

Effect of online social networking on the lifestyle of introvert and extrovert adolescents

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ABSTRACT

The present study was undertaken to explore and compare the effect of online social networking on the lifestyle of 120 extrovert and introvert adolescent boys and girls. Introversion-Extroversion inventory was utilized for sample selection. An inventory on online social networking was developed and utilized to assess the effect of online social networking on the lifestyle of extrovert and introvert adolescent boys and girls. Mean per cent scores and t-test were computed for analysis of data. The results of the study revealed that effect of online social networking on lifestyle emerged out to be more positive than negative in majority of adolescents. No significant difference was observed among introvert and extrovert boys while significant difference at 5 per cent level of significance was observed among introvert and extrovert girls.

INTRODUCTION

In recent years, new relationships have started with the arrival of man-made machines called computer and internet. The primary tools that enable socialization on internet are social networking sites. These websites are gaining popularity in tremendous way among the young generation. They use these sites at an increasing rate and visit on these sites quite frequently.

There is yet an arena of knowledge that holds the view that personality traits of student affect the use of social networking sites. Extroverts experience more successful social interactions online than introverts (Liu and Larose, 2009). However, contrary to this, Barclay (2010) reports that introverts are quite successful in social

interactions online, find it easier to express themselves online and in turn, often times prefer it. Online social networking can provide a lifeline to those who are isolated and disengaged from family, friends and communities.

The excessive use of these sites not only have long lasting effect on psyche of students but it also affect the physical, mental and social aspect of life. Sometimes these sites also affect the sleeping pattern, study timing, eating habits, social interaction pattern, academic achievement of the adolescents. Valkenburg and Peter (2009) found that longer use of the social networking sites was related to increased depression, loneliness, and smaller social circles. The results suggest that social networking isolates individuals from their friends and family, and has a negative impact on one's psychological well-being. Recent

research studies indicate that there are frequent online expressions of offline behaviours, such as bullying, clique-formation and sexual experimentation that have introduced problems such as cyberbullying, privacy issues and trolling. Baker (2010) found that male students were more likely to be bullies and victims in both cyber and physical environments.

Online social networking has also resulted in enhancement of individual and collective creativity. It has also helped adolescents to access online information about their health concerns easily and anonymously.

Social networking sites use also has positive and negative impact on the study pattern of adolescents. Kuppaswamy and Shankar (2010) explained that the social network grabs the total attention and concentration of the students and diverts it towards non-educational, unethical and inappropriate actions. On the other hand, some adolescents use social networking sites positively to discuss their academics issues formally and informally and also to interact with their instructors, teachers and professors to resolve their academic queries and eventually improve their academic performance.

Keeping all these aspects in view, present study is an exploratory attempt to assess the effect of online social networking on the lifestyle of extrovert and introvert adolescents and to compare the effect of online social networking amongst introvert and extrovert boys and introvert and extrovert girls. Since limited researches has been done so far on introvert and extrovert adolescents related to online social networking therefore, further researches need to be carried out to get the clear difference among them related to online social networking.

MATERIAL AND METHODS

Locale :

The present study was conducted in co-educational private schools located within the municipal limits of Udaipur city of Rajasthan.

Sample selection:

Total sample consisted of 120 adolescents (30 boys and 30 girls under each extrovert and introvert categories) between the ages of 15-18 years, selected purposively from two co-educational private schools of Udaipur city.

Tools and its description:

Introversion Extroversion Inventory developed by

Aziz and Agnihotri (2001) was used for the selection of sample. An inventory on online social networking was developed and utilized to assess the effect of online social networking on the lifestyle of extrovert and introvert adolescent boys and girls. It consisted of items related to effect of online social networking on lifestyle covering six areas *viz.*, daily routine activities, study pattern and academic aspects, hobbies, physical and mental activity, personality and social interaction. There were overall 33 statements. Each statement had four alternative responses *i.e.* mostly, sometimes, rarely and never which were scored as 3, 2, 1, 0 in case of positive statements and *vice-versa* in negative statements.

