) or social media disorder (SMD) - refers to a pattern of compulsive, excessive engagement with digital platforms that interferes with daily functioning and is accompanied by withdrawal-like symptoms when access is restricted (Van den Eijnden et al., 2016). Adolescence, as a period characterized by heightened reward sensitivity, identity formation, and social comparison, may render young people particularly susceptible to such patterns of use (Spear, 2013). Against this backdrop, understanding the emotional consequences of digital media addiction has become a salient public health priority.

This literature review aims to synthesize the current state of knowledge regarding the relationship between digital media addiction and emotional functioning in adolescents. Specifically, it addresses three central questions: (1) What theoretical frameworks have been proposed to explain the addictive pull of digital media for adolescents? (2) What emotional and psychological outcomes are associated with excessive digital media use? and (3) What individual and contextual factors moderate these associations?

Theoretical Frameworks.

Several theoretical models have been advanced to account for the mechanisms through which digital media use transitions from normative behavior to addictive engagement. The I-PACE model (Interaction of Person-Affect-Cognition-Execution), proposed by Brand et al. (2016), offers a comprehensive framework that integrates individual predispositions - including emotional dysregulation, trait anxiety, and reward sensitivity - with cognitive processes such as attentional bias and cue-reactivity. According to this model, adolescents who already

struggle with emotion regulation may be particularly likely to use digital media as a coping strategy, thereby initiating a cycle of reinforced maladaptive behavior.

Complementary to the I-PACE model, self-determination theory (SDT; Deci & Ryan, 2000) has been applied to digital media contexts to explain why online environments can be powerfully reinforcing. Przybylski et al. (2013) demonstrated that individuals who perceived their basic psychological needs - autonomy, competence, and relatedness - as unfulfilled in offline contexts were more likely to use video games compulsively. Similar dynamics have been observed in the context of social networking sites, where likes, comments, and follower counts provide variable ratio reinforcement schedules analogous to those associated with gambling (Haynes, 2018).

From a neurobiological perspective, research using functional magnetic resonance imaging (fMRI) has demonstrated that social media stimuli activate the ventral striatum—a key node in the mesolimbic dopaminergic reward pathway - in a manner comparable to other reward cues (Sherman et al., 2016). Adolescents exhibit heightened dopaminergic reactivity relative to adults, which may amplify the rewarding properties of social media feedback and contribute to compulsive use patterns (Casey et al., 2008). These neurobiological findings provide important context for understanding why behavioral interventions targeting adolescent digital media use face significant challenges.

Prevalence and Measurement of Digital Media Addiction.

measurement instruments employed and the populations studied. Cross-national surveys have reported prevalence rates of internet addiction ranging from approximately 4% to 27%, with higher estimates observed in East Asian countries (Cheng & Li, 2014). A systematic review and meta-analysis by Chou et al. (2005) reported global prevalence rates of internet addiction at approximately 6%, while more recent estimates specific to social media disorder suggest figures of around 4.5% to 11% among European adolescent samples (Bányai et al., 2017; Marino et al., 2018).

Methodological heterogeneity in the assessment of digital media addiction constitutes a significant challenge for the field. Frequently used instruments include the Bergen Social Media Addiction Scale (BSMAS; Andreassen et al., 2016), the Social Media Disorder Scale (SMD Scale; Van den Eijnden et al., 2016), and the Compulsive Internet Use Scale (CIUS; Meerkerk et al., 2009). These scales operationalize addiction in terms of salience, mood modification, tolerance, withdrawal, conflict, and relapse—criteria adapted from established frameworks for substance and behavioral addictions. However, critics have argued that many instruments conflate high engagement with pathological use, potentially inflating prevalence estimates (Billieux et al., 2015; Panova & Carbonell, 2018).

Despite these methodological challenges, longitudinal data have provided convergent evidence that habitual heavy use tends to consolidate over time and is associated with increasing difficulties in disengagement, particularly among adolescents with pre-existing emotional vulnerabilities (Coyne et al., 2020; Orben & Przybylski, 2019). These findings support a conceptualization of digital media addiction as a developmental phenomenon requiring early identification and targeted intervention.

Digital Media Addiction and Emotional Outcomes.

