An Analysis of Lifestyle of Internet-user and Non-user University Students with Special reference to the type of Faculty

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ABSTRACT:

*The purpose of the present study was to compare the lifestyle of Internet-users and Internet non-user university students on the basis of their faculty differences. The sample of 600 post graduate students (300 Internet-users and 300 Internet non-users) were selected through simple random sampling technique from various departments of three faculties (faculty of Science, faculty of Social science and faculty of Arts) of University of Kashmir, (J&K)INDIA. Lifestyle Scale by S. K. Bawa and S. Kaur used to collect the data. Besides, Information Blank developed by the investigators to find the Internet-users and Internet Non-users. The data was subjected to statistical analysis by computing Mean, S.D. and test of significance. The results concluded that Internet-users and Internet Non-users from all the three faculties were found significantly different. **Internet Non-user** group of subjects from **Science and Arts faculty** found with a favourable Attitude towards Research as against to their comparable group. However, **Internet-users from Social science faculty found to have** better adaptation towards lifestyle.*

INTRODUCTION

Internet is a revolutionary new medium that has changed our lifestyle one way or the other way. Information world, called the *cyber world*, comes into being between the social and physical world. The number of people using Internet is growing day by day and has the ability to influence so much in our daily lives (Bloch, 2007; Driskell & Lyon, 2002; Rohlinger & Brown, 2009; Tufekci, 2008). It has significantly impacted the lifestyle of everyone; changing the way people work, live and learn (Gates, 2000). Daramola (2004) maintains that an observable trend in the Internet is that more and more resources are moving to it. The spectacular increase in the use of the Internet has stimulated research on its impact on our everyday lives. The Internet has experienced vast expansion in recent years, leading to its extensive use by people from all generations. People in different age groups and jobs, students and academicians using the Internet because it is the easiest, fastest, and cheapest ways of accessing necessary information. For a generation of young people, technology has assumed a substantial stake in their social and educational lives. According to Kara Chan &Wei Fang, (2007) Internet is used for different purposes by young people such as making friends, shopping, listening to music, having fun, doing homework, and finding information for further education. Internationally, there are many surveys on the use of the Internet, and nearly all find that Internet use is most prevalent amongst younger, more educated people (Hoffman, Novak & Schlosser, 2000).This unparallel technology brings the new lifestyle to people mostly to the students and has become an essential component of students everyday life throughout the world. Today's students are believed to integrate technology in all aspects of their lives for varied purposes, particularly socializing, entertaining

and shopping (Asselin, Moayeri, 2008) as well as doing homework (Lenhart & Hitlin, 2005). Students have easier access to a wider range of material, and can established links between different information in variety of ways. In addition to its popular acceptance, the Internet is rapidly becoming an integral part of the daily lives of students. Dehmler (2009) asserts that students today are growing up in an interconnected, networked world; they have unprecedented access to modern technologies and are use them in expected and unexpected ways.