Procedure of data collection :

An inventory on online social networking was administered to all 120 students selected for the study in both the schools on prescheduled date. The filling up of the inventory was preceded by brief introduction and orientation about the process and purpose of administering the inventory. They were requested to give honest responses and were assured that their identity would be kept confidential and information provided by them would be used exclusively for research purpose. Each respondent was given the inventory individually and was asked to fill out the inventory under the supervision of the researcher.

Method of analysis of data:

Mean per cent scores and t-test was used to analyze the data statistically.

OBSERVATIONS AND ANALYSIS

The results of the effect of online social networking as experienced by extrovert and introvert adolescent girls and boys on their lifestyle, have been portrayed in Table 1.

Daily routine activities:

A major effect of online social networking was found in the daily routine activities of extrovert and introvert adolescents. Data presented in Table 1 clearly shows that a positive effect of online social networking in terms of motivation towards regular yoga was observed in 48.89 per cent of extrovert girls and 73.33 per cent of introvert girls. Negative effect however was observed mostly in terms of neglecting household responsibilities in 53.33 per

cent extrovert girls and mostly in terms of disturbed meal pattern in 58 per cent introvert girls. On the other hand, a positive effect of online social networking in terms of motivation towards regular yoga and negative effect mostly in terms of irregular sleeping schedule and disturbed bathing schedule was observed in nearly more than half of the extrovert as well as introvert boys. Present findings get support from Punamaki *et al.* (2007) who found that for young adolescent boys, intensive online social networking use was associated with less sleep and more irregular sleep, which in turn is related to poorer perceived health. This research as well as present research indicates that in general, the daily routines get disturbed due to online social networking. But the present research also indicates that it may have positive effect too.

Study pattern and academic aspects:

A major effect of online social networking was observed in the study pattern and academic aspects of extrovert and introvert adolescents. Perusal of Table 1 reveals that a positive effect in terms of improvement in understanding ability by engaging in academic forums was observed in 65.56 per cent of extrovert girls and 81.11 per cent introvert girls. However, gaining a wider spectrum of knowledge in addition to classroom teaching emerged out as a major positive effect in 76.67 per cent extrovert girls. In case of boys, a positive effect in terms of gaining a wider spectrum of knowledge in addition to classroom teaching was observed in 64.44 per cent extrovert boys and 66.67 per cent introvert boys. Present findings are similar to the findings of Stevens (2009) who suggested that collaboration through social networking sites supports more of a constructivist approach to learning, where adolescents and educators can work together to co-create understanding of a particular topic. As a result, adolescents and educators become equal participants in the knowledge sharing process.

Negative effect was mostly observed in terms of reduction in consultation of reference books for academic assignments and projects in 65.56 per cent extrovert girls and in terms of solely relying on online social networking for assignments and projects in 66.67 per cent introvert girls. However, negative effect in terms of distraction in their studies emerged mostly in 73.33 per cent extrovert boys and 63.33 per cent introvert boys. Declination in reading and writing skills emerged as a least significant

negative effect among extrovert as well as introvert girls and boys. The findings of the study are also in conformity with the findings of Welsh (2011) who found that online social networking distracts adolescents from studies. It results in poor academic performance. The results of the study are also in line with the studies conducted by Junco (2012) who revealed that social networking sites can negatively affect student GPA as well as the amount of time students spend preparing for class. Thus, it can be concluded from the above research findings as also supportive studies that effect of online social networking in the study pattern and academic aspects of adolescents is in both positive and negative directions.

Hobbies:

A major effect of online social networking was found in the hobbies of introvert and extrovert adolescents. Major effect of online social networking in the hobbies of extrovert and introvert adolescents was that online social networking helped them to work well in co-curricular activities which is quite clear from results obtained in Table 1. It might be because of various online social networking groups which provide the individual a platform to share and express their ideas, views, feelings, thoughts etc in an effective manner and work well in group co-curricular activities. Negative effect in terms of being screened from performing other activities of interest was observed in nearly 55-60 per cent of the respondents but 74 per cent in case of extrovert boys.

