Inclination Towards Social Networking Sites And Its Effect On Self-Esteem, Attachment Style And Various Personality Facets:

A Comparative Study Between Male And Female Undergraduate Students Of Kolkata

Pooja Chatterjee
Assistant Professor and Head
Department of Psychology
Asutosh College (University of Calcutta)
92, S.P. Mukherjee Road, Kolkata-700026, India
poojachatterjee7@gmail.com

Abstract: Social networking sites such as Facebook, Twitter, etc have attracted millions of users, many of whom have integrated these sites into their daily practices. The purpose is to study the inclination towards Social Networking Sites and the reasons thereof among both male and female Undergraduate students, along with its effect on their self-esteem, attachment style and various personality facets. An attempt was made to study 50 male and 50 female Undergraduate students from various colleges of Kolkata following simple random sampling. For this purpose, a semi-structured questionnaire along with Rosenberg's Self-esteem scale (1965), Attachment Style Questionnaire (ASQ) by Feeney, Noller and Hanrahan (1994) [1] and NEO Five-Factor Inventory (NEO-FFI) by Costa and McCrae (1985)[2] was administered to the students. Qualitative analysis as well as frequency with percentage was calculated for the 20 questions of the semi-structured questionnaire. T-test and Correlation was done for the scores obtained from self-esteem and attachment style questionnaires and NEO-FFI. It has been found that Facebook is the most frequently visited Social Networking Site and female students visit more. A difference exists in the self-esteem scores between male and female Undergraduate students, but no difference in their attachment style; maximum of the male and female Undergraduate students love to spend time with their family, and prefer their family more than friends. In addition, male students have higher confidence level and female students have a higher Need for Approval than their respective counterparts. Related to this, female students have more friends both in the Social Networking Sites as well as in reality. Also, a significant difference does exist in the level of extraversion between male and female Undergraduate students. 2 percent of both male and female Undergraduate students do not visit any Social Networking Site. The results of this study can be applied to reduce the adverse effects of spending hours on Social Networking Sites, for both male and female Undergraduate students. <u>Conclusion</u> – Social networking sites have become a significant aspect of a persons' life. The membership to it and the popularity an individual possesses is assessed by the number of contacts or friends someone has and it is also a determinant of his or her self-image. Adolescence is a period of storm and stress, the individual especially in early adulthood is extremely conscious of the self image. This study is carried out to assess the inclination towards Social Networking Sites and its effect on Self-esteem, Attachment style and various Personality facets. Crises can arise due to wrong utilization of the social networking sites which can have a serious damage on the mental health of the students. This can be an issue of concern regarding the risk behaviours associated with adolescence and early adulthood.

Index Terms: social networking sites, self esteem, attachment styles, personality, gender.

INTRODUCTION

Social network sites are web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others

within the system. The nature and nomenclature of these connections may vary from site to site.

What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks. This can result in connections between individuals that would not otherwise be made, but that is often not the goal, and these meetings are frequently between "latent ties" (Haythornthwaite, 2005) [3] who share some offline connection. On many of the large SNSs, participants are not necessarily "networking" or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social network.

Facebook, Twitter, etc have attracted millions of users, many of whom have integrated these sites into their daily practices. There are hundreds of SNSs, with various technological affordances, supporting a wide range of interests and practices. While their key technological features are fairly consistent, the cultures that emerge around SNSs are varied. Most sites support the maintenance of pre-existing social networks, but others help strangers connect based on shared interests, political views, or activities. Some sites cater to diverse audiences, while others attract people based on common language or shared racial, sexual, religious, or nationality-based identities. Sites also vary in the extent to which they incorporate new information and communication tools, such as mobile connectivity, blogging, and photo/video-sharing.

Facebook is the most visited social networking site in India, according to (ComScore, 2011) [4]. These sites have been integrated into daily practice because of their affordability and reach. Social networking sites have attracted millions of users, with a majority of them being youngsters most of whom have integrated these sites as their daily practices. It's popularity could be due to the concept of "real-time web", a process where individual can contribute content and it's being broadcasted as it's being uploaded, which is analogous to television and radio broadcasts, increases popularity of Facebook. And the popularity of a social networking site is not just based on how many people it has, but how frequently they engage with others on it. Boyd and Ellison 2007 [5] believe that social networking sites designs are egocentric, meaning that the individual user is the centre of their network. Facebook also helps to organize events and send invites to friends. Self representation is of immense importance. Social networking revolves around false identities and virtual relationships, creating a safe haven for youngsters to explore their potentials.

Citizens and governments have been concerned with misuse of social networking services by children and teenagers, in particular in relation to online sexual predators. Overuse of social networking may also make children more susceptible to depression and anxiety.

Attachment is an affective bond or tie that develops between an infant and its caregiver. Such bonds are usually reciprocal between two adults, but between a child and its caregiver, this bind is usually based on security, safety and protection. The child's tie to its caregiver is called the "attachment" and the caregiver's reciprocal tie is called the "care-giving bond".. Bowlby also conceived attachment as an evolutionary mechanism, necessary for the survival of the species by helping offspring maintain close proximity to a caregiver. Attachments can also evoke the most intense emotions and create problems if the individual becomes insecure (Byng 1995) [6]. Attachment is also viewed as central to the capacity of emotion regulation. There are four major attachment styles observed: secure, anxious resistant, anxious avoidant and disorganized attachment styles.

The formation of meaningful peer relationships is one of the developmental tasks of adolescents, which could possibly be the strongest theoretical links to attachment behaviour. Peer relationships increase markedly in intensity during adolescence and in some cases may in themselves become attachment relationships.

Self esteem is a person's overall self evaluation or a sense of self worth. our self concepts are determined by multiple influences, including the roles we play, the comparisons we make, are social identities, how we perceive others appraising us and our experiences of success and failure Self-esteem has a strong relation to happiness. Although the research has not clearly established causation, we are persuaded that high self-esteem does lead to greater happiness. Low self-esteem is more likely than high to lead to depression under some circumstances. . High self-esteem does not prevent children from smoking, drinking, taking drugs, or engaging in early sex. If anything, high self-esteem fosters experimentation, which may increase early sexual activity or drinking, but in general effects of self-esteem are negligible.

Personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior. **Traits** contribute to individual differences in behavior, consistency of behavior over time, and stability of behavior across situations. Traits may be unique, common to some group, or shared by the entire species, but their *pattern* is different for each

individual. Thus each person, though like others in some ways, has a unique personality. **Characteristics** are unique qualities of an individual that include such attributes as temperament, physique, and intelligence. Thus, personality is the sum total of ways in which an individual reacts to and interacts with others. Both heredity and environmental factors determine the personality traits of a human being.