Researchers have studied the relationship of new technologies on interpersonal communication and relationships. Merkle (2000) reported that Internet as a social technology give rise to interpersonal relationships. McKenna *et al*. (2002) found that Internet use reduces feelings of loneliness by increasing users' social circles and helping them to become less socially anxious. Brignall & Valeyb (2005) observed that using Internet among youngsters has increased greatly by communicating through the Internet. Among users, greater use of the Internet was associated with increased contact with family members and an increased participation in online communities. Hoffman & Venkatesh (2004) point out the Internet-users had more total contact with family members than Internet non-users. Many Internet-users believe that using the Internet has improved their lives in this way, even providing an essential link to other. Growth of the Information Technology caused an increment on use innovative applications, in order to promote behaviours related to healthy lifestyle (Crutzen et al., 2008). Rice (2006) consider that the use of Internet as information source regarding healthy lifestyle. Lewis et al. (2009) refer that interactive health communication applications are effective for increasing knowledge and may improve outcomes, regarding the adoption of healthier lifestyle. On the other hand studies indicated that Internet use undermines well-being because online connections are weaker than real-life connections, or because online connections are often used to replace real-life relationships and activities (UCLA Internet Report 2001). Yet some studies suggest that the Internet can have direct negative effects such as psychological problems including social isolation, depression, loneliness, and difficulties with time management (Choi, 2007). Katz *et al*. (2001) stated that the more time Internet-users spent on-line; the more likely they were to belong to off-line religious, leisure, and community organizations, compared to nonusers**.** Nie (2001) arguing that time is a limited commodity, so that the hours spent on the Internet must come at a cost to other activities. Internet use has been found to be associated with negative personal and social developmental outcomes (Lloyd *et al*., 2007). Therefore, time spent on online activities may cut other activities such as reading and social interaction, which are essential to normal development (Morgan & Cotton, 2003; Nie, 2001; Hillygus, & Erbring, 2002; Weiser, 2001). Some researchers believed that Internet is making people isolated, depressed and lonely. The Internet has added a lot to our lives and has also made a certain things disappear.

The Internet can be beneficial for students as it allows them to obtain relevant academic information; it also offers other possibilities that may be harmful to their academic experience. In the literature, there are studies about Internet and its effects on students, the relationship between educational performance and Internet use (Siomos *et al.,* 2008; Ghassemzadeh *et al*., 2008; Del Castillo *et al*., 2008; Recabarren *et al.,* 2008; Tahiroglu *et al.,* 2008). Sahin, Balta & Ercan (2010) found strong relationship between Internet use trends and educational performance, and wrong use of the Internet can cause a major decrease in students' academic performance. Many researchers herald the Internet to be beneficial and educational (Donnerstein & Smith, 2001 & Hitlin & Rainie, 2005; Pew Internet and American Life Project 2005b). However it cannot be

believed that Internet is beneficial under every circumstance and situation, regardless of its regulation.

RATIONALE OF THE STUDY

The Internet has been used for last two decades in our society and we have a generation of students, who grew up with the Internet. Since its inception, it is generally acknowledged that its appearance not only brings convenience to student generation but also may cause a great deal of potential problems. The benefits of the Internet have been widely researched. Despite the positive effects of Internet, there is growing literature on the negative effects of its use. Hicks (2002) revealed Internet as a *double-edged sword*; some accept it as a panacea while others are appealing its negative growth. Therefore, present research work is standardized and more reliable research in this area as a way of advancing the Internet usage and providing an insight to determine the Lifestyle of Internet users and Internet non-users with special reference to their faculty differences.

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present investigation:
1. To find and compare the Lifestyle of Internet-users and Internet non-users of Science faculty.
2. To find and compare the Lifestyle of Internet-users and Internet non-users of Social science faculty.
3. To find and compare the Lifestyle of Internet-users and Internet non-users of Arts faculty.

Hypotheses

Following hypotheses have been framed for the proposed investigation:
1. There is significant difference between the mean scores of Internet-users and Internet non-users (faculty of Science) on their Lifestyle.
2. There is significant difference between the mean scores of Internet-users and Internet non-users (faculty of Social science) on their Lifestyle.
3. There is significant difference between the mean scores of Internet-users and Internet non-users (faculty of Arts) on their Lifestyle.

METHODOLOGY AND PROCEDURE

Sample

Descriptive study was conducted in University of Kashmir. Sample of 600 post graduate students (300 Internet-users and 300 Internet non-users) were selected through simple random sampling technique from various departments of the three faculties (Faculty of Science, Faculty of Social science and Faculty of Arts). It comprised of 15 departments with a representation of five departments from each faculty. These departments are: Zoology, Chemistry, Botany, Physics and Home Science *(Faculty of Science);* Sociology, Economics, Political Science, History and Social Work *(Faculty of Social Science)*; English, Urdu, Persian, Hindi and Linguistics *(Faculty of Arts)*. It is pertinent to mention here that 40

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students (20 Internet-users and 20 Internet non-users) were drawn randomly from each sample department with a total of 100 Internet-users and 100 Internet non-users from each faculty of University of Kashmir, (J&K) India. It needs to be mentioned that the subjects (Internet-users and Internet Non-users) enrolled in 3rd and 4th semesters have been considered as the sample for the present study.

