CHAPTER-6

SUMMARY AND CONCLUSIONS

6.1 SUMMARY

6.2 CONCLUSIONS

6.3 IMPLICATIONS

6.4 LIMITATIONS

6.5 SUGGESTIONS
Chapter -6

SUMMARY, CONCLUSIONS, IMPLICATIONS, LIMITATIONS, SUGGESTIONS

6.1 SUMMARY

The objectives of the present study were: (1) to find out the differences for personality factors, self concept and mental health among internet addicted and non-internet addicted Iranian and Indian students, (2) to find out the gender differences on personality factors, self concept and mental health and (3) to find out the nationality wise differences on personality factors, self concept and mental health.

Hypotheses

H1: Internet addicted students would score high on neuroticism, extroversion and agreeableness and lower on openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to non-internet addicted students.

H2: Iranian students would score high on neuroticism, extroversion and agreeableness and lower on openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to Indian students.

H3: Female students would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety,
hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to male students.

H4: Iranian internet addicted students would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to Iranian non-internet addicted students.

H5: Indian internet addicted students would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to Indian non-internet addicted students.

H6: Iranian internet addicted students would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to Indian internet addicted students.

H7: Iranian non-internet addicted students would score lower on neuroticism and agreeableness and high on extroversion, openness to experience to experience and conscientiousness and they would also have good self-concept and mental health (lowerer score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to Indian non-internet addicted students.

H8: Female internet addicted students would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal,
sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to female non-internet addicted students.

H9: Male internet addicted students would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to male non-internet addicted students.

H10: Female internet addicted students would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to male internet addicted students.

H11: Female non-internet addicted students would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to male non-internet addicted students.

H12: Iranian female would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to Iranian male.

H13: Indian female would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety,
hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to Indian male.

H14: Iranian female would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to Indian female.

H15: Iranian male would score high on neuroticism and agreeableness and lower on extroversion, openness to experience to experience and conscientiousness and they would also have poor self-concept and poor mental health (higher score on somatization, obsessive-compulsive, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to Indian male.

**Sample**

The sample for the present research consists of 400 (both male and female) students studying in Arts, Commerce and Science stream (first to third year) in various colleges from Pune and Mumbai city. Disproportionate stratified random sampling was used. In this study both Iranian and Indian male and female students with aged 18 to 30 included. Equal number of internet addicted and non-internet addicted male and female Iranian and Indian students having command over English language was included.

### 6.2 CONCLUSIONS

1. Internet addicted students were higher on neuroticism, and lower on extroversion, agreeableness, openness to experience and conscientiousness than Non-internet addicted students.

2. Internet addicted students were shown poor self-concept than Non-internet addicted students.
3. Internet addicted students were higher on Somatization, Obsessive-compulsive, Interpersonal sensitivity, Depression, Anxiety, Hostility, Phobic anxiety, Paranoid ideation, Psychoticism than Non-internet addicted students. It means that internet addicted students were poor on mental health than Non-internet students.

4. Iranian students were higher on extroversion, agreeableness, and openness to experience and conscientiousness and lower on Neuroticism than Indian students.

5. Indian students were poor on self-concept than Iranian students.

6. Indian students were poor on mental health (higher on somatization, interpersonal, sensitivity, depression, anxiety, hostility, phobic anxiety and psychoticism) than the Iranian students and there is no any difference in terms of paranoid ideation.

7. Female students were higher on neuroticism and lower on extroversion and conscientiousness than male students and there is no any difference in terms of agreeableness and openness to experience between male students and female students.

8. Female students were poor on self-concept than male students.

9. Female students were higher on Somatization, Obsessive-compulsive, Anxiety, Hostility, Phobic anxiety and Psychoticism than male students and there is no any difference in terms of Interpersonal sensitivity, Depression and Paranoid ideation.

10. Iranian Internet addicted students were higher on neuroticism, and lower on extroversion, agreeableness, openness to experience and conscientiousness than Iranian non-internet addicted.

11. There is no any difference in terms of self-concept between Iranian Internet addicted students and Iranian non-internet addicted students.