Factors are defined by groups of interrelated traits. We refer to the more specific traits as facets and each cluster of facts as domain. The five factors represent the most basic dimensions underlying the traits. They are as follows:

Neuroticism (N): The most pervasive domain of personality scales contrasts adjustment or emotional stability with maladjustment or neuroticism. The general tendency to experience negative effects such as fear, sadness, embarrassment, anger, guilty and disgust is the core of N domain.

Extraversion (E): A tendency to seek stimulation and to enjoy the company of other people. Extraverts are, of course, sociable, but sociability is only one of the traits that comprise the domain of Extraversion. In addition to liking people and preferring large groups and gatherings, extraverts are also assertive, active and talkative. They like excitement and tend to be cheerful in disposition. They are upbeat, energetic, and optimistic

Openness to Experience (O): This represents a tendency to enjoy new experiences and new ideas. The elements of O are – active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgment. Open people are curious about both their inner and outer worlds, and their lives are experientially richer. Openness is especially related to aspects of intelligence, such a divergent thinking, that contribute to creativity (McCrae, 1996) [7]. But, Openness is by no means equivalent to intelligence. Some very intelligent people are closed to experience and some very open people are limited in intellectual capacity. This dimension ranges from imaginative, witty and having broad interests at one end, to down-to-earth, simple and having narrow interests at the other.

Agreeableness (A): Like extraversion, Agreeableness is primarily a dimension of interpersonal tendencies. It represents a tendency to be compassionate towards others. The agreeable person is fundamentally altruistic. He or she is sympathetic to others and eager to help them, and believe that others will be equally helpful in return. Thus,

Agreeableness ranges from good-natured, cooperative, trusting, and helpful at one end, to irritable, suspicious, and uncooperative at the other.

Conscientiousness(C): A tendency to be organized and dependable, show self discipline, act beautifully, aim for achievement and prefer planned rather than spontaneous behavior. High C is often perceived as stubborn and obsessive and low C is flexible and spontaneous

As the pool of research on Internet use grew, several scholars examined the influence of personality traits on Internet uses by utilizing the Five-Factor Model (McCrae & Costa, 1997) [8]. The BigFive framework is a model of personality that contains five factors representing personality traits at a broad level: extraversion, neuroticism, openness to experiences, agreeableness, and conscientiousness (Ehrenberg et al., 2008 [9]; John & Srivastava, 1999) [10]. Each factor is bipolar (e.g., extraversion vs. introversion) and summarizes various specific aspects (e.g., sociability), which in turn contain more specific traits (e.g., talkative, outgoing). This model suggests that the majority of individual differences in personality can be classified into these five broad domains (Gosling, Rentfrow, & Swann, 2003) [11].

OBJECTIVE OF THE STUDY

To study the inclination towards Social Networking Sites and the reasons thereof among both male and female Undergraduate students.

To study the self-esteem of both male and female Undergraduate students.

To study the attachment style of both male and female Undergraduate students.

To study the Personality patterns of both male and female Undergraduate students.

To assess how inclination towards Social Networking Sites affects the Personality patterns and other facets of both male and female Undergraduate students.

METHODOLOGY:

Rationale of the study

Adolescence is a critical period where the person goes through a lot of identity crisis and role confusion. They have academic, parental and peer pressure operating on them which adds to heightened emotionality and engagement in risk behaviors. During this phase self-

image is a critical factor. Now days the adolescence frequently gets associated with social networking sites and its membership becomes a status symbol. Crisis can arrive due to wrong usage of these sites and result in the disruption of mental health. The study is taken up for analyzing the effect of gender upon inclination towards social networking and its relation with self esteem, attachment style and personality

Variables

Social networking sites – these are web based services that allow an individual to build social relations among people who share similar interests, activities and backgrounds.

Self-esteem- reflects a person's overall subjective emotional evaluation of his or her own worth.

Attachment style – refers to an affective bond or tie that develops between an infant and its caregiver. It is the way in we relate to other people.

Personality- refers to individual differences in characteristic patterns of thinking, feeling and behaving.

Gender – refers to the state of being male or female

HYPOTHESES

H01:The inclination towards Social Networking Sites and the reasons thereof will not differ between male and female Undergraduate students.

HO2:The magnitude of Self-esteem will not be different for males than that for females Undergraduate students.

HO3:The level of confidence related to Attachment style will not be different for males than that for females Undergraduate students.

HO4:The level of discomfort related to Attachment style will not be different for males than that for females Undergraduate students.

HO5:The perception of relationship as being secondary related to Attachment style will not be different for males than that for females Undergraduate students.

HO6:The need for approval related to Attachment style will not be different for males than that for females Undergraduate students.

HO7: the level of preoccupation related to attachment style will not be different for males than that for females Undergraduate students.

HO8:The degree of Neuroticism related to Personality pattern will not be different for males than that for females Undergraduate students.

HO9:The level of Extraversion related to Personality pattern will not be different for males than that for females Undergraduate students.

HO10:The degree of Openness to Experience related to Personality pattern will not be different for males than that for females Undergraduate students.

HO11:The degree of Agreeableness related to Personality pattern will not be different for males than that for females Undergraduate students.

HO12:the level of Conscientiousness related to Personality pattern will not be different for males than that for females Undergraduate students.

HO13:A relationship does not exist among the five dimensions of the Neo-FFI for female Undergraduate students.

HO14:A relationship does not exist among the five dimensions of the Neo-FFI for male Undergraduate students.

HO15:A relationship does not exist among the five dimensions of the Attachment style for female Undergraduate students.

HO16:A relationship does not exist among the five dimensions of the Attachment style for male Undergraduate students.