Data Collection Instruments

1. *Information Blank:* Self constructed *Information blank* developed by investigator with the purpose to ascertain the Internet-users and Internet non-users. In the present study ***Internet - users*** are those university students who have direct access to the worldwide network and have their own exposure and skill to use Internet and have minimum of one year's experience of Internet usage. ***Internet-non-users*** have been considered those university students who lack a direct access to the worldwide network and have not their own exposure and skill to use Internet.

2. *Life Style Scale:* *In the present study, Lifestyle assessed by the dominant set of scores as measured by Lifestyle Scale by S. K. Bawa and S. Kaur (LSS–BK).* This scale consists 60 items (43 positive and 17 negative items) to measure the lifestyle of the students in six different dimensions: I. Health Conscious Life Style, II. Academic Oriented Lifestyle, III. Career Oriented Lifestyle, IV. Socially Oriented Lifestyle, V. Trend Seeking Lifestyle, and VI. Family Oriented Lifestyle.

Data analysis and Interpretation:

Table No.1: Showing the Significance of difference between the Mean Scores of Interne-users and Internet non-users on Lifestyle (Science Faculty; N=100 each)

	Dimensions of Lifestyle	SIUs		SINUs		t-value
		Mean	**S.D**	**Mean**	**S.D**	
I.	Health Oriented Lifestyle	28.85	3.465	28.51	3.828	0.70[*]
II.	Academic Oriented Lifestyle	25.34	2.771	22.96	3.750	5.21[**]
III.	Career Oriented Lifestyle	22.22	5.508	21.48	3.940	1.07[*]
IV.	Socially Oriented Lifestyle	21.15	2.641	23.31	1.785	7.40[**]
V.	Trend Oriented Lifestyle	16.89	4.682	21.59	3.854	7.71[**]
VI.	Family Oriented Lifestyle	35.61	5.574	38.82	4.291	4.74[**]
	Composite Score	**150.06**	**12.049**	**156.67**	**9.031**	**4.62**[**]

Note: **p<0.01; *Insignificant

Acronyms: *SIUs =Science faculty Internet-users*
SINUs =Science faculty Internet non-users

A perusal of Table No.1 depicts the significance of mean difference between Internet-users and non-users belonging to Science faculty on different dimensions of lifestyle. A comparative look of the table reveals significant mean differences between the two groups on four out of six dimensions of lifestyle. The data reveals that Internet-users from Science faculty have obtained a higher mean score (M= 25.34) on Academic Oriented Lifestyle than Internet non-users in the same faculty (22.96). Both the groups have been reported to differ significantly on this

dimension (t=5.21). It is inferred that Internet-users experience a better Academic Oriented Lifestyle. On Socially Oriented Life Style, Internet non-users are reported to have a higher mean score (M=23.31) than Internet-users (M=21.15). The obtained 't'-value has been seen to be 7.40 which is significant at 0.01 level of confidence. So, it can be inferred that Internet non-users from Science faculty have a tendency to adapt better Socially Oriented Lifestyle. On Trend Oriented Lifestyle, the mean scores of Internet non-users have been found to be 21.59 which is higher than the mean score of Internet-users (M=16.89). The obtained 't'-value came out to be 7.71 which is statistically significant at 0.01 level. It can be inferred that Internet non-users from Science faculty have an excellent adaptation towards the Trend Oriented Lifestyle. Besides, the two groups were reported significantly different on the Family Oriented Lifestyle. The mean score in case of Internet non-users from Science faculty seems to be higher (M=38.82) than the mean score of Internet-users (M=35.61). The obtained 't'-value has been found to be significant at 0.01 level of confidence (t=4.74). It can be said that the group of Science faculty Internet non-users has better adaptability on Family Oriented Lifestyle. However, in rest of the two dimensions i.e. Health Oriented Lifestyle and Career Oriented Lifestyle, the differences between the mean scores of two groups under discussion turned out to be insignificant. Coming to the composite score on Lifestyle of the science faculty Internet-user and Internet non-user group, it has been found that former group exhibited a higher mean score (156.67) than later (M=150.56). The obtained 't'- value has been reported to be significant at 0.01 level (t=4.62). On this basis, it has been found that the Internet non-users from Science faculty have a tendency towards a better lifestyle as against to their comparable group.