Physical and mental activity:

A major effect of online social networking was found in the physical and mental activities of introvert and extrovert adolescents. Major effect of online social networking in the mental activities of extrovert and introvert girls was feeling of depression, moodiness and nervousness in absence of online social networking as depicted in Table 1. Present findings are congruent to the findings of Berkman (2010) who found that depression and loneliness decreased when adolescents indulged in social networking activities due to the online social support. On the other hand, major effect of online social networking in the physical activity of extrovert and introvert boys was that it had restricted their mobility and had made their life sedentary and lethargic. However, emergence of health problems was found to be the least significant effect of online social networking in extrovert

Table 1 : Effect of online social networking as experienced by extrovert and introvert adolescents on their lifestyle (MPS) (n=120)					
Sr. No.	Effect of online social networking	Extrovert girls (n=30)	Introvert girls (n=30)	Extrovert boys (n=30)	Introvert boys (n=30)
1.	Daily routine activities				
	It has motivated me towards regular yoga and meditation to keep myself fit and healthy	48.89	73.33	52.22	58.89
	It has affected my bathing schedule – I skip taking bath everyday	34.44	41.11	53.33	55.56
	It has disturbed sleeping schedule causing late night sleeps and waking up too late in the morning	47.78	50	53.33	54.44
	It has resulted in changes in meal pattern and skipping of meals	42.22	57.78	40	46.67
	It has led me to neglect household responsibilities.	53.33	40	36.67	52.22
	Overall MPS:	45.33	52.44	47.11	53.56
2.	Study pattern and academic aspects				
	It distracts me from my studies.	51.11	52.22	73.33	63.33
	It affects my study schedule.	51.11	62.22	67.78	68.89
	I solely rely on online social networking for assignments and projects	56.67	66.67	68.89	62.22
	It has reduced my consultation of reference books for academic assignments and projects	65.56	61.11	68.89	62.22
	Many a times I get misguided/confused in view of contradictory information available on social networking sites	46.67	61.11	68.89	62.22
	Engaging in academic forums/expert advice on social networking sites improves my understanding ability	65.56	81.11	67.78	63.33
	It provides a wider spectrum of knowledge in addition to classroom teaching	76.67	68.89	64.44	66.67
	It has negatively affected my reading and writing skills	34.44	40	52.22	46.67
	My academic grades or position in class has declined	37.78	54.44	61.11	53.33
	Overall MPS:	54.94	60.12	65.56	60.99
3.	Hobbies				
	Online social networking helps me to work well in group co-curricular activities	87.78	83.33	91.11	81.11
	It has resulted in refinement of artistic ability.	68.89	73.33	75.56	65.56
	It has screened me from performing other activities of my interest specifically- Playing outdoor games/ Writing poems and stories/ Reading novels, magazines and any other	54.44	61.11	74.44	57.78
	Overall MPS:	70.37	72.59	80.37	59.62
4.	Physical and mental activity				
	It has restricted my mobility and has made life sedentary and lethargic	41.11	73.33	71.11	55.56
	It has resulted in health problems.	37.78	55.56	53.33	45.56
	I feel depressed, moody or nervous in absence of online social-networking	46.67	73.33	64.44	53.33
	Overall MPS:	41.85	57.04	62.96	51.48
5.	Personality				
	It has helped me to share personal experiences without any hesitation and thus boosted my self-confidence	87.78	73.33	83.33	78.89
	It has made me more self-centered and less sympathetic.	57.78	54.44	75.56	64.44
	Cyber-bullying and online harassment has affected my self-esteem	41.11	48.89	54.44	37.78
	It has led me to develop positive attitude towards everything	85.56	78.89	78.89	66.67
	It is a cause of decline in moral values.	54.44	64.44	64.44	56.67
	It inspires me to achieve my future goals in a well-planned manner	75.56	63.33	72.22	73.33
	Overall MPS:	67.04	63.89	71.48	62.96
6.	Social interaction				
	It has helped me to connect with people with shared interests	83.33	84.44	87.78	84.44
	It has helped me to learn about people with varied backgrounds	78.89	72.22	76.67	71.11
	It has helped me to reduce my boredom through interaction with friends	85.56	68.89	80	64.44
	Excessive online activity has resulted in frustrating and aggressive attitude towards my parents	26.67	53.33	65.56	60
	I disobey my parents advice which has created distance between me and my parents	26.67	42.22	56.67	54.44
	It has reduced face-to-face peer interaction.	41.11	62.22	58.89	63.33
	It has created illusion and has distanced real life relationships	30	62.22	67.78	58.89
	Overall MPS:	53.17	63.65	70	65.24

as well as introvert adolescents.