TOOLS:

Part I: Demographic Information Schedule: The questionnaire has been kept anonymous so that we get honest responses as far as possible. The age, gender, Institution name, family type, number of family member, approximate family income, birth order and number of siblings was asked through this information schedule. **Part II:** Semi-structured questionnaire containing 20 items related to various aspects of SNS was included along with its effect.**Part III**: **Attachment style Questionnaire** (Dr Rosamund Thorpe and Dr Marie Caltabiano) – The questionnaire made by the researchers named above and used by IPSCAN, to observe and understand Foster carer's

adult attachment syles, was used. This questionnaire consists of 40 statements and helps to understand adult attachment styles with the help of six domains, namely, Confidence, Discomfort, Relation as Secondary, Need for Approval and Preoccupation. There are separate items for each domain and all are presented randomly. Scoring is to be done separately for each domain. There are only three reverse-scored items (two under Discomfort and one under Confidence). For the other domains, all the items are directly scored .**Rosenberg Self-esteem scale** (Rosenberg, M. (1965) [(21)]. Society and the adolescent self-image. Princeton, NJ: Princeton University Press.) – This is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. Out of the 10 items, items 3, 5, 8,9 and 10 are reverse items. Reverse items are scored as follows: 'Strongly Disagree' gets ' 1', and 'Strongly Agree' gets '4'. For direct items, 'Strongly Disagree' gets '4', 'Strongly Agree' gets '1'. Summation of the scores of all the 10 items is to be done. Higher scores indicate higher self-esteem. **Neo- Five Factor Inventory** (NEO-FFI by Paul T. Costa and Robert R McCrae) : This inventory measures Big 5 Personality Factors, namely, Neuroticism (N), Extraversion (E), Openness to Expereince (O), Agreeableness (A) and Conscientiousness (C). This is a 60-item inventory. Per factor or domain there are 12 items. It follows a five-point Likert type of scale. There are direct and reverse items. The scoring for the direct items will be 1 for SD and for reverse items will be 5 for SD. Higher score indicates higher characteristics of that particular domain.

Sample

Total: N= 100 (Female =50, Male =50)

Inclusion criteria : all the UG students were taken from third year for all the colleges. They were verified for the awareness and use of SNS and then included in the sample.

| Name of the Institution	Number of Male students	Number of Female students
1. Ashutosh College	20	10
2. Jogomaya	-	10
3. Loreto Collge	-	10
4. Gokhale Memorial Girls' College	-	10
5. City College	10	10
6. Shyamaprasad College	20	-
Total:	50	50

STATISTICAL ANALYSIS:

Qualitative analysis is done in terms of frequency and percentage for the semi structured questionnaire . Statistics comprising mean, standard deviation, correlation and t-test is done for self esteem , attachment style and NEO FFI using SPSS 17 statistical software.

INTERPRETATIONS

Facebook is the most often visited SNS by the female UG students. Second most preferred is Instagram and third on the list is Twitter. Pinterest and Google+ are also visited by the female students but the popularity is less compared to the other three mentioned. Only 2% of the 50 female students do not visit any SNS Linkedin is not popular among female students and none out of 50 students have Linkedin profiles.Among male UG students, Facebook is also the most often visited SNS. Twitter and Instagram are equally preferred2% of the male UG students use Linkedin but none use Pinterset. Interestingly, 2 % of the 50 male UG students also do not use any SNS.

Between male and female UG students, both visit Facebook more than any other SNS, female students visit Facebook more than their male counter parts.In a new survey conducted in September 2014, the Raw Research centre finds that Facebook remain by far the most popular social media site.

(FIG : 1)
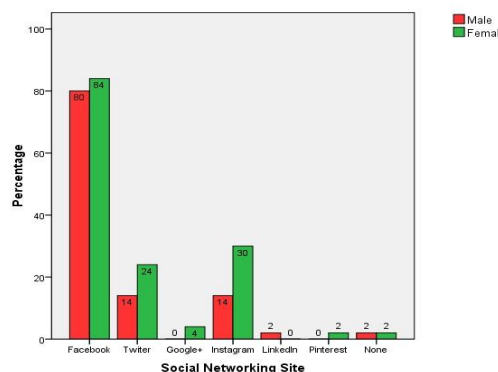
Among the UG female students, the main purpose of using SNS is because it serves as a medium of communication which connect people and reduce distance. 66% of the

total female UG students use SNS for this purpose. Secondly, to gather information and to upgrade knowledge, SNS is preferred. Thirdly, for higher coverage of communication SNS's are also used.8% among the UG female students also uses SNS as it serves as a means of faster communication, entertainment charm and

(FIG : 2)
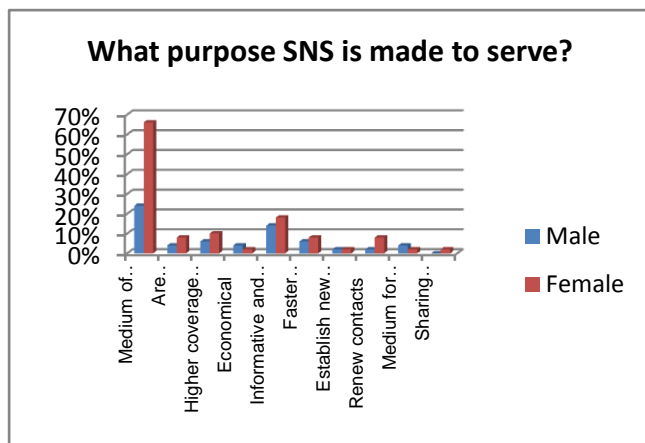
renewing contacts. Only 2% of the female students use SNS as it is economical, helps in establishing new contacts and for sharing photographs and work of art.

Among male UG students, also SNS are preferred because it serves as a medium of communication and connects people and reduces distance. 14% of them states that it helps for gathering information and to upgrade knowledge and 6% of them status that it serves as higher courage of communication and for faster communication, while 4% of them thinks that it serves as an entertainment charm and economical is too. 2% of the male students uses as it helps in establishing new contacts. But none of them thinks that it is needed to share photographs and work of art.

Between male and female UG students, both visit SNs as it helps as a medium of communication and connect people and reduce distance. But the percentage of female is more in comparison to their male counter parts.

According to the female UG students, to be a number of SNS is important because it enable them to share photograph and videos (46%) while only 14% thinks that SNS are important for sharing photographs and videos. A huge difference in opinion is seen among the male and the female students. Secondly, to stay in touch, with friends, instant interaction 42% of female and 40% of male students are found to use SNS.

Thirdly, 34% of Female UG students thinks that it is important to be a part of SNS because it helps to keep them updated as per their convenience and informative, to increase awareness.While 30% of the male thinks so.

About 16% of female students thinks that SNS is important as it enables one to socialize and renewal of last contacts. While 10% of male thinks that it is important because it helps in socialization and 12% of them thinks that it helps in renewal of lost contacts.

It is discovered that 28% of male and 28% of female thinks that SNS is not important because direct face to face communication should be encouraged and is more important, privacy should be strictly maintained instead of sharing photographs and videos, depends on the person.