The relationship between digital media addiction and emotional functioning in adolescents has been examined across a range of outcomes, including depression, anxiety, loneliness, emotional dysregulation, and self-esteem.

4.1. Depression and Negative Affect. A substantial body of research has linked excessive social media use to elevated depressive symptomatology in adolescents. Twenge et al. (2018), drawing on nationally representative longitudinal data, found that adolescents who spent five or more hours per day on social media were significantly more likely to report depressive symptoms and suicidal ideation compared to those who used social media for one hour per day. Similarly, a meta-analysis by Yoon et al. (2019) encompassing 13 studies and over 20,000 participants found a moderate positive association between problematic social media use and depression ($r = .31$,

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95% CI [.22, .40]). The authors identified social comparison and cyberbullying victimization as key mediating pathways.

Passive scrolling behavior—characterized by consuming others' curated content without active participation—has emerged as a particularly salient predictor of negative affect. Verduyn et al. (2015) conducted an experimental study demonstrating that passive Facebook use led to declines in affective well-being over a one-week period, whereas active use had no significant effect. These findings are theoretically consistent with Festinger's (1954) social comparison theory, which posits that individuals evaluate their own circumstances relative to others, often resulting in unfavorable upward comparisons in the context of idealized social media presentations.

4.2. Anxiety and Stress. Beyond depression, research has identified robust associations between digital media addiction and anxiety symptoms in adolescent populations. Fear of missing out (FOMO), defined as the pervasive apprehension that others may be having rewarding experiences from which one is absent (Przybylski et al., 2013), has been conceptualized as both a predictor and a consequence of compulsive social media monitoring. Adolescents experiencing high FOMO report elevated levels of social anxiety and psychological distress, forming a feedback loop in which anxiety drives increased social media use, which in turn amplifies anxiety (Beyens et al., 2016).

The relationship between digital media addiction and anxiety is further moderated by platform-specific features. Research suggests that visual platforms characterized by appearance-based comparisons—such as Instagram—are more strongly associated with body image concerns and social anxiety than text-based platforms (Fardouly et al., 2015). This finding underscores the importance of considering platform heterogeneity when examining the emotional consequences of adolescent social media engagement.

4.3. Emotional Dysregulation. Emotional dysregulation—broadly defined as deficits in the capacity to flexibly modulate emotional responses in accordance with situational demands—has been identified as both a risk factor for and a consequence of digital media addiction. Hormes et al. (2014) found that problematic social media use was significantly associated with difficulties in impulse control and emotional regulation, independent of depressive symptoms. Several studies have employed ecological momentary assessment (EMA) methodologies to examine real-time associations between emotional states and digital media use, finding that negative emotional states reliably predict increased social media engagement and gaming duration (Elhai et al., 2018; Kircaburun et al., 2019).

Importantly, a growing body of longitudinal research suggests that the relationship between emotional dysregulation and digital media addiction may be bidirectional. Adolescents who demonstrate difficulties in emotion regulation may use digital media as a form of experiential avoidance, thereby maintaining deficits in offline coping skills (Schou Andreassen, 2015). This dynamic is consistent with the use-and-gratifications framework (Katz et al., 1973), which posits that media consumption is motivated by attempts to satisfy specific psychological needs, including mood management and escape from negative self-awareness.

4.4. Loneliness and Social Functioning. The relationship between digital media use and loneliness among adolescents is complex and potentially bidirectional. Cacioppo and Hawkley (2009) proposed that loneliness functions as a motivating state that drives social seeking behavior; in contemporary adolescent contexts, this seeking behavior is frequently directed toward online social environments. However, research suggests that online social interaction may provide only partial substitution for face-to-face contact, potentially maintaining or exacerbating feelings of loneliness over time (Yau & Reich, 2019).

A longitudinal study by Coyne et al. (2020) found no consistent association between social media use and loneliness across a three-year follow-up period in adolescents, suggesting that simple dose-response models may be inadequate. Rather, the quality of online interactions—as opposed to quantity of use—may be a more proximal determinant of emotional outcomes. Adolescents who use social media primarily for passive consumption, as opposed to active and reciprocal communication, appear more likely to report feelings of social exclusion and loneliness (Burke et al., 2010).