Fig. No. 1: Showing the Mean Comparison of Internet-users and Internet non-users on Lifestyle (Science Faculty; N=100 each)
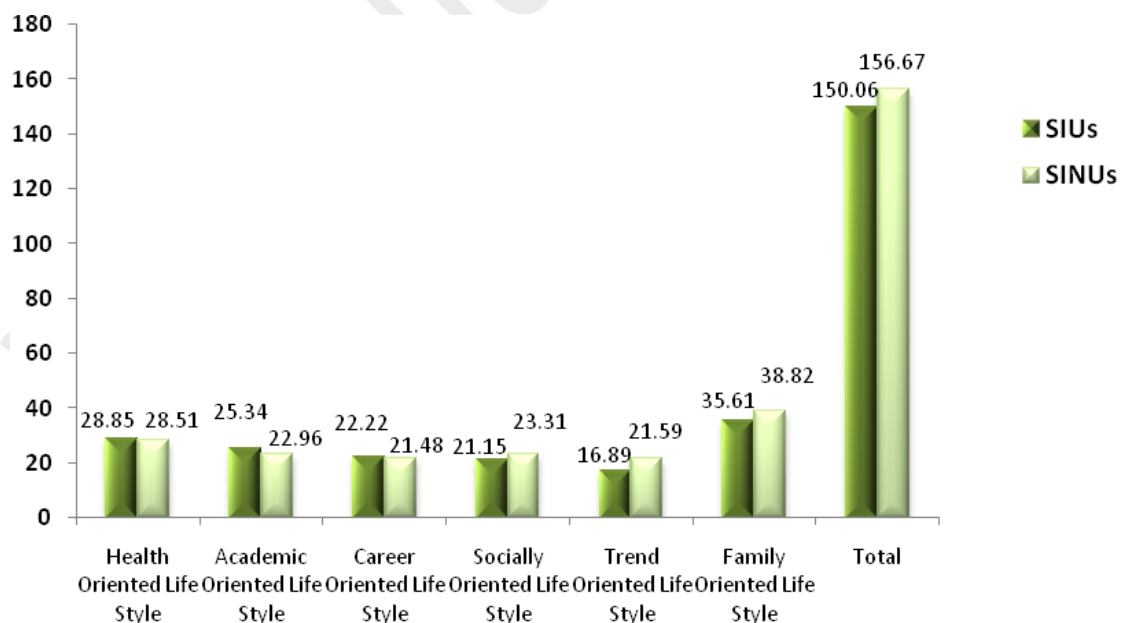
Table No.2: Showing the Significance of difference between the Mean Scores of Internet-users and Internet non-users on lifestyle (Social Science Faculty; N=100 each)

Dimensions of Lifestyle	SSIUs		SSINUs		t-value
	Mean	**S.D**	**Mean**	**S.D**	
I. Health Oriented Lifestyle	29.40	3.210	26.22	3.799	5.84[**]
II. Academic Oriented Lifestyle	25.87	3.277	23.36	3.350	5.33[**]
III. Career Oriented Lifestyle	24.85	5.102	23.36	4.700	2.20[***]
IV. Socially Oriented Lifestyle	24.45	2.354	22.16	2.092	6.65[**]
V. Trend Oriented Lifestyle	19.37	5.557	17.00	3.715	3.63[**]
VI. Family Oriented Lifestyle	35.01	5.595	38.96	5.183	5.82[**]
Composite Score	**158.95**	**11.090**	**151.06**	**8.763**	**5.89**[**]