10% of the female UG students think the SNS helps in professional field while that around 2% of male agreed this. It is seen that around 22% of male students thinks it is important to be a part of SNS because it is a source of entertainment and recreation. Whereas 10% of their female counter parts thinks so Only 2% female UG students thinks that it is important as it serves as a platform to express one-self freely against all odd. On the other hand none of their male counter parts agreed it. Therefore, it can be seen that there are variations in the viewpoint among the male and the female students.

(FIG. : 3)
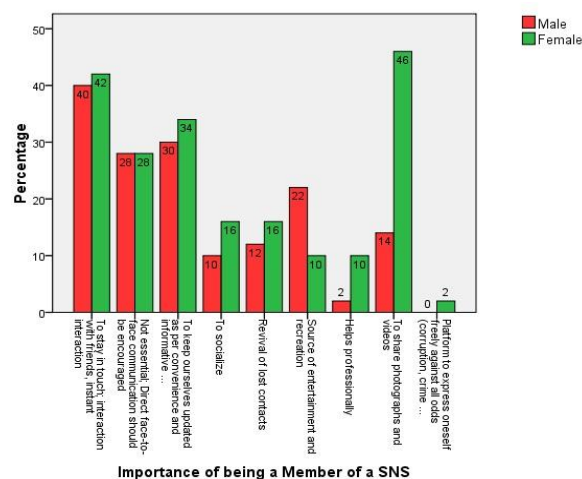
On comparing the data regarding the problem associated with being a number of SNS, 78% of the female UG students stated that it increase the crime rate while 34% of the male students agreed to it. Most of the male (46%) maintained that there is no disadvantage if not misused, according to them anything in excess is bad. The use
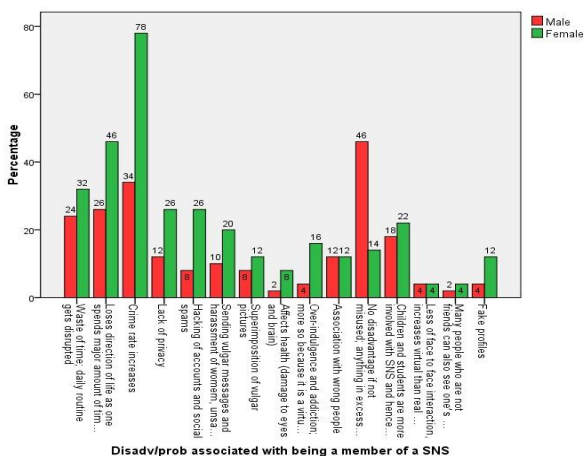
43

should be minimum according to them, while only 14% of the female students think so. Also 46% of female UG students stated that using SNS leads to loss of direction in life as they spend major amount of their time being online. While 26% of male UG students think so.

32% of female UG students mentioned that due to SNS it result in wastage of time which disrupted daily routine. Whereas 24% of male UG students agreed to it. 26% of female believes that there is lack of privacy. Also 12% of the male students think so. 13 among the 50 females states that SNS trends to hacking of accounts and spend but among 50males only 4 have such opinion. 9 male UG students mentioned that children and students are more involved with SNS and hence they play less and learn negative things and 11 females have such opinion too. 20% of the UG female have the opinion that SNS leads to sending of irregular message and harassment of women. It is even unsafe for women. But only 10% of male have such thoughts. According to some male (4%) and female (16%) there is our indulgence and addiction towards SNS and more hampering because it is a virtual world.12% male and 12% female students among the 100 students think that SNS is association with wrong people.

12% of female students termed its disadvantage as superimposition of regular pictures while 8% of male have such viewpoints.12% of females believe that there is danger of fake profile while only 4% of male turned so.
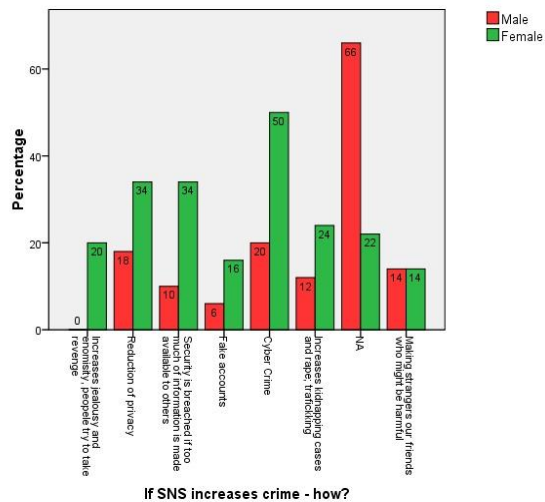
(FIG. : 4)

mentioned that there is no privacy, anyone can see ones profiles picture (male – 2%, female – 2%).

(Fig. :5)

On comparison between male and female students regarding the increase of crime rate 34% of male agreed to it while 66% did not. On the contrary 78% female students agreed and 22% did not. Thus, it can be seen the no of female students who agreed is more than that of the male students.

(FIG. : 6)

According to 4 among 50 female students status that SNS affects health specially eye and brain while only 1 male individual think so. Also, it has been found out that there is less of face to face interaction, which increase virtual than real relationships. Thus people loose basis social skills needed (male - 4%, female – 4%). Some also
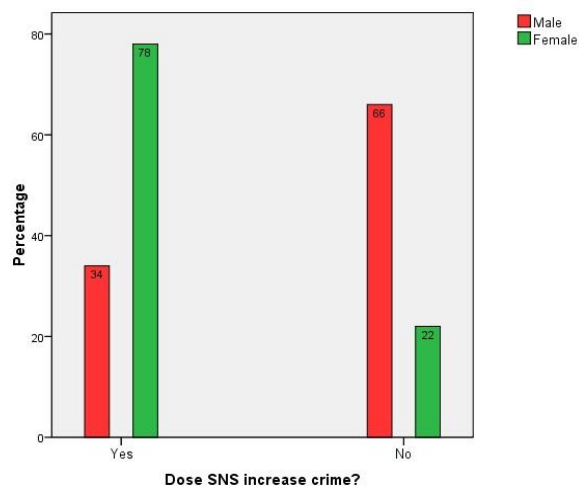
According to Research - 81% of Internet initiated crime involves SNS, mainly Facebook and Twitter.

From the data it can be seen that different comments come regarding the cause for crime rate in SNS. Some females (20%) mentioned that there is increase of jealousy, animosity and people try to take revenge through different

ways with the help of SNS while none of their male counterparts agreed on it. 66% of the male students i.e. 33 of them mentioned that there is no crime while 22% of female students stated such comments.

