

IADliber – Raising competences of adult educators as a means for adults liberation from Internet Addiction Disorder

2022-1-RO01-KA220-ADU-000087209

FOCUS GROUP ON PUBLIC AWARENESS ON INTERNET ADDICTION DISORDER (IAD):

POLAND COUNTRY REPORT



Centrum Wspierania
Edukacji
i Przedsiębiorczości



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1. GENERAL INFORMATION

1.1. Participant Selection

Kindly describe the process of selecting participants for your focus group. Briefly describe which criteria were used to identify target participants and any actions take in order to elicit their participation:

Participants were selected either from experts network that CWEP has developed along the time. We used the help and knowledge of the problem from University od Rzeszów and Wszechnica.

University od Rzeszów (Poland) established in 2001 through the merger of the Pedagogical University of Rzeszów, the Maria Curie Skłodowska University, Lublin, Rzeszów branch and the Economics Faculty of the Agricultural Academy of Cracow. There are 12 faculties. The University promotes internationally-recognized scientific research and learning skills. In this way it can enlarge the knowledge base, increase the level of know-how, improve the quality of life and benefit the well-being of the community. Through its activities, the University invigorates the livelihood nationally and specially in West-Eastern Poland.

Wszechnica – Poland, Krosno. An educational centre and post-secondary VET institution, offering courses, workshops and seminars for teachers, also training sessions to companies. Wszechnica has been awarded positive verification by the Polish Ministry of Education within the full range of training sessions. This associated partner will contribute in the project by providing support in dissemination and sharing experience in training.

1.2. Focus Group Event

Kindly provide some general information for the following items related to the focus group event:

Partner Organising the
Event:

CWEP

Contact Person Responsible for the Event:	<i>Maciej Markowicz</i>
Date of the Focus Group Event:	<i>29.04.2022</i>
Approximate Length of the Discussion	<i>2x 2h</i>
Brief description of the setting (face-to-face/online/hybrid):	<i>Online</i>

1.3. Participant Profile

Summarise important details from the participant profile in this section by providing the following demographic information:	
Number of Participants:	<i>9</i>
Age (Mean):	<i>37</i>
Gender:	<i>5 Female, 4 Male</i>
Participants' Levels of Education:	<i>master mostly</i>
Occupations of Participants:	<i>educators of adults, psychologists</i>
Years of Experience of Participants (Mean):	<i>12</i>
Size of Participants' Class (Mean):	<i>10-25</i>
Types of Learners Participants are responsible for:	<i>Adults and educators of adults</i>
List of Organisations represented by Participants:	<i>Universities, NGOs, SMEs</i>

1.4. Desk Research

Please include any material encountered when conducting desk research that was particularly relied on to inform participants, utilised to elicit responses during the focus group, or which can help provide additional insight to the results and the development of the survival kit:

It is estimated that 6% of the world may be affected by Internet addiction. internet users. Data collected in 2003 by the Center for On-line Addiction based on observations of 17 thousand. people have shown that this percentage of Internet users requires treatment, and nearly every third Internet user treats the Internet as a way to escape from problems, which can easily become a factor of addiction.

A study published relatively recently, in 2014, by scientists from the University of Hong Kong, who examined representatives of 31 nations from 7 regions of the world, estimates the percentage of "network addicts" in the population at 6%, which gives about 420 million people in global scale. To illustrate the possible scale of the problem, it is worth looking at the statistics on drugs. According to the UN, between 3.5 and 7 percent of the population is in contact with illegal drugs. world population. So we are dealing with a similar scale of the problem.

There is no precise data on how many people are addicted to the Internet in Poland. Research conducted in 2012 by CBOS for the Fund for Solving Gambling Problems showed that 100,000 people were addicted to the Internet at that time. Poles, and 750 thousand. was at serious risk of addiction. In turn, research undertaken in research centers is carried out according to lose methodologies, often on unrepresentative groups.

It is assumed that disorders related to the use of the Internet manifest about 6 percent. Internet users in the country, and a three times higher percentage belongs to the high-risk group. The number of Internet users in Poland in January 2022 was 28 million in total, so the problem of Internet addiction may affect up to 1 million 680 thousand. people.

The "IAD" is evidenced by the symptoms typical of all psychological addictions:

- *increased activity and involvement related to the search for an addictive substance,*
- *decrease in sensitivity (tolerance) to pleasure stimuli over time,*
- *weakness of will,*
- *intrusive thoughts,*
- *in extreme cases, also self-deception and physical destruction.*

Kimberly Young noticed that addicted people spend an average of 35 hours a week at the computer outside of their professional duties.