Personality:

A major effect of online social networking was found in the personalities of introvert and extrovert adolescents. Enhancement in their self-confidence level and development of positive attitude towards everything emerged out as the major positive effects of online social networking in majority of extrovert as well as introvert girls and boys as depicted in Table 1. Aspiration towards achievement of their future goals in a well-planned manner was found to be other significant positive effect among majority of four categories of respondents. Negative effect however was observed in extrovert girls mostly in terms of high self-centeredness and less sympathetic nature in 57.78 per cent girls while among introvert girls, negative effect was observed mostly in terms of decline in moral values in 64.44 per cent girls.

Negative effect however was observed in extrovert as well as introvert boys mostly in terms of increased self-centeredness and less sympathetic nature and

decline in moral values. Further, cyberbullying and online harassment resulting in low self-esteem emerged as the least significant negative effect in the personality of extrovert as well as introvert adolescents. Present findings are contrary to the findings of Chandra (2013) who evaluated the problem of adolescents' vulnerability to cyber crime through social networking sites. He states that it is a time when parents should guide their teenage wards about risks in the form of cyber crimes through social networking sites. The results of the present research indicate clearly that effect on the personality is both positive and negative. However, negative effects are comparatively lesser than positive effects of online social networking.

Social interaction:

A major effect of online social networking was found in the social interaction pattern of introvert and extrovert adolescents. Table 1 clearly shows that positive effects in extrovert and introvert boys and girls were found mostly in terms of increased contact with people with similar

Sr. No.	Item	Mean		Standard deviation		t-value
		Introvert boys	Extrovert boys	Introvert boys	Extrovert boys	
1.	Effect of online social networking on lifestyle	52.17	50.47	11.70	9.64	0.614NS