Note: **p<0.01; ***p<0.05

Acronyms: *SSIUs =Social Science faculty Internet-users*
SSINUs =Social Science faculty Internet non-users

While comparing the Internet-user and Internet-non-user (Social science faculty) on various dimensions of lifestyle, the results are reported in (**Table No.2).**Findings revealed the mean comparison of the two groups (Internet-user and Internet-non-user) belonging to Social science faculty on Health Oriented Lifestyle. The mean score in case of Internet-users is reported to be higher (M=29.40) than the Internet non-users (M=26.22).The obtained 't'-value is significant at 0.01 level of confidence (t=5.84). The findings revealed a better adaptation of Health Oriented Lifestyle in case of Internet non-users. On Academic Oriented Lifestyle, Internet-users have shown a higher mean score (M=25.87) than the Internet non-users belonging to Social science faculty (M=23.36). The obtained 't'-value is reported to be 5.33, which is statistically significant at 0.01 level of confidence. It indicates that Social Science faculty Internet-users have the better adaptability towards the Academic Oriented Lifestyle. The two groups under reporting were further compared on Career Oriented Lifestyle. The mean score in case of Internet-users and non-users has been observed to be 24.85 and 23.36 respectively. The calculated 't'-value has been observed to be 2.20 (significant at 0.05 level). On the basis of the results, it can be inferred that the Internet-users from Social science faculty have better Career Oriented Lifestyle. On Socially Oriented Lifestyle, Internet-users have exhibited a higher mean score (M= 24.45) than Internet non-users (M=22.16). The mean difference has been observed to be significant at 0.01 level (t=6.65) which signifies that Internet-users from Social science faculty have better adaptability towards Socially Oriented Lifestyle. The two groups have again been observed to differ significantly on Trend Oriented Lifestyle at 0.01 level of confidence (t=3.63). As the Internet-users scored a higher mean value (M=19.37) in comparison to Internet non-users (M=17.00) from the faculty under discussion. On Family Oriented Lifestyle dimension, the mean score in case of Internet non-users is reported to be higher (M= 38.96) than the mean score of the Internet-users (M =35.01). The obtained 't' value has been observed to be 5.82, which is significant at 0.01 level of confidence. It can be inferred that the Internet-users have a favourable adaptability towards Family Oriented Lifestyle. Coming to the composite Score of Life Style, the results revealed Internet-users with a mean score of 158.95 and non-users with a mean score of

151.06. The obtained 't'-value came out to be 5.89 which is significant at 0.01 level of confidence. However, this mean difference between the two groups (Social science faculty) favours the Internet-users. It can be observed that Internet-users have a tendency to adapted better lifestyle.