The “hunger for the Internet” is characteristic for addicts – access to the Internet becomes a means of avoiding unpleasant emotions. There is psychological discomfort associated with the lack of access to the network - anxiety, changing mood, irritation, or outbursts of aggression. The life and activities of an addicted person are focused around the computer, everything is subordinated to Internet sessions, which results in difficulties in performing everyday duties.

Other forms of spending time lose their attractiveness, satisfying the need for contact with the network becomes a priority. The time spent online and needed to obtain a sense of satisfaction increases as the addiction progresses, and the affected patient does not limit his contacts with the Internet despite noticeable negative consequences (deterioration of contacts with relatives, learning difficulties, health problems).

Interesting articles on this topic:

- *Główny Urząd Statystyczny. Społeczeństwo informacyjne w Polsce. Szczecin, 2012; www.stat.gov.pl*
- *Millward Brown. Młodzież na rynku usług telekomunikacyjnych – 2012. Badanie klientów indywidualnych w wieku 15–24 lata. Raport z badań przeprowadzonych na zlecenie Prezesa Urzędu Komunikacji Elektronicznej przez Millward Brown. 2012 <http://www.uke.gov.pl>*
- *Young KS. Internet addiction: the emergence of a new clinical disorder. Cyberpsychol Behav. 1998; 1(3): 237–244.*
- *Young KS. Internet addiction: symptoms, evaluation and treatment. In: VandeCreek L, Jackson T (eds.). Innovations in Clinical Practice: A Source Book. Florida, Professional Resource Press, 1999.p.19–31.*
- *Block JJ. Issues for DSM-V: Internet Addiction. Am J Psychiatry. 2008; 165(3): 306–307.*
- *Potembska E. Uzależnienie i zagrożenie uzależnieniem od Internetu u młodzieży. Niepublikowana rozprawa doktorska. Uniwersytet Medyczny w Lublinie. Lublin, 2011 (in Polish).*

- Pallanti S, Bernardi S, Quercioli L. *The Sorter PROMIS questionnaire and the Internet Addiction Scale in the assessment of multiple addictions in a high school population: prevalence and related disability. CNS Spectr. 2006; 11(12): 966–974.*
- Morahan-Martin J, Schumacher P. *Incidence and correlates of pathological Internet use among college students. Comput Human Behav. 2000; 16(1): 13–29.*
- Lam LT, Peng ZW, Mai JC, Jing J. *Factors associated with Internet addiction among adolescents. Cyberpsychol Behav. 2009; 12(5): 551–555.*
- Poprawa R. *W poszukiwaniu psychologicznych mechanizmów problematycznego używania Internetu. In: Sokołowski M (eds.). Oblicza Internetu. Internet w przestrzeni komunikacyjnej XXI wieku. Elbląg, PWSZ Press, 2006.p.113–124 (in Polish).*
- Pawłowska B, Potembska E. *Objawy zagrożenia uzależnieniem i uzależnienia od Internetu mierzonego Kwestionariuszem do Badania Uzależnienia od Internetu, autorstwa Pawłowskiej i Potembskiej u młodzieży polskiej w wieku od 13 do 24 lat. Curr Probl Psychiatri. 2011; 12(4): 439–442*
- Thomas NJ, Martin FH. *Video-arcade game, computer game and Internet activities of Australian students: participation habits and prevalence of addiction. Aust J Psychol. 2010;*
- Shek DT, Ma CM. *Consumption of pornographic materials among Hong Kong early adolescents: a replication. ScientificWorldJournal 2012; 2012: 406063.*
- Cooper ML, Shaver PR, Collins NL. *Attachment styles, emotion regulation, and adjustment in adolescence. J Pers Soc Psychol. 1998; 74(5): 1380–1397.*
- Braun-Courville DK, Rojas M. *Exposure to sexually explicit Web sites and adolescent sexual attitudes and behaviors. J Adolesc Health. 2009; 45(2): 156–162.*
- Tsitsika A, Critselis E, Kormas G, Konstantoulaki E, Constantopoulos A, Kafetzis D. *Adolescent Pornographic Internet Site Use: A Multivariate Regression Analysis of the Predictive Factors of Use and Psychosocial Implications. Cyberpsychol Behav. 2009; 12(5); 545–550.*

- Sung J, Lee J, Noh H, Park YS, Ahn EJ. *Associations between the Risk of Internet Addiction and Problem Behaviors among Korean Adolescents. Korean J Fam Med.* 2013; 34: 115–122.
- Ozgun-Ozturk F, Ekinici M, Ozturk O, Canan F. *The Relationship of Affective Temperament and Emotional-Behavioral Difficulties to Internet Addiction in Turkish Teenagers. ISRN Psychiatry* 2013; <http://dx.doi.org/10.1155/2013...>