NS=Not significant at 5% level of significance

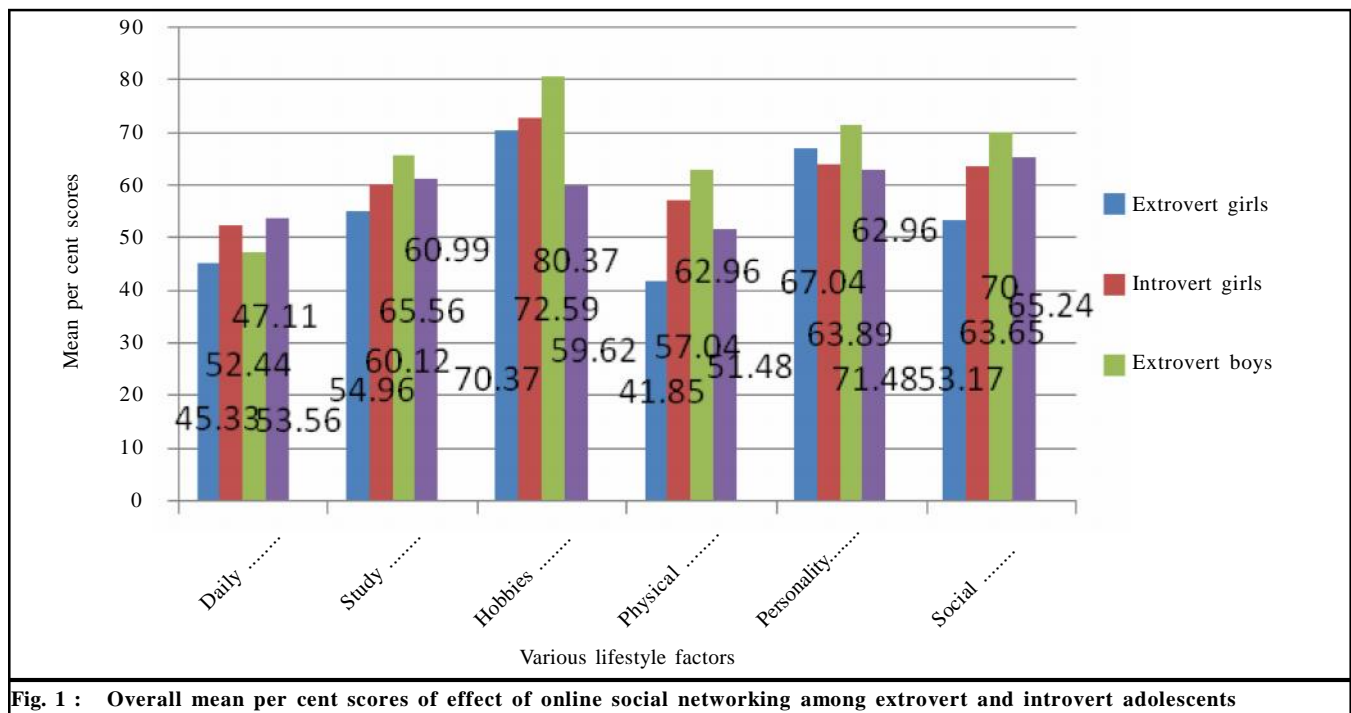


Fig. 1 : Overall mean per cent scores of effect of online social networking among extrovert and introvert adolescents

Table 3 : Comparative analysis of effect of online social networking among introvert and extrovert girls (n=60)

Sr. No.	Item	Mean		Standard deviation		t-value
		Introvert girls	Extrovert girls	Introvert girls	Extrovert girls	
1.	Effect of online social networking on lifestyle	54.63	61.97	14.26	13.88	2.020*

*indicates significance of value at P=0.05

interest and knowing about people with varied backgrounds. However, positive effect in terms of reduction in their boredom through interaction with friends was found in nearly eighty per cent extrovert girls and boys and more than sixty per cent introvert girls and boys. Present findings get its support from the findings of Lenhart *et al.* (2009) who suggested that adolescent girls use social networking sites to communicate with peers and to reinforce pre-existing relationships while boys often use it to meet new people and make new friends. Since online communication allows the less assertive to be heard, girls perceive it as a more reciprocal form of communication and thus it helps them to reduce their boredom.

Negative effect however was mainly observed in extrovert and introvert girls and introvert boys in terms of reduced face-to-face peer interaction as it is clear from Table 1. In case of boys, 65.56 per cent extrovert and 60 per cent introvert boys experienced aggressive attitude towards parents. The real life relationships were found to be disturbed in 67.78 per cent and 58.89 per cent extrovert boys and introvert boys, respectively. Present findings are contrary to the findings of Manickam (2013) who found that the influence of the social networking sites has not affected the parent-children relationship; rather it augmented the existing traditional face to face communication. Such an observation was found in present research in case of extrovert girls only.

Fig. 1 pools categorically the major effect of online social networking in the lifestyle of adolescents.

Results from Fig. 1 clearly depicts that in majority of adolescents *i.e.* extrovert and introvert girls and extrovert boys, effect of online social networking was maximum in pursuing hobbies. Personality traits however were found to be second in sequence and the third most affected area was found to be study pattern and academic aspects. In case of majority of introvert boys, online social networking has mainly affected their social interaction.

Comparison of effect of online social networking amongst:

Introvert and extrovert boys:

Table 2 highlights the comparison of effect of online

social networking among introvert and extrovert boys.

Results from Table 2 clearly indicate that there was no significant difference in effect of online social networking between introvert and extrovert boys on their lifestyle. Personality traits *i.e.* degree of extroversion and introversion may not be playing its role in social networking especially among boys.

Introvert and extrovert girls:

Table 3 highlights the comparison of online social networking pattern among introvert and extrovert girls.

Results from Table 3 clearly indicate that there was a significant difference in effect of online social networking between introvert and extrovert girls on lifestyle. This difference was found to be significant at 5 per cent level of significance. This difference could be attributed to differences in their usage pattern of online social networking as also differences in personality traits. Introvert and extrovert girls may perceive situations differently and hence the variation.

Conclusion:

Thus, from the above findings it can be concluded that positive effect in majority of adolescents was found to be comparatively higher than negative effects. However, the possibility of negative outcomes though observed comparatively lesser in the study cannot be overlooked. Constant monitoring on the part of elders could pave the way for quality results.

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