Fig. No. 2: Showing the Mean Comparison of Internet-users and Internet non-users on lifestyle (Social Science Faculty; N=100 each)
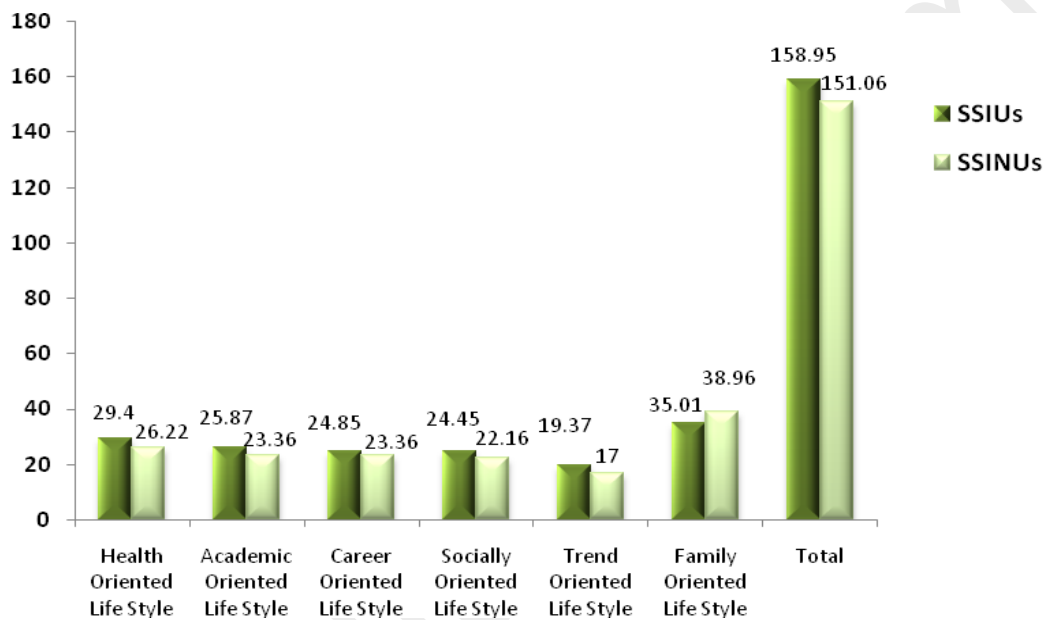

Table No.3: Showing the Significance of difference between the Mean Scores of Internet-users and Internet non-users on Lifestyle (Arts Faculty; N=100 each)

|	Dimensions of Lifestyle	AIUs		AINUs		t-value
		Mean	S.D	Mean	S.D	
I.	Health Oriented Lifestyle	28.34	3.710	30.70	3.512	4.85**
II.	Academic Oriented Lifestyle	24.62	4.185	24.19	3.164	0.86*
III.	Career Oriented Lifestyle	23.93	5.332	24.24	5.583	0.41*
IV.	Socially Oriented Lifestyle	21.51	3.070	23.41	2.113	5.10**
V.	Trend Oriented Lifestyle	15.59	3.890	20.23	4.909	7.52**
VI.	Family Oriented Lifestyle	37.69	3.425	39.85	3.298	4.57**
	Composite Score	**151.68**	**11.932**	**162.62**	**10.085**	**8.53****

Note: **$p<0.01$; *Insignificant

Acronyms: *AIUs =Arts faculty Internet-users*
AINUs =Arts faculty Internet non-users

The comparison between the Internet-users and Internet non-users (Arts faculty), on various dimensions of lifestyle has been reflected in Table No.3. A cursory look of the table reveals that on Health Oriented Lifestyle, the mean score in case of Internet-users is reported to be lower (M=28.34) than the mean score of Internet non-users (M= 30.70). The obtained 't'-value has been found to be 4.85, which is statistically significant at 0.01 level of confidence. It can be inferred that the Internet non-users from Arts faculty have better Health Oriented Lifestyle. On Socially Oriented Lifestyle, the Internet non-users are reported to have a higher mean score (M=23.41) than Internet-users (M=21.51). The obtained 't'-value has been seen to be 5.10 which is significant at 0.01 level of confidence. So, it can be inferred that Internet non-users from Arts faculty have a tendency to adapt better Socially Oriented Lifestyle. The results further reveal that on Trend Oriented Lifestyle, Internet non-users have shown a higher mean score (M=20.23) than the Internet-users belonging to Arts faculty (M=15.59). The obtained 't'-value is reported to be 7.52, which is statistically significant at 0.01 level of confidence. It indicates that Internet non-users from Arts faculty have the better adaptability towards the Trend Oriented Lifestyle. On the Family Oriented Lifestyle, Internet non-users have been observed with a higher mean score (M=39.85) than Internet-users (M=37.69). The calculated 't'-value is reported to be significant at 0.01 level (t=4.57). It can be said that Internet non-users from Arts faculty have an excellent adaptation towards Family Oriented Lifestyle. However, in rest of the two dimensions i.e. Academic Oriented Lifestyle and Career Oriented Lifestyle, the difference between the mean scores of the groups under discussion turned out to be insignificant. Coming to the composite score on Lifestyle of the Internet-user and non-user (Arts faculty), it has been found that non-users exhibited a higher mean score (M=162.62) than Internet-users who are reported to be lower (M=151.68). The obtained 't'-value has been reported to be significant at 0.01 level (t=8.53). On this basis, it has been found that the Arts faculty Internet non-users have a tendency to towards better lifestyle.