2. DISCUSSION OF RESULTS

2.1. Topic 1: Mindfulness

Please provide below a detailed but concise analysis of the topics discussed, providing insight on the responses received and overall attitudes collected.	
Summarised responses for Reaction	<i>In recent years, mindfulness has gained widespread recognition due to its potential benefits for mental health and well-being. It has been extensively studied and shown to have positive effects in reducing stress, anxiety, depression, and enhancing overall psychological resilience and well-being. Mindfulness-based interventions are commonly used in clinical settings, schools, workplaces, and various other settings.</i>
Summarised responses for Learning	<i>The popularity of mindfulness has been driven by the growing body of research supporting its effectiveness, as well as endorsements from influential figures, media coverage, and the dissemination of mindfulness programs and apps</i>
Summarised responses for Behaviour	<i>General recognition is not confirmed in the knowledge of specific behaviors, it is still a rare phenomenon to use this technique in depth.</i>
Summarised responses for Results	<i>It's important to note that while mindfulness has gained widespread recognition, there may still be variations in the depth of knowledge and understanding of the technique among individuals and communities. Some may have a comprehensive understanding and regular mindfulness practice, while others may have a more superficial understanding or limited exposure to the concept</i>

Generalised overall viewpoint	<i>While there is a relatively higher awareness of the benefits of mindfulness compared to other self-development techniques, there is a lack of awareness regarding the link between practicing mindfulness and managing Internet Addiction Disorder. There is a significant demand for specific and targeted mindfulness resources that address the management of IAD</i>

2.2. Topic 2: Other Methods of Focus

Please provide below a detailed but concise analysis of the topics discussed, providing insight on the responses received and overall attitudes collected.	
Summarised responses for Reaction	<p><i>Participants mentioned and admitted that they had come into contact with:</i></p> <p><i>Pomodoro Technique: This technique involves breaking work or study time into intervals, typically 25 minutes of focused work followed by a short 5-minute break. After completing four such intervals, a longer break of around 15-30 minutes is taken. The structured breaks help maintain productivity and prevent burnout.</i></p> <p><i>Time Blocking: This method involves scheduling specific blocks of time for different tasks or activities. By allocating dedicated time slots for focused work without distractions, individuals can enhance their concentration and productivity.</i></p> <p><i>Single-Tasking: Instead of multitasking, which can divide attention and reduce efficiency, single-tasking focuses on doing one task at a time. By giving full attention to a single</i></p>

	<p>task until completion, individuals can improve focus and productivity.</p> <p><i>Environment Optimization: Creating a conducive environment for focus can be beneficial. This includes minimizing distractions, such as turning off notifications, finding a quiet space, organizing the workspace, and utilizing tools like noise-cancelling headphones or productivity apps.</i></p> <p><i>Prioritization and Task Management: Effectively prioritizing tasks and breaking them down into manageable steps can help maintain focus. Using task management techniques like to-do lists, kanban boards, or project management tools can aid in organizing and staying on track.</i></p> <p><i>Physical Exercise and Movement: Engaging in regular physical exercise, such as aerobic activities or stretching, can improve overall cognitive function, including attention and focus.</i></p> <p><i>Healthy Lifestyle Habits: Adequate sleep, balanced nutrition, hydration, and stress management contribute to optimal cognitive function and attention.</i></p>
Summarised responses for Learning	<i>Almost none info or materials are offered to the public</i>
Summarised responses for Behaviour	<i>Rarely used mainly by enthusiasts and a few experts in the field. Often mocked as "new trends".</i>
Summarised responses for Results	<i>Almost none info or materials are offered to the public</i>
Generalised overall viewpoint	<i>There is a significant need of content regarding this method and for increasing the public awareness.</i>

2.3. Topic 3: Self-Awareness & Reliable Assessment of the Situation

Please provide below a detailed but concise analysis of the topics discussed, providing insight on the responses received and overall attitudes collected.	
Summarised responses for Reaction	<i>Participants mentioned the ability to accurately perceive and understand oneself and the circumstances or context one is in. It involves being conscious of one's thoughts, emotions, strengths, weaknesses, values, and biases, and having an objective understanding of the situation at hand.</i>
Summarised responses for Learning	<i>Almost none info or materials are offered to the public</i>
Summarised responses for Behaviour	<p><i>Self-awareness involves introspection and reflection, allowing individuals to gain insight into their own motivations, behaviors, and patterns of thinking. It includes being aware of one's emotions, recognizing their impact on decision-making and actions, and understanding how they may influence interactions with others.</i></p> <p><i>Reliable assessment of the situation involves accurately evaluating the external factors, context, and dynamics at play. It entails objectively analyzing the circumstances, considering relevant information, and discerning potential opportunities, challenges, or risks.</i></p>
Summarised responses for Results	<i>Almost none info or materials are offered to the public</i>
Generalised overall viewpoint	<i>There is a significant need of content regarding this method and for increasing the public awareness.</i>

2.4. Topic 4: IAD Prevention Among Adults

Please provide below a detailed but concise analysis of the topics discussed, providing insight on the responses received and overall attitudes collected.