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The concept of "computer addiction" appeared in the 90s of the last century. It is characterized by an irresistible desire to escape from everyday worries and problems to virtual reality, thereby improving the emotional well-being of a person. Computer games have become an exciting pastime for many preschoolers, schoolchildren, students and adults. Causes of computer addiction:

- Lack of composure; a person cannot independently control his emotions;
- Inability to independently organize leisure hours;
- Lack of communication;
- Ignoring the rules of hygiene when interacting with a computer;
- The desire to replace live human relationships by computer communication;
- Desire to escape from the real world with many difficulties into the virtual world;
- Low self-esteem and self-doubt, dependence on other people's thoughts;
- Imitation, escape from reality;

There are the following symptoms of psychological dependence on a computer:

- Feeling comfortable at the computer or being in euphoria;
- The desire to escape from hard work or play at the computer;
- Irritation at forced attention;
- The constant updating of programs (in terms of a game) and a computer itself;
- Ignoring and forgetting the chores, working knowledge, lessons, training and other activities during computer work;
- Neglecting of own health, hygiene and sleep in favor of a computer, what leads to an increase in the time spent at the computer;
- A person prefers to be in front of a monitor;
- Discussing computer topics with all people, who have any knowledge in these areas.

Excessive computer needs can have negative consequences for a person both physically and mentally.

The following is a list of physical deviations in a patient with computer addiction: visual impairment, immune disorder, headache, constant tiredness and drowsiness, insomnia, pain in the spine, problems of scoliosis.

(5)

The term "computer addiction" defines the pathological dependence of a person on working or spending free time at a computer. American scientists first started talking about computer addiction in the early 80s. Today, the term "computer addiction" is still not recognized by many scientists working on the problems of mental disorders, but the phenomenon of the formation of a pathological connection between a person and a computer has become apparent and is gaining in scope. Computer addiction is one of the types of deviant behavior and is characterized by the desire to escape from problems of everyday life, transforming one's own emotional and mental mood. At this moment, a person not only experiences insurmountable anxieties, but also slows down the work of his psyche, as well as individual and personal development. People become inert and try to solve life problems less. According to Western psychologists, 10-14% of people depend on the computer games they play. This attitude can be developed at any age, but adolescents are most sensitive in this regard. One of the reasons for the formation of computer addiction among adolescents is the craving for adventure, which a child satisfies through various computer games. Another reason may be parental inattention to a child, that is, parents are so busy solving their problems that they have almost no time for a child. Such parents are not interested in the child's success, experiences and feelings at school, they do not know how their child lives and what he wants. They have just bought him a computer, believing that in this way they fulfill parental responsibilities, and the child has complete freedom of action. The next reason may be constant conflict between parents or adolescents. Emotional and psychological stress reigns in such families. Another reason to escape from virtual reality is physical, emotional and psychological abuse, bullying from classmates or peers. Parental divorce can be a reason for a child to leave for another reality where there are no problems. One more important reason of computer addiction is the lack of communication with parents, peers, classmates or just important people. A child's low or high self-esteem can

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be an incentive to strive for virtual reality. In order to somehow relieve this tension, children move into the virtual world. If a child does not feel happy in the family, in particular, if the parents' relationship adversely affects him or his lifestyle (for example, the parents abuse alcohol), then in such cases the child develops a feeling of apathy or alienation, as a result of which the virtual world absorbs him.

If the family is habitually cruel to children, and various harsh punishments for misconduct or excessive use of housework are encouraged, then the virtual world is the best option for a child not to see this violence. In this new reality, no one offends him, and he can always take care of himself. Here he becomes strong and invincible. His "life" is not limited by anything, and if something does not happen according to his will, he can always start the game from the very beginning. These reasons make a child strive for a new, unfamiliar and calming reality in order to escape from the problems of everyday life. It often happens that, when children enter the virtual world, they cannot resist. Adolescents and children do not yet have the necessary mechanisms of psychological defense and, as a result, experience psychological impact, which manifests itself in the form of panic attacks, anxiety, painful irritability, nightmares, attacks of obsessive-compulsive disorder. Constant interaction with the computer disrupts the circadian rhythm in children, they lose their sense of time and may not sleep during the day. Their day and night regime is completely transformed - after the games, relatives and parents notice incomprehensible gestures and emotions, disturbing sleep. In this case, a child loses control over the virtual reality: now the virtual world itself controls him. This is the essence of gambling addiction: the computer begins to control a person. The ability to communicate with other people, the emotional sphere are formed primarily through relationships with parents and peers, reading books and interacting with the immediate environment. Everyone knows that virtual reality does not give a true idea of the environment, but creates an idea of the reality of the virtual world and an absolutely unnecessary need for ordinary everyday life. This happens if a child is "educated" through a computer. (7)