Most of the female students i.e. 50% of them believes that there is an increase in cyber crime such as misuse of SNS, hacking is very common misusing of profile for political issues for identity theft, fraud and data mining. While only 20% of male have such points. 34% of female and 18% male thinks that it reduce privacy. More number of female (34%) than male (10%) stated that the security is breached if too much of personal information is made available to others which increase crime rate. 24% of female and 12% of male have the viewpoint that it increase kidnapping cases and rape, trafficking. According to 16% female crime rate is high because of fake profiles while 6% of male thinks so. 14% of male and female students have the opinion that crime increases due to making strangers friends. Thus, it can be said that compared to the male students the female students thinks the SNS are more harmful and leads to crime.

It has been found out that 39 male students and 43 female students spend long houses with family. While only 11 male and 7 female does not.

The percentage of female students (86%) is more than that of male (78%).Preference of friends to their family members is less in both the cases but if compared percentage of male (32%) is more than their female counterparts (18%).

(TABLE : 1)

	No. of cases	Mean	Std. Deviation	Std. Error Mean	Test result	Remarks
SELF-ESTEEM QUESTIONNAIRE : **t-test** FOR EQUITY OF MEANS						
Scores_Male UG_Students	50	26.50	5.292	.748	.000	Significant
Scores_Female UG_Students	50	29.16	5.772	.816		

If gender is considered in terms of safety of girls, 21 of male students agreed to it while, 29 of them disagreed. On the contrary, 32 female students agreed to it while 18 disagreed. Thus, it can be said that female students feel that SNS are more unsafe for them than their male counterparts.

If the Test Result is less than .05 then the statistic is considered to be significant (meaning that one can be 95% confident that the difference between the means of the two groups is not due to chance).

Females have a slightly higher level of self-esteem as compared to the males. (Mean) The difference in terms of SE among the two gender is significant, so H_{O2} is rejected and H_A is accepted. There is a significant diff in the SE scores of M and F.

(FIG. : 7)

SELF-ESTEEM QUESTIONNAIRE : **t-test** for Equality of Means
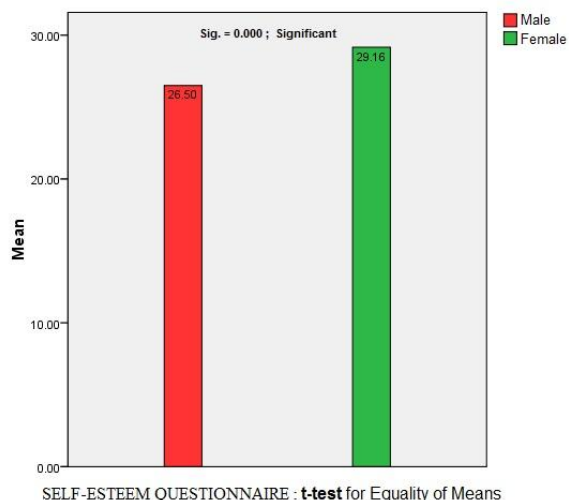
(TABLE : 2)

	Gender	No. of Cases	Mean	Std. Deviation	Std. Error Mean	Test result	Remarks
ATTACHMENT STYLE QUESTIONNAIRE : **t-test** for Equity of Means							
Confidence	Male	50	33.64	6.246	.883	.199	Non-Significant
	Female	50	31.98	6.573	.930		
Discomfort	Male	50	38.42	6.503	.920	.769	Non-Significant
	Female	50	38.78	5.669	.802		
Secondary_Relation	Male	50	20.84	5.604	.792	.626	Non-Significant
	Female	50	21.38	5.454	.771		
Approval_Need	Male	50	25.00	7.068	1.000	.421	Non-Significant
	Female	50	23.92	6.262	.886		
Preoccupation	Male	50	29.62	7.068	1.000	.395	Non-Significant
	Female	50	30.84	7.223	1.022		

In regards to the 5 domains of the attachment style i.e. confidence, discomfort, relationship as secondary, need for approval and preoccupation the mean for the 2two genders are similar or close to each other as seen the above table. In terms of the t-test results, the difference among the two genders in terms of the 5 domains are in significant. For Confidence (0.199), Discomfort (0.769), Relationship as Secondary (0.626), Need for Approval (0.421) and Preoccupation (0.395). So the null hypothesis (H_{O3} to H_{O7}) are accepted and H_A are rejected. Hence,

there is no difference in regards to the attachment style of the Males and that of the females.

(FIG. : 8)

ATTACHMENT STYLE QUESTIONNAIRE
t-test for Equality of Means

(TABLE : 3)
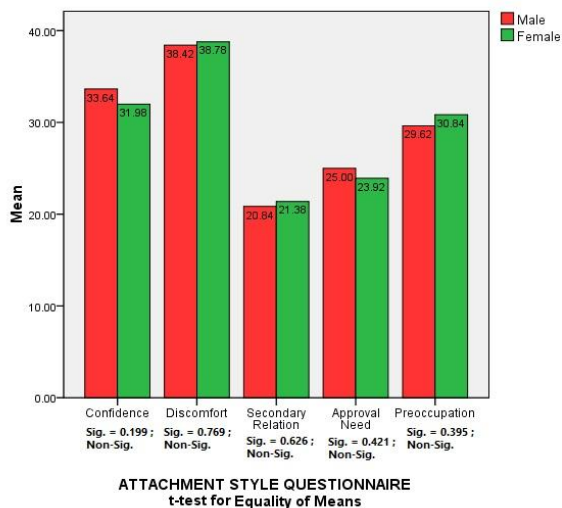
NEO-FFI : t-test for Equality of Means							
	Gender	No. Of cases	Mean	Std. Deviation	Std. Error Mean	Test result	Remarks
Neuroticism	Male	50	33.64	7.722	1.092	.866	Non-Significant
	Female	50	33.90	7.635	1.080		
Extraversion	Male	50	36.86	5.421	.767	.003	Significant
	Female	50	40.32	5.818	.823		
Openness_to_Experience	Male	50	37.50	6.578	.930	.308	Non-Significant
	Female	50	38.72	5.265	.745		
Agreeableness	Male	50	37.50	5.108	.722	.426	Non-Significant
	Female	50	38.50	7.212	1.020		
Conscientiousness	Male	50	44.48	4.107	.581	.104	Non-Significant
	Female	50	42.72	7.284	1.030		

The results of the NEO-FFI indicate that only in the facet of extraversion the mean difference among the two genders is significant (t-test= .003) and the null H_{O9} is rejected & H_A accepted. So there is a significant difference in the extra version of the Male & that of the Female students. For neuroticism, openness to experience, agreeableness & conscientiousness the difference obtained is insignificant so the H_{08}, H_{10} to H_{12} is accepted and the H_A is rejected. It may be stated that there is no significant difference among the two gender in terms of N, O, A and C facts of personality.