Summarised responses for
Reaction

The participants mentioned a few concepts that are familiar and effective to them, but not widely publicized”:

- *Providing information and raising awareness about the signs, symptoms, and risks associated with IAD. This includes educating individuals about healthy internet use guidelines, potential consequences of excessive internet use, and promoting digital well-being.*
- *Conducting assessments to identify individuals at risk of developing IAD. This can involve self-report questionnaires, interviews, or diagnostic tools to evaluate internet use patterns and associated problems.*
- *Utilizing CBT techniques to help individuals identify and modify problematic thoughts, behaviors, and beliefs related to internet use. CBT may also address underlying psychological factors contributing to excessive internet use, such as anxiety or depression.*
- *Encouraging individuals to establish healthy boundaries and schedules for internet use. This can involve setting specific time limits, creating technology-free zones, and prioritizing offline activities and social connections.*

	<ul style="list-style-type: none"> • <i>Developing coping skills. Teaching individuals adaptive coping strategies to manage stress, boredom, or negative emotions without relying on excessive internet use. This can include stress management techniques, problem-solving skills, and alternative leisure activities.</i> • <i>Social support and therapy groups:</i> • <i>Digital detox and self-monitoring.</i>
Summarised responses for Learning	<i>In the participants' view, the public's level of knowledge and grasp of skills in relation to IAD prevention among adults is very low.</i>
Summarised responses for Behaviour	<i>According to the participants' viewpoint, acquiring skills related to preventing Internet Addiction Disorder in adults can empower individuals to have greater self-control, influence over their behavior, and time management. However, the participants find it challenging to accurately determine the degree to which the general public's behavior transforms as a result of acquiring these skills.</i>
Summarised responses for Results	<i>Almost none info or materials are offered to the public</i>
Generalised overall viewpoint	<i>There is a significant need of content regarding this method and for increasing the public awareness.</i>

2.5. Conclusion

Summarise the findings of your focus group by providing a brief overview of the collected responses, together with the overall attitude or viewpoints of the group taken in response to the topics discussed:

Potential dangers associated with IAD according to participants:

Excessive internet use can contribute to or exacerbate mental health issues such as depression, anxiety, social isolation, and low self-esteem. Spending excessive time online can lead to neglecting personal relationships, including family and friends, which can strain social connections and result in feelings of loneliness and isolation. Internet addiction may lead to decreased productivity, poor time management, and lack of focus, resulting in lower grades or job performance.

Physical health problems:

Sedentary behavior associated with excessive internet use can contribute to a sedentary lifestyle, leading to a range of health issues such as obesity, poor posture, back and neck pain, and sleep disturbances. Internet addiction can make individuals more susceptible to engaging in risky online activities such as excessive gambling, online gaming, cyberbullying, or falling victim to online scams.

Constant exposure to online content, including social media, can create unrealistic expectations, feelings of inadequacy, and negatively impact self-image.

Draw conclusions based on the insight produced by the focus group. Conclusions should reflect the overall consensus of the participant group's opinions:

By developing a strong sense of self-awareness, individuals can experience personal growth in various aspects of their lives, such as relationships and careers. It can be argued that when individuals find fulfillment and satisfaction in their offline lives, they are less likely to spend excessive time online. According to the participants, self-awareness holds greater potential than other focus methods in this regard. However, it is important to note that self-awareness is a practice that tends to be inconsistent, and its effectiveness relies solely on the efforts of each individual. As a result, its impact on IAD may vary from person to person.

2.6. Recommendations

Within this section, offer any recommendations that derive from the findings and conclusions drawn within the previous section. Recommendations should be derived solely from the findings of the focus group, not from the desk research referenced in section 2.4:

Create user-friendly and tailored resources to enhance awareness and address Internet Addiction Disorder. Ensure that these materials are easily accessible and specifically designed for the target audience. The project's developed materials can serve as an effective approach towards addressing IAD. However, it is crucial that these resources not only raise awareness but also convey the understanding that learning and practicing the IADliber methods require consistent effort and time investment.

Please remember about current trends and include AI addiction in your project materials.

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