The period of adolescent development starts when a child is about 11 to 12 years old and lasts up to 17, which generally coincides with the period of education of children in middle and high school. This is a long transition period characterized by a number of physical changes. This is a time of intense personality development. According to the Psychological Dictionary: "Adolescence is a stage of ontogenetic development between childhood and becoming an adult (from 11-12 to 16-17 years old), characterized by qualitative changes associated with adolescence and adulthood."

The psychological characteristics of adolescence, according to various authors, are considered crisis and are associated with restructuring in three main areas: physical, psychological and social.

At the physical level, significant hormonal changes occur; at the social level, a teenager occupies an intermediate position between a child and an adult; and at the psychological level, adolescence is characterized by the formation of self-awareness.

The psychological characteristics of adolescence are called the "adolescent complex".

The essence of the "adolescent complex" consists in the patterns of behavior specific for this age and certain psychological characteristics, specific behavioral reactions of the adolescent to the impact on the environment. The manifestations of the "adolescent complex" are:

- Emotionally high sensitivity to the assessment of appearance;
- Extreme arrogance and categorical judgment in relation to others;
- The peculiarity of the expression of attention, which manifests itself in an amazing indifference and excruciating embarrassment.

The desire for approval and recognition from others, expressed in the striving for independence and opposing to the older generation, thinking according to generally accepted rules and common ideals, admiring the idols of everyday, mass culture. This age is characterized by emotional instability and sudden mood swings (from exaltation to depression). The most difficult emotional, violent reactions occur when someone around you tries to break the pride of a teenager. The peak of emotional instability increases among boys at the age of 11-13, among girls - at 13-15.

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For teenagers, the polarity of the psyche is characterized by the following:

- perseverance and impulsivity;
- instability, which can be replaced by apathy, unwillingness to do anything;
- increased self-confidence; personality categorization in judgments changes rapidly with the emergence of defenselessness and self-reconciliation;
- reducing the need for communication;
- swagger in behavior is sometimes combined with embarrassment;
- romantic moods often border on cynicism, recklessness;
- the feeling of tenderness and love becomes important for the child.

This age is characterized by curiosity, an active mind, a desire for knowledge and information; a teenager tries to assimilate as much knowledge as possible, but sometimes he does not pay attention to the fact that knowledge needs to be systematized. (17).

According to L.I Bozhovich, the main emphasis in the upbringing of adolescents should be placed on the development of the motivational sphere of an individual: determining their place in life, forming a worldview and its influence on cognitive activity, self-awareness and morality. Moral values, life prospects, self-identification, own capabilities and interests, striving to feel like an adult are formed during this period. The desire to communicate with peers increases; views on life, relationships between people, and their future are formed. In other words, personal symbols and meanings of life get established.

The mental development of a child is determined not only by the nature of his main activity, but also by the nature of the system of relations with the people, with whom he gets acquainted at different stages of his development. Therefore, the relationship of teenagers with peers and adults should be considered as the most important condition for their personal development. Lack of communication causes internal discomfort, which cannot be compensated for by any objectively high indicators in other areas of their life and activity. Communication is subjectively perceived by adults as something very important for an individual. However, as the analysis of the modern pedagogical process has shown, the adolescent's need for favorable confidential communication with peers at school does not lead them to satisfaction. On the contrary, there can be observed the formation of increased anxiety, the development of an identity sense, which is associated with inadequate and unstable self-esteem, difficulties in personal development and which complicates orientation in life situations. All this is aggravated if a child does not have a favorable relationship in the family and experiences an aggressive attitude towards himself. On a reasonable level, working with a computer, the Internet or video games can even be useful for a person as a means of developing logic, attention and thinking. Many computer games can be cognitive, and a lot of useful and interesting information can be found on the Internet. Problems arise when the time spent at the computer exceeds the permissible limit: pathological dependence arises and the need to spend more time at the computer. In most cases, computer, Internet or gaming addiction arises against the background of latent or explicit dissatisfaction with the outside world and the inability to express oneself due to fear of misunderstanding.