The mean values indicate that for N (M = 33.64, F = 33.90), O (M = 37.50, F = 38.72), A (M + 37.50, F = 38.50), thus they are close to each other and there is no difference among the 2 genders. But for E (M = 36.86, F = 40.32) and C (M = 44.48, f = 42.72), the mean values are

slightly different from each other. So the Male and Female students differ in personality facets of extraversion, where females have found out to be slightly more extrovert than their Male counterparts.

(FIG. :9)

NEO-FFI
t-test for Equality of Means
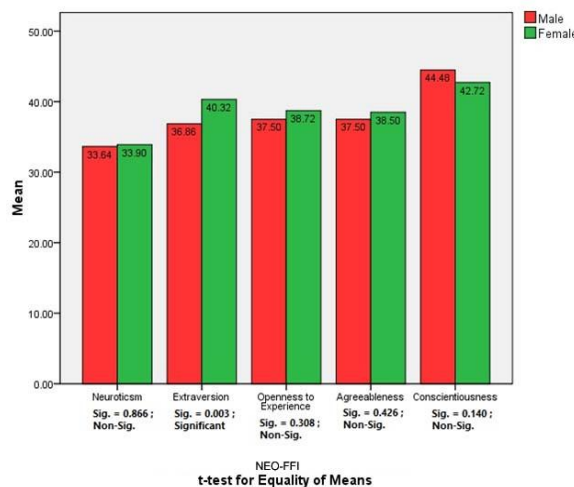
For conscientiousness the Males are higher on this domain than females so, they are

(TABLE : 4)

ATTACHMENT STYLE QUESTIONNAIRE : Correlations female students)		Confidence	Discomfort	Secondary_Relation	Approval_Need	Preoccupation
Confidence	Pearson Correlation	1	-.418**	-.439**	-.194	-.081
	Sig.(2-tailed)		.003	.001	.177	.575
	No. Of cases	50	50	50	50	50
Discomfort	Pearson Correlation	-.418**	1	.185	.323*	.404**
	Sig.(2-tailed)	.003		.199	.022	.004
	No. Of cases	50	50	50	50	50
Secondary_Relation	Pearson Correlation	-.439**	.185	1	.099	.199
	Sig.(2-tailed)	.001	.199		.494	.165
	No. Of cases	50	50	50	50	50
Approval_Need	Pearson Correlation	-.194	.323*	.099	1	.337*
	Sig.(2-tailed)	.177	.022	.494		.017
	No. Of cases	50	50	50	50	50
Preoccupation	Pearson Correlation	-.081	.404**	.199	.337*	1
	Sig.(2-tailed)	.575	.004	.165	.017	
	No. Of cases	50	50	50	50	50
** Correction is significant at the 0.01 level (2-tailed)						
** Correction is significant at the 0.05 level (2-tailed)						

perceived as more stubborn and obsessive and the females as flexible and spontaneous.

(TABLE : 5)

NEO-FFI: Correlations (male students)		Neuroticism	Extraversion	Openness To Experience	Agreeableness	Conscientiousness
Neuroticism	Pearson Correlation	1	.088	.050	.087	-.258
	Sig.(2-tailed)		.541	.729	.548	.070
	No. Of cases	50	50	50	50	50
Extraversion	Pearson Correlation	.088	1	.094	.382**	.182
	Sig.(2-tailed)	.541		.516	.006	.206
	No. Of cases	50	50	50	50	50
Openness To Experience	Pearson Correlation	.050	.094	1	-.048	.044
	Sig.(2-tailed)	.729	.516		.739	.763
	No. Of cases	50	50	50	50	50
Agreeableness	Pearson Correlation	.087	.382**	-.048	1	.325*
	Sig.(2-tailed)	.548	.006	.739		.021
	No. Of cases	50	50	50	50	50
Conscientiousness	Pearson Correlation	-.258	.182	.044	.325*	1
	Sig.(2-tailed)	.070	.206	.763	.021	
	No. Of cases	50	50	50	50	50
** Correction is significant at the 0.01 level (2-tailed)						
** Correction is significant at the 0.05 level (2-tailed)						

From the co-relation Matrix computed among the facets of NEO-5 personality factors, it is seen that there exists significant relationship among N and E facet (-0.387, significant at 0.01 level). There also exists a significant relationship among the domains of A and C (0.524, significant at 0.01 level), for the female students.

For the male students significant relationship exists among the extra version and agreeableness domain (0.382, value significant at 0.01 level) and in the domain A and (0.325, significant at 0.05 level).

(TABLE : 6)

NEO-FFI: Correlations (female students)		Neuroticism	Extraversion	Openness To Experience	Agreeableness	Conscientiousness
Neuroticism	Pearson Correlation	1	-.387**	-.172	.045	-.141
	Sig.(2-tailed)		.005	.231	.754	.330
	No. Of cases	50	50	50	50	50
Extraversion	Pearson Correlation	-.387**	1	.082	-.270	.019
	Sig.(2-tailed)	.005		.573	.058	.896
	No. Of cases	50	50	50	50	50
Openness To Experience	Pearson Correlation	-.172	.082	1	.257	.268
	Sig.(2-tailed)	.231	.573		.071	.060
	No. Of cases	50	50	50	50	50
Agreeableness	Pearson Correlation	.045	-.270	.25	1	.524**
	Sig.(2-tailed)	.754	.058	.071		.000
	No. Of cases	50	50	50	50	50
Conscientiousness	Pearson Correlation	-.141	-.019	.268	.524**	1
	Sig.(2-tailed)	.330	.896	.060	.000	
	No. Of cases	50	50	50	50	50
** Correction is significant at the 0.01 level (2-tailed)						

Hence, it is seen that there exists a significant relationship among agreeableness domain with extraversion and also with conscientiousness.

The correlational Matrix for female students in terms of attachment style shows that there exists a significant relationship between confidence and discomfort (-0.418, significant at 0.01 level), Relationship as secondary and confidence (-0.439, significant at 0.01 level), discomfort and need for approval (0.323, significant at 0.05 level), discomfort and preoccupation (0.404, significant at 0.01 level) and between Need for Approval and preoccupation (0.337, significant at 0.05 level).

There exists a significant relationship of the domain of discomfort with confidence, need for approval and preoccupation. There is also a relationship between relationship as Secondary and confidence and lastly Need for approval and preoccupation.