Fig. No.3: Showing the Mean Comparison of Internet-users and Internet non-users on Lifestyle (Arts Faculty; N=100 each)
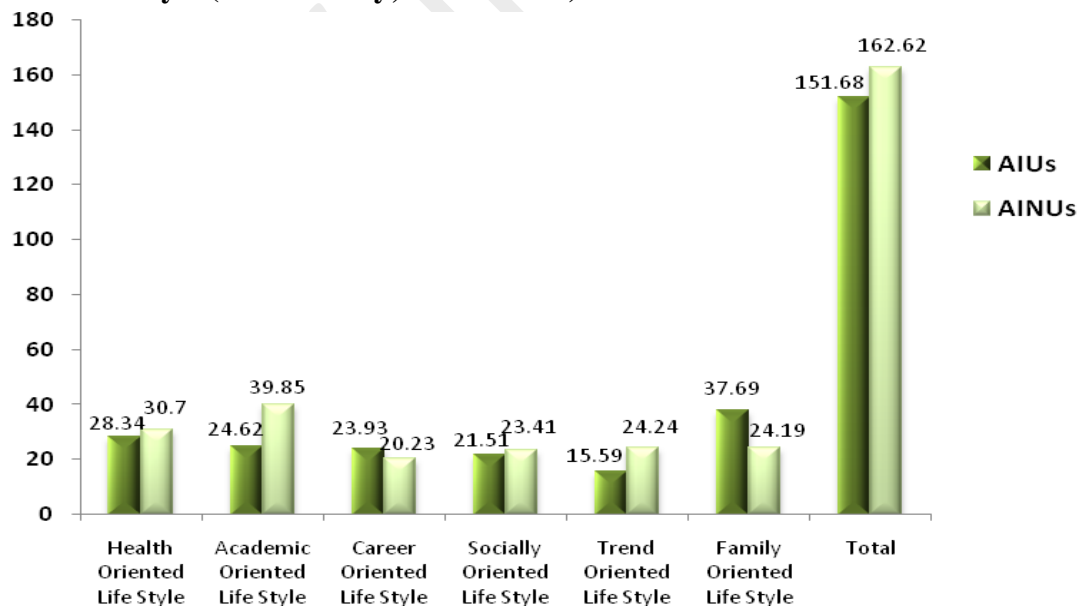
DISCUSSION AND CONCLUSION:

Results revealed that Internet-users and Internet non-users from Science faculty found a significant mean differences on various dimensions (including composite scores) of lifestyle. Science faculty Internet non-users have been found with better adaptability in Academic oriented lifestyle, Socially oriented lifestyle, Trend oriented lifestyle and Family oriented lifestyle. Whereas, Science faculty Internet-users were more adaptable on Academic oriented lifestyle. It can be concluded that Science faculty Internet-users remain involved in academic field and are seen to spend maximum time on studies. Using Internet to get information and consulting library and watching academic programmes and good motivation for higher education has also been seen in agreement among science faculty users. On the other hand, Internet non-users (Science faculty group) were found with higher tendency on Trend oriented lifestyle, Socially oriented lifestyle, and Family oriented lifestyle. It reflects that Science faculty Internet non-users may be keen to adopt new fashion roles and update themselves with new trends of their daily life routines like dressing, purchasing and enjoyment. They always remain in close touch with their family and shares each and every moment of daily activities within the family circles. Devoting of maximum time towards their family and maintenance of their family values have also gone in their favour. They (Internet non-users) participate in social activities and enjoy every social gathering and frequently consult their friends. They share things with others and always keep in mind the views of society while doing day-to-day activities and are: interested in social services; keen to do good for society and interested in expanding their social boundaries. However, in rest of the two dimensions i.e. Health oriented lifestyle and Career oriented lifestyle, the differences between the mean scores of the two groups under discussion could not be established. This can be said that Science faculty Internet-users and non-users had more or less similar lifestyle on these two dimensions. It can further be inferred that both groups are equally conscious in health related matters. Acquiring knowledge about health oriented issues and performing of physical exercise for the maintenance of their health and consulting physical experts for regular medical checkup was observed in case of both the groups and they were also seen very much conscious about the dietary and hygienic related issues in the maintenance of their health. They frequently interact with people related to their career and discuss career related concerns in selected areas of education. While comparing Internet-users and Internet non-users (Social science faculty group) on various dimensions of lifestyle, significant mean differences were reported to exist. Social science faculty Internet-users were found to have a tendency for better lifestyle. They have been found with higher adaptability on Health, Academic, Career and Trend oriented lifestyle. On the basis of these findings, it can be deduced that Social science faculty Internet-users seem to be conscious for: keeping themselves physically fit, and acquiring knowledge about health, and dietary and hygienic related issues. They remain involved in academic field and spend maximum time on studies with maximum usage of technology base facilities in order to get information. They are observed to be aware of different career options and seem to be inquisitive to gain knowledge about their career. Higher frequency of Internet based interaction with people related to their career, discussion about career related concerns have also been observed in their favour. On the other hand, Internet non-users from the same faculty have been found more inclined towards Family and Socially oriented lifestyles. The above results are concluded that Internet non-users from Social science faculty may be: aware about family affairs; share each and every moment of daily activities within their family setting. Devoting of maximum time towards their

family, maintenance of their family values, participation in social activities and social gathering have also gone in their favour. Frequent consultation with their friends and sharing of things with others and to be punctual in putting their views in society has favourably seen to be associated with Internet-non-user group (Social science faculty). They are also reported interested in: social services, doing well for the society and interested in expanding their social boundaries. Internet-users and Internet non-users from Arts group have been compared on various dimensions of lifestyle. The two groups were observed significantly different on four out of six dimensions of lifestyle. Internet non-users from (Arts faculty) were found more inclined towards Health, Trend, Family and Socially oriented lifestyle. On this basis, it may be concluded that Internet non-users (Arts faculty) may be conscious in order to keep themselves active on health oriented issues e.g. performing physical exercise to maintain health and consultation with physical experts for regular medical checkup, dietary and hygienic related issues. The results further revealed that Internet non- users belonging to the group under discussion devote maximum time towards the maintenance of family affairs and values. Higher participation in social activities and social gathering, sharing of things with others, and providing of solutions to societal matters has been found favourably among Internet non-users. However, in rest of the two dimensions i.e. Academic and Career oriented lifestyle, the two groups failed to arrive at any level of significance, i.e. the difference between the mean scores could not be established. This can be said that Internet-users and non-users belonging to Arts faculty have more or less similar lifestyle on these two dimensions. It can be inferred that both the groups have similar involvement in academic field and library consultation. They seem to be familiar on different career options and are inquisitive in gaining the knowledge related to their career. The findings also confirmed that higher frequency to interact with people on career matters has gone in favour of the Internet non-users. From the above discussion, it can be revealed that Internet-users (Social science faculty) were found to have better lifestyle as compared to the Internet-users from Science and Arts faculty. On the other hand, Internet non-users from Science and Arts faculty were found with better lifestyle as compared to Internet-users from the same faculty. So, it can be inferred that lifestyle of Internet-users belonging to social science faculty seems to be significantly better than Internet-user group of Science and Arts faculty.

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