A person who is voluntarily attached to a computer, begins to experience problems with reality. Social adaptation gets destroyed, it becomes difficult to find a common language and common topics with other people. Many socially important things, such as career, work, family, cease to exist. Household, educational, social, work, family, and financial spheres have a negative impact on an individual. The most pronounced negative impact of computer addiction on a person's social qualities is the loss of a sense of kindness, openness, desire for communication, compassion. There is a sharp degradation of the social ties of an individual and his so-called "social adaptation". Against the background of deepening social adaptation in the world of virtual reality, there might appear excessive aggression and various types of antisocial behavior. Adolescents usually pay less attention to learning and performing various social functions. The intensification of the interaction of the younger generation under conditions of immersion in the virtual Internet space is steadily increasing and leads to a change in life values, which has a significant impact on the development of modern students, their behavior, emotional

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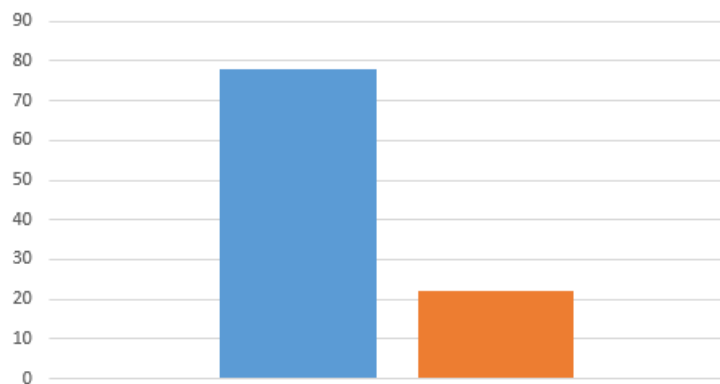
state, value orientations and attitudes. Today it is difficult to imagine a student without access to the global network, the content of which is often aggressive, destructive or risky. Analysis of recent studies and publications concerning aspects of the problem, potential risks associated with real impact on the mental, emotional, and sometimes physical state of students, as well as social networks, which usually contain unmistakable virtual communicative imperatives, have revealed numerous problems of communicative interaction. The emotional and mental disorders of high school students, that arise as a result of communication in social networks, are usually the result of difficulties in maintaining a communication style, that is adequate with reality, in which a person can perceive the interlocutor as a living being, a human (what happens during normal communication), and the norms of moral communication are not violated. High school students who are addicted to social networks, interacting on the Internet, gradually develop a certain emotional state of perception of someone else's private life. A specific cascade of problems that form the characteristics of students' behavior predetermines emotions that accompany behavior and are not always positive. The attractive possibility of violating virtual etiquette, accompanied by respect for discussion or abuse of such parameters in the Internet environment as time, influence, power, etc., affects the consciousness of a high school student and the psychological characteristics of his behavioral factors, which often regulate the emotional background of behavior, accompanied by distortion reality. Norms and values, mental health is violated, there is a refusal to further socialize an individual. It should be noted that in the process of the development of Internet addiction, high school students often experience real isolation, accompanied by the alienation of an individual from others. Internet addiction is a serious reason for the formation and development of the emotional state of a student, as well as the emergence of psychological problems. The study of the problems of the dependence of certain psych types on interpretation allows us to talk about a specific emotional system of a person, which is usually subject to influence, prolonged stress or depression, accompanied by the so-called "properties of a hysterical nature". According to research, this state is peculiar to a person, who is characterized by "emotional humility", lack of spiritual maturity, as well as the desire to achieve a particularly desirable position not by working on oneself, but by influencing others, depending on the direction of their perception.

To explore the positive and negative effects of cyber addiction on high school students, we have conducted an online survey among students in classes 9, 10, 11, and 12 at Batumi I.Chavchavadze school №1, "Mega School" and Kobuleti B. Beradze State School №6. According to the results of the study, it has been found that adolescents have a moderate degree of dependence on computer technologies, although in some cases, some of them had a high risk factor for cyber addiction.