(TABLE : 7)

ATTACHMENT STYLE QUESTIONNAIRE : Correlations (male students)		Confidence	Discomfort	Secondary_Relation	Approval_Need	Preoccupation
Confidence	Pearson Correlation	1	.053	.117	.075	-.337*
	Sig.(2-tailed)		.717	.417	.605	.017
	No. Of cases	50	50	50	50	50
Discomfort	Pearson Correlation	.053	1	.074	.300*	-.046
	Sig.(2-tailed)	.717		.612	.034	.752
	No. Of cases	50	50	50	50	50
Secondary_Relation	Pearson Correlation	.117	.074	1	.225	.135
	Sig.(2-tailed)	.417	.612		.117	.348
	No. Of cases	50	50	50	50	50
Approval_Need	Pearson Correlation	.075	.300*	.005	1	.098
	Sig.(2-tailed)	.605	.034	.117		.496
	No. Of cases	50	50	50	50	50
Preoccupation	Pearson Correlation	-.337*	-.046	.135	0.98	1
	Sig.(2-tailed)	.017	.752	.348	.496	
	No. Of cases	50	50	50	50	50
* Correction is significant at the 0.05 level (2-tailed)						

For the Male students there exists a significant relationship among confidence and preoccupation (-0.337, significant at 0.05 level) and discomfort and Need for Approval (0.300, significant at 0.05 level). So there is a relationship that exists between Confidence and Preoccupation and between Need for Approval and Discomfort.

DISCUSSION

In a *Newsweek* article, Johannah Cornblatt (2009) [22] explains "Social-networking sites like Facebook and MySpace may provide people with a false sense of connection that ultimately increases loneliness in people who feel alone". John T. Cacioppo, a neuroscientist at the University of Chicago, claims that social networking can foster feelings of sensitivity to disconnection, which can

47

lead to loneliness. Fabio Sabatini and Francesco Sarracino found that if an individual tends to (a) trust people and (b) have a significant number of face-to-face interactions, the individual is likely to assess their own well-being as relatively high. The researchers found that online social networking plays a positive role in subjective well-being when the networking is used to facilitate physical interactions, but networking activities that do not facilitate face-to-face interactions tend to erode trust, and this erosion can then negatively affect subjective well-being (independent of the online social interaction itself). Sabatini and Sarracino conclude that "The overall effect of networking on individual welfare is significantly negative."

In the present study it has been found out that females have a higher self esteem than male. People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures disconfirm most of these beliefs. Narcissists are charming at first but tend to alienate others eventually. Self-esteem has not been shown to predict the quality or duration of relationships. High self-esteem makes people more willing to speak up in groups and to criticize the group's approach. Leadership does not stem directly from self-esteem, but self-esteem may have indirect effects. Relative to people with low self-esteem, those with high self-esteem show stronger in-group favoritism, which may increase prejudice and discrimination

Although generally more beneficial than low researcher have found high SE is and that people high in both self esteem and narcissism are the most aggressive which disrupts mental health by pushing the person towards risk behavior as it fails to satisfy our deep needs for competence, Relationship and autonomy.

Relationships with peers have an influence on the individual that is distinct from that of parent-child relationships, though the latter can influence the peer relationships they form. Although peers become important in middle childhood and, the evidence suggests peers do not become attachment figures, though children may direct attachment behaviors at peers if parental figures are unavailable. Attachments to peers tend to emerge in adolescence, although parents continue to be attachment figures. With adolescents, the role of the parental figures is to be available when needed while the adolescent makes excursions into the outside world. In adolescence, unlike childhood and adulthood, the meaning and the importance of the construct of attachment for social functioning is derived primarily from theoretical inference and from a

few studies examining its correlates within unusual samples. Yet, attachment organization appears likely to be integrally related to a range of domains of psychosocial functioning in adolescence both because it reflects core aspects of the ways adolescents process affect in social relationships and because it is also likely to be associated with qualities of ongoing relationships with parents (Allen & Hauser, 1996 [23] ;).

Weiss (1973,1989) [24] believed that secure adolescents attached high importance to both attachment and affiliation goals in friendship, anxious-ambivalent adolescents overemphasized attachment goals, and avoidant adolescents gave low importance to the two types of goals. In addition, whereas secure adolescents were responsive to affiliation and attachment contexts, insecure adolescents showed less responsiveness to these contexts and their habitual working models guided their responses.

In regards to the attachment style the male have higher confidence level than the females. This may be said because of the societal structure where many times the females need to depend on the male members for an acknowledgement.

Females are slightly higher in the domain of attachment where they treat relationship as secondary. This shows a different picture of the society where females are not head strong towards getting married but rather building a strong career for themselves and making their future secure.

The males are slightly higher in the need for approval then their female counter parts. This is also a novel finding showing that females are no longer submissive and hungry for male acknowledgement

The females are high on preoccupation related to attachment style. The females have varied roles to play and take different types of role responsibilities.

The males and females are similar in terms of their neurotic predispositions, but slightly the females score more. Neuroticism, which can be manifested as loneliness, was again linked to women's Internet use in a 2003 study that posited that lonely women were drawn to the Internet perhaps as a means to reduce their loneliness (Amichai-Hamburger & Ben-Artzi, 2003) [17]. Most people use these sites to interact with individuals they already know, therefore limiting their engagements with strangers (Lampe, Ellison, & Steinfeld, 2007) [25]. As such, these sites may be more likely to appeal to extraverts. Similarly, whereas chat rooms allow group-like conversations between individuals who are largely unknown to each

other, instant messaging is commonly used for communication between single users who are more familiar with each other (e.g., Quan-Haase, 2007) [26].

The females have scored higher than males in terms of extraversion. It has been seen that the females are more inclined to social networking. It may be said that social networking and extraversion is positively correlated.