12. Iranian internet addicted students shown poor mental health (higher on Somatization, Obsessive-compulsive, Interpersonal sensitivity, Depression, Anxiety, Hostility, Phobic anxiety, Paranoid ideation, Psychoticism and Additional items) than Iranian non-internet addicted students.

13. Indian Internet addicted students were higher on neuroticism, and lower on extroversion, agreeableness, openness to experience and conscientiousness than Indian non Internet addicted students.
14. There is no any difference in terms of self-concept between Indian Internet addicted students and Indian non-internet addicted students.

15. Indian internet addicted students were poor mental health (higher on Somatization, Obsessive-compulsive, Interpersonal sensitivity, Depression, Anxiety, Hostility, Phobic anxiety, Paranoid ideation, Psychoticism and Additional items) than Indian non-internet addicted students.

16. Iranian internet addicted students were higher on extroversion, agreeableness and conscientiousness than Indian internet addicted students and there is no any difference in terms of neuroticism and agreeableness.

17. Indian Internet Addicted students were poor on self-concept than Iranian internet addicted students.

18. Indian internet addicted were poor on mental health (higher on Somatization, Interpersonal sensitivity, Depression, Anxiety, Hostility, Phobic anxiety and Psychoticism) compared to Iranian internet addicted students and there is no any difference in terms of Obsessive-compulsive and Paranoid ideation.

19. Iranian non-internet addicted students were lower on neuroticism and higher on agreeableness, extroversion and conscientiousness compared to Indian non-internet addicted students and there is no any difference in terms of openness to experience.

20. Iranian non-internet addicted were higher on self-concept compared to Indian non-internet addicted students.

21. Iranian non-internet addicted were poor on mental health (higher score on somatization, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety and psychotism) compared to Indian non-internet addicted students and there is no any difference in terms of Obsessive-compulsive and Paranoid ideation.

22. Female internet addicted students were higher on neuroticism and lower on agreeableness, extroversion, openness to experience and conscientiousness compared to female non-internet addicted students.

23. Female internet addicted students were poor self-concept compared to female non-internet addicted students.
24. Female internet addicted students were poor mental health (higher score on somatization, obsessive-compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to female non-internet addicted students.

25. Male internet addicted students were higher on neuroticism and lower on agreeableness, extroversion, openness to experience and conscientiousness compared to male non-internet addicted students.

26. Male internet addicted students were poor on self-concept compared to male non-internet addicted students.

27. Male internet addicted students were poor on mental health (higher score on somatization, obsessive-compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism) compared to male non-internet addicted students.

28. Female internet addicted students were higher on neuroticism and lower on extroversion and conscientiousness compared to male internet addicted students and there is no any difference in terms of agreeableness and openness to experience.

29. There is no any difference in terms of self-concept between Female Internet addicted students and male internet addicted students.

30. Female internet addicted students were poor on mental health (higher on Obsessive-compulsive and Paranoid ideation) compared to male internet addicted students and there is no any difference in terms of Somatization, Interpersonal sensitivity, Depression, Anxiety, Hostility, Phobic anxiety and Psychoticism.

31. Female non-internet addicted students were lower on extroversion and conscientiousness compared to male non-internet addicted students and there is no any difference in terms of neuroticism, agreeableness and openness to experience.

32. There is no any difference in terms of self-concept between female non-internet addicted students and male non-internet addicted students.