Internet Addiction Test (Kulakov, 2004)

1. Have you ever wondered how often you use your computer?

Out of 100 respondents, 78% answered "often", 22% - "rarely"



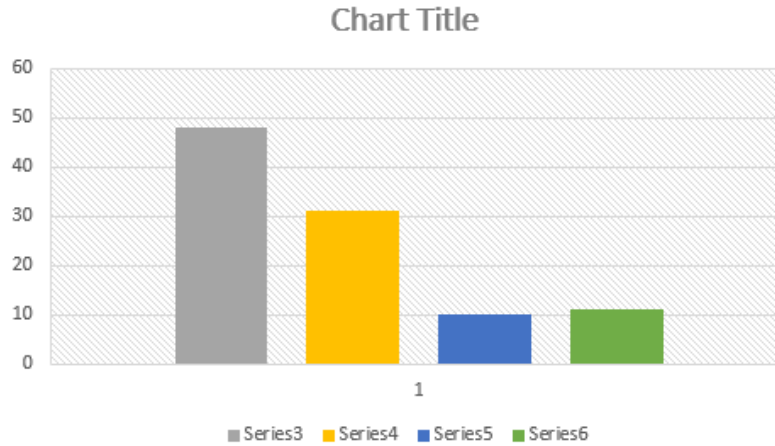
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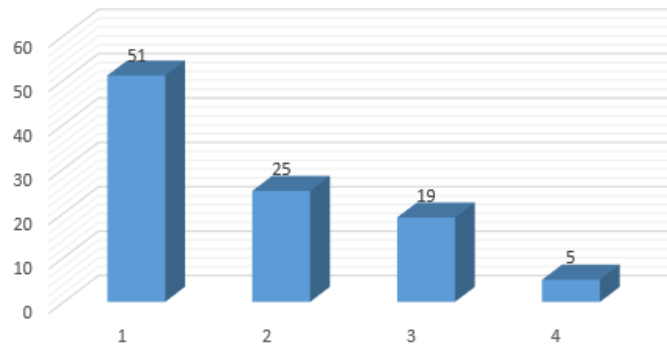
2. How many hours a day do you spend at the computer?

2-4 hours - 10%; 4-6 hours - 11%; 8-12 hours - 48%; 6-8 hours -31%.



3. How often do you miss the time to prepare for classes because of the time spent at the computer?

Very often - 51%; Often - 25%; Rarely - 19%; Never - 5%.



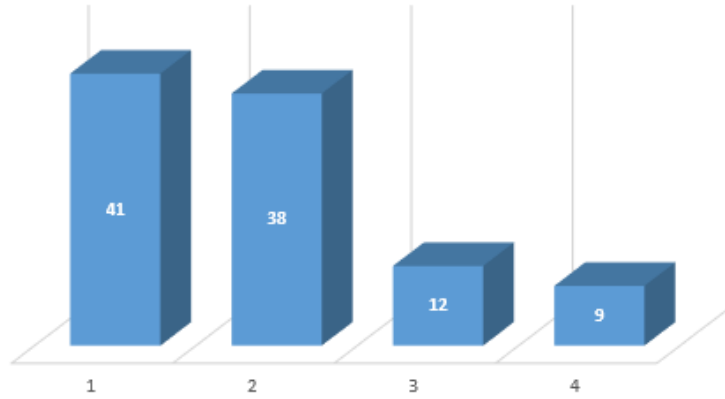
4. How often do you get annoyed, express anger or displeasure by yelling, or are you stressed when you are online?

Very often - 41%; Often -38%; Rarely - 12%; Never - 9%.