Ross et al. (2009) [27] found extraversion was positively related to belonging to Facebook groups, but there was no association with how they communicated on the site. They speculated the lack of instant messaging available to Facebook users may not have fulfilled their desire for immediate contact. Facebook has since introduced an instant messaging application, suggesting extraversion may now be positively correlated with SNS use. People who are more extraverted will use social media more frequently. There is a propensity for people high in extraversion to be more regular users of social media – instant messages and social networking sites – than those individuals who are more introverted (Ross et al., 2009; Zywica & Danowski, 2008) [28]. People who are more emotionally stable will use social media less frequently. This is because one of the central measures of neuroticism is emotional stability, and people with greater neurotic tendencies are drawn to certain aspects of social media, especially the text-based elements that allow contemplation before acting (Ehrenberg et al., 2008 [9]; Ross et al., 2009). People who are more open to new experiences will use social media more frequently. This is derived from a study of college students found those who were more regular users of social networking sites were also more open to experience (Ross et al., 2009)

CONCLUSION AND RECOMMENDATIONS:

From the findings of the above study it is seen that the social structure has undergone subtle changes for which there has been differences among the two genders in regards to the variables. However it is wise to say that inclination towards social networking might lead to both facilitatory as well as inhibitory effects. Facebook is the most preferred site and females are more inclined than the males. The majority of the sample studied irrespective of gender feels that social networking sites are beneficial but there are very few who feel it's a waste of time. Majority of UG students have highlighted the disadvantages and the negative consequences of social networking such as cyber crimes, lack of privacy, loneliness. These might lead to degeneration of mental health propelling the students towards adopting risk behaviors like addiction and sexuality related crimes. People who have a healthy

attachment with the family and /or significant others are less vulnerable to be mentally unhealthy. A positive finding of the study is that the undergraduate students both female as well as males are inclined towards their family members little more than the peers .

Steps to be taken by the students

1. Healthy and transparent relation should exist among each other
2. The bond between the parents as well as the teachers should be strong and friendly
3. The students should not misuse the membership towards the social networking sites
4. The students should balance their recreational time well with their study schedule
5. The student should be flexible in their attitude and not get affected by any kind of social biases and be ready to adopt the new changes in the environment
6. The student should be aware of the harmful effects of Social Networking Sites

REFERENCES:

16. Amichai-Hamburger, Y. (2002). Internet and personality. Computers in Human Behavior, 18(1), 1–10.

17. Amichai-Hamburger, Y., & Ben-Artzi, E. (2003). Loneliness and Internet use. Computers in Human Behavior, 19(1), 71–80.

18. Amichai-Hamburger, Y., Wainapel, G., & Fox, S. (2002). ''On the Internet No One Knows I'm an Introvert'': Extraversion, neuroticism, and Internet interaction. Cyberpsychology & Behavior, 5(2), 125–128

13. Bowlby, J. (1973). Attachment and loss, Vol. 2: Separation. New York: Basic Books.

5. Boyd and Ellison(2007).Journal of Computer-Mediate-Communication,Volume 13, Issue 1, pages 210–230, October 2007

15. Brittany gentile (2012),Computers in Human Behavior,Volume 28, Issue 5,September 2012, Pages 1929–1933.

6. Byng-Hall, J. (1995) Rewriting Family Scripts: Improvisation and Systems Change. NewYork and London: Guilford Press.

4. Comscore (2011),The Association for Family Therapy 2008. Published by Blackwell Publishing, 9600 Garsington Road, Oxford OX4 2DQ, UK and 350 Main Street, Malden, MA 02148, USA. Journal of Family Therapy (2008) 30: 129–146 0163-4445 (print); 1467-6427 (online)

22. Cornblatt, Johannah, (2009) "Lonely Planet", Newsweek, August 21

12. M. Valkenburg, Jochen Peter, and Alexander P. Schouten. (2006),Friend Networking Sites and Their Relationship to Adolescents' Well-Being and Social Self-Esteem, CyberPsychology & Behavior. October 2006, 9(5): 584-590. doi:10.1089/cpb.2006.9.584. Published in Volume: 9 Issue 5: October 11, 2006

9. Ehrenberg, A., Juckes, S., White, K. M., & Walsh, S. P. (2008). Personality and selfesteem as predictors of young people's technology use. Cyberpsychology & Behavior, 11(6), 739–741.

25. Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook ''friends:'' Social capital and college students' use of online social network sites. Journal of Computer-Mediated Communication, 12(4), 1143–1168.

11. Gosling, S. D., Rentfrow, P. J., & Swann, W. B. J. (2003). A very brief measure of the big five personality domains. Journal of Research in Personality, 37, 504–528.

19. Hamburger, Y. A., & Ben-Artzi, E. (2000). The relationship between extraversion and neuroticism and the different uses of the Internet. Computers in Human Behavior, 16, 441–449

3. Haythornthwaite, C. (2005). Social networks and Internet connectivity effects. *Information, Communication & Society, 8*(2), 125-147.

10. John, O. P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives.
In L. A. Pervin & O. P. John (Eds.), *Handbook of personality theory and research* (pp. 102–138). New York: Guilford Press.

1. Feeney, J. A., Noller, P., & Hanrahan, M. (1994). Assessing adult attachment. In M. B. Sperling & W. H. Berman (Eds.), *Attachment in adults: Clinical and developmental perspectives*

(pp. 122–158). New York: Guilford

20. Lampe ellison and steinfeld (2007), Journal of Computer-Mediated Communication, Volume 13, Issue 1, pages 210–230, October 2007.

2. Costa, P. T., & McCrae, R. R. (1985). The NEO Personality Inventory manual. Odessa, FL: Psychological Assessment Resources.

8. McCrae, R. R., & Costa, P. T. (1997). Personality trait structure as a human universal. American Psychologist, 52, 509–516.

7. McCrae, R. R., & Costa, P. T., Jr. (1996). Toward a new generation of personality theories: Theoretical contexts for the five-factor model. In J. S. Wiggins (Ed.), *The five-factor model of personality: Theoretical perspectives* (pp. 51-87). New York: Guilford.Pages 2287-2292 ,ACM New York, NY, USA ©2011 Pages 265-274 ACM New York, NY, USA ©2009.

26. Quan haase (2009) Proceedings of the fourth international conference on Communities and technologies

21. Rosenberg, M. (1965). **Society and the adolescent self-image**. Princeton, NJ: Princeton University Press.

27. Ross, C., Orr, E. S., Sisic, M., Arseneault, J. M., Simmering, M. G., & Orr, R. R. (2009). Personality and motivations associated with Facebook use. Computers in Human Behavior, 25(2), 578–586.

14. S. shyam sundar (2011),Extended Abstracts on Human Factors in Computing Systems

23. Walter A. Rocca, John F. Annegers, W. Allen Hauser(1996), Descriptive Epidemiology of Epilepsy: Contributions of Population-Based Studies From Rochester, Minnesota,Mayo clinic proceedings, Volume 71, Issue 6, June 1996,Pages 576-586

24. Weiss, M. R., & Petlichkoff, L. M. (1989). Children's motivation for participation in and withdrawal from sport: Identifying the missing links. *Pediatric Exercise Science*, *1*, 195–211.

28. Zywica, J., & Danowski, J. (2008). The faces of Facebookers: Investigating social enhancement and social compensation hypotheses. Journal of Computer Mediated Communication, 14(1), 1–34.