33. Female non-internet addicted students were poor on mental health (higher on Somatization, Hostility, Phobic anxiety and Psychoticism) compared to male non-
internet addicted students and there is no any difference in terms of Obsessive-compulsive, Interpersonal sensitivity, Depression, Anxiety and Paranoid ideation.
34. Iranian female were higher on neuroticism and lower on extroversion and openness to experience compare to Iranian male and there is no any difference in terms of agreeableness and conscientiousness.
35. There is no any difference in terms of self-concept between Iranian female students and Iranian male students.
36. There is no any difference in terms of mental health between Iranian female students and Iranian male students.
37. Indian female students were lower on conscientiousness than Indian male students. There is no any difference in terms of neuroticism, extroversion, agreeableness and openness to experience.
38. There is no any difference in terms of self-concept between Indian female students and Indian male students.
39. Indian female were poor on mental health (higher on Somatization, Depression, Hostility, Phobic anxiety, psychoticism) compared to Indian male and there is no any difference in terms of Obsessive-compulsive, Interpersonal sensitivity, Anxiety and Paranoid ideation.
40. Indian female were higher on neuroticism and lower on extroversion, agreeableness, openness to experience and conscientiousness than Iranian female.
41. Indian female students were poor on self-concept than Iranian male students.
42. Indian female were poor on mental health (higher score on interpersonal sensitivity, anxiety and phobic anxiety) compared to Iranian female and there is no any difference in terms of Somatization, Obsessive-compulsive, Depression, Hostility, Paranoid ideation and Psychoticism.
43. Indian male were lower on extroversion, agreeableness and conscientiousness compared to Iranian male and there is no any difference in terms of neuroticism and openness to experience.
44. Indian male students were poor on self-concept compared to Iranian male students.
Indian male students were poor on mental health (higher on Somatization, Interpersonal sensitivity, Depression, Anxiety, Hostility, Phobic anxiety and Psychoticism) compared to Iranian male students and there is no any difference in terms of Obsessive-compulsive and Paranoid ideation.

6.3 IMPLICATIONS OF THE STUDY

It is assumed that the results of the present study will improve the understanding of the internet addiction and to provide related educational programs useful for the prevention and treatment of internet addiction and make citizens aware of the dangers of such an addiction. Further, the finding of this study will be helpful to parents, teachers and other professionals.

As a twentieth century phenomenon, internet addiction is considered as a social problem which can impact the health of individuals and society negatively. Thus, the results of this study can be fruitful for educational authorities of society in order to teach families and individuals. Moreover, identifying and understanding personality differences in Iran and India as two countries with a long history can be useful for those managers involved in the realm of foreign affairs. The results of this study can be more fruitful for psychologists, educational planners and consultants.

Therefore, according to this study, appropriate education would replace the wrong methods of using the Internet with a good culture of using computers, the Internet, and related facilities. Thus, it is necessary to identify and investigate the models of using electronic tools to be aware of their effects on our lives along with increasing our knowledge. The status of Internet addiction and its different types such as addiction to online chats, games, data collection, stock exchange, gambling, cyber-sex, pornography, romantic relationship, and sexual abuse among Iranian university and school students is suggested for the future researches.

Psychiatrists and psychologists who are active in the field of mental hygiene must be aware of mental problems associated with Internet addiction such as depression, anxiety, obsession, hypochondria, paranoia, interpersonal sensitivity, and job and educational dissatisfaction among Internet addicts. Due to their clinical application, these
findings indicate that individuals can be trained to change their metacognitive beliefs and enjoy more general and mental health as a result.

6.4 LIMITATIONS OF THE STUDY

In the present study, rating scale and self-reporting instrument were used and are subjected to the limitations of all such instruments. The present study is on “Internet addiction” which has been proposed by psychologists in recent years seriously. Therefore, there is still no general agreement on this definition, effective factors on it and ways to deal with this problem. This is the main limitation of this research work as well as the other cases.

1. The socioeconomic status of the participant is not controlled. Thus, this might affect the results obtained in present study. Iranian students studying in India can’t be considered as a true representative of Iranian students because the socioeconomic status of Iranian students studying in India is higher than Iranian students studying in Iran.

2. The limitations of any paper and pencil tests such as social desirability, response biases, and carelessness, positive and negative faking tendencies could have affected the responses.

6.5 SUGGESTIONS FOR FUTURE RESEARCH

1. To obtain more accurate results in the comparative study of Persian and Indian, it is better to have the quite similar samples. It is noteworthy that families with middle to high income level send their children to study abroad. Therefore, the Persian and Indian groups will not be similar and it is better to select the Iranian students studying at universities in Iran.

2. It is recommended that this research should be conducted at larger scales among Asian students.

3. It is better to conduct some researches on the differences between Iranians and Indians living styles in order to analyze and review their personality dimensions.