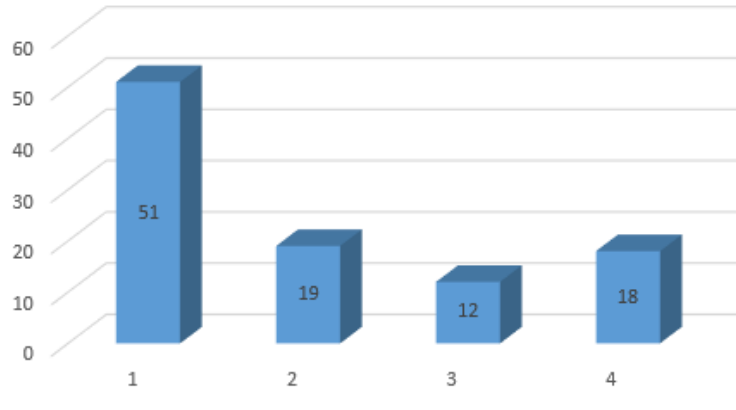
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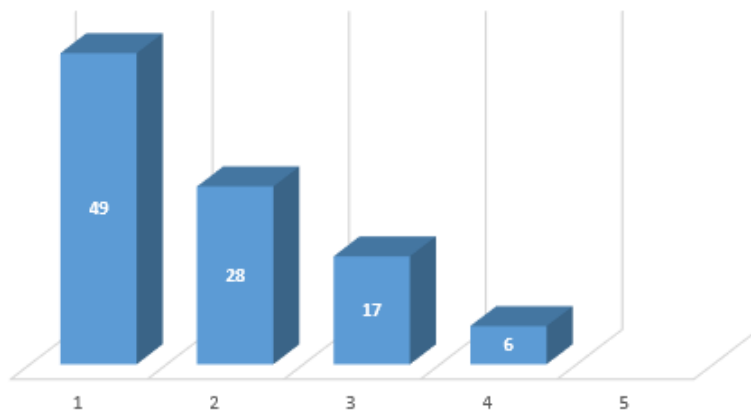
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5. How often do you prefer to be online, rather than with close people and friends?
Very often - 51%; Often - 19%; Rarely -12%; I distribute the time equally - 18%



6. How often do you feel that when you are depressed, in a bad mood and nervous, these feelings disappear when you access the Internet?
Very often - 49%; Always - 28%; Rarely -17%; Never - 6%



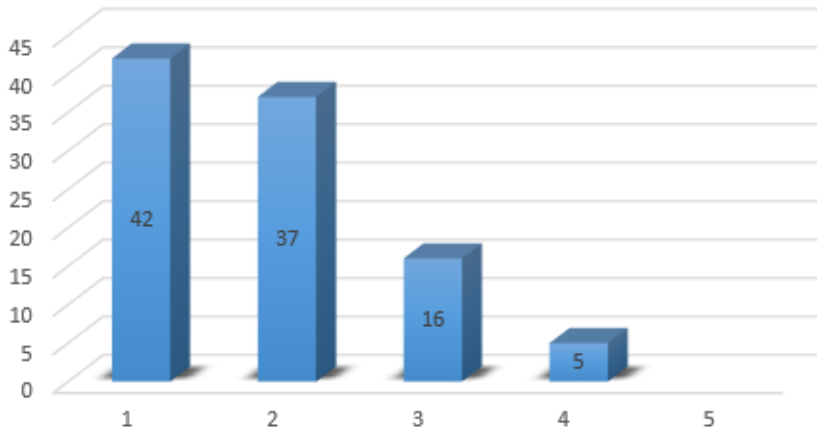
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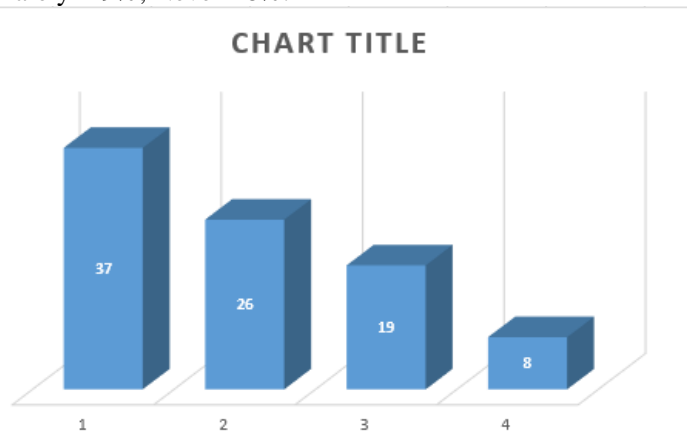
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7. How often do you complain of insomnia and stay awake until the morning due to spending your time on the Internet?

Very often - 42%; Often - 37%; Rarely -16; Never - 5%



8. When your parents tell you that you are too often on the Internet, do you show resistance to talking to them or try to avoid answering the questions about what you have been doing on the Internet for such a long time? Very often -37%; Often - 26%; Rarely -19%; Never - 8%.



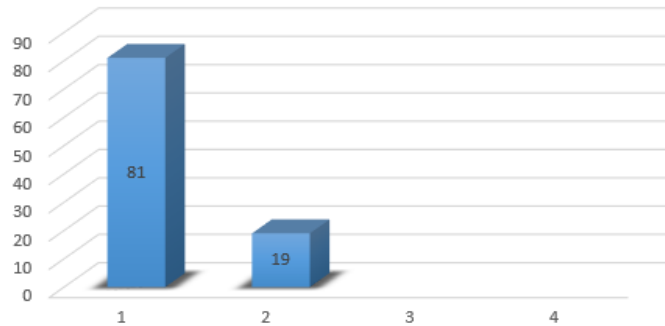
9. Do you feel better about real life when surfing the Internet, being on a social network and sharing your beautiful photos or comments?

Yes - 81%; No - 19%.

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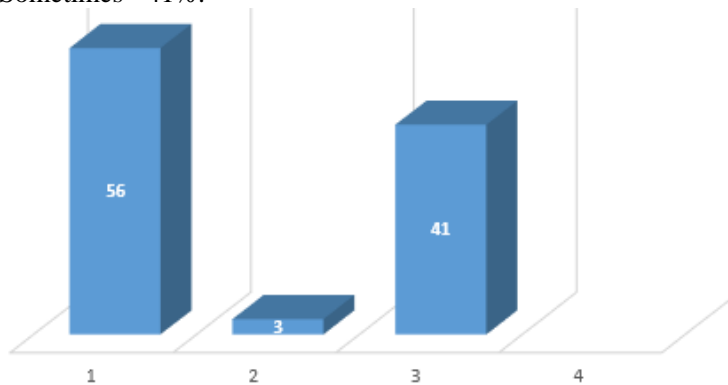


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10. Are you annoyed by losing, while playing online games?

Yes - 56%; No - 3%; Sometimes - 41%.



Attempts to reduce the time spent on the Internet lead these people to a difficult emotional state, they think more and more about the Internet, they often have voluntary or involuntary finger movements, that remind of typing on a keyboard. The problem of Internet addiction is very acute all over the world. Many teenagers or adults spend a lot of time in front of a computer. They withdraw into themselves, have disturbed sleep patterns, face problems at work, at school, and in relationships with friends. There have been cases where abnormal computer addiction has led people to commit suicide or murder. Psychiatrists distinguish between two methods of treating Internet addiction: psychopharmacotherapy and psychotherapy. The key to recovering from Internet addiction is the patient's awareness of his own problem and the desire to heal. However, guilt should be ruled out, as this greatly interferes with healthy critical thinking in relation to the passion for the virtual world. In most cases, people can get rid of Internet addiction on their own, but they often turn to psychologists and psychotherapists. The first step in treating computer addiction is to diagnose the causes, it is important to rule out depression. Latent depression requires medication. An important stage of treatment is the involvement of the Internet addict in non-computer activities. Such people need to see that besides computers, there are many other interesting means of entertainment. (3)

Conclusions.

The presented work deals with several studies, that have been carried out to determine Internet addiction. It is also noteworthy that in the context of the covid 19 pandemic, due to mobility restrictions, when adolescents have to use more online technologies, we think this problem has become even more aggravated and acquired psychological value. According to the results of the test study, adolescents were found to have moderate dependence, however, in some cases, some of them had high risk factors in relation to cyber addiction. Analysis of literature data has showed that the influence of computer games on the emotions of high school students is

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different. Addiction to computer games can affect the psyche of adolescents and develop a sense of aggression, impairing communication skills. It is also noteworthy, that the use of computer technologies for the development of cognitive abilities and mental development of adolescents is possible only if public opinion is aimed at developing appropriate strategies for the formation of mental health and positive emotions of the future generation, in order to reduce the harm of online technologies.

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