

**A COMPARATIVE STUDY OF USING SOCIAL
NETWORKING AS A TOOL FOR LEARNING (EDUCATION)
BY MALE AND FEMALE COLLEGE YOUTH AT
UNDERGRADUATE LEVEL**



**A
DISSERTATION**

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CERTIFICATE

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**A COMPARATIVE STUDY OF USING SOCIAL
NETWORKING AS A TOOL FOR LEARNING
(EDUCATION) BY MALE AND FEMALE COLLEGE
YOUTH AT UNDERGRADUATE LEVEL**

Her dissertation is fit for submission, in partial fulfillment of the requirements for the award of the Degree of Master of Education (M.Ed).

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ABBREVIATIONS USED

ICT	-	Information and Communication Technology
IT	-	Information Technology
IM	-	Instant Message
OSN	-	Online Social Networking
SNS	-	Social Networking Site
SPSS	-	Statistical Package for Social Sciences

ABSTRACT

Science has given us many wonderful gifts. One of greatest gifts of science is educational technology and its use in educational process. It has completely changed our mode of teaching and learning process. Use of computer assisted teaching; audio visual aids, social networking etc. have found their place in each institution of the world. Most of the college youth believe that use of social networking fascinates learning process. The purpose of the present research study was to access the attitudes of college youth towards social networking as a tool for education. The present study investigation aimed at studying the attitude and impact of social networking of college youth studying in Government Degree colleges of Jammu. A random sampling technique was employed for selecting the sample. The sample of 180 college youth was taken from selected Degree Colleges affiliated to Cluster University of Jammu. In the present study, independent variables (gender: male and female) and dependent variable (attitudes and impact) were collected through survey method and self-prepared tool was used to assess attitude of college youth towards social networking as a tool for education. The finding revealed that the male college youth uses LinkedIn and Twitter more , while female college youth uses Facebook ,WhatsApp and YouTube more. There are mix responses regarding the use of social networking sites. 3.3% of female youth are using Social Networking Sites for a minimum of 1-6 months and 13.33% for more than 48 months while 2.22% of male college youth are using Social Networking Sites for a minimum of 1-6 months and 16.66% for more than 48 months. The mean value of attitude of female college youth towards social networking is 81.38 and the mean value of male is 81.40. The value of 't' (0.89) that is less than 0.01 level of significance.. As results indicated that there was no difference in the attitude of males and females towards social networking. However, both the groups (male and female) have average level of attitudes towards social networking, male and female college youth have shown equally positive and favourable attitude towards social networking. Therefore ,college youth have not shown any significant difference in attitude towards social networking sites with respect to gender. The mean value of impact of social networking on female is 22.42 and mean value of male is 22.80. The value of 't' (0.69) that is less than 0.01 level of significance. As results indicated that there was no difference in the perceived

impact of social networking on males and females college youth . However, both the groups (male and female) have average level of impact of social networking, male and female college youth have shown equally positive and favourable impact of social networking on them. Therefore college youth have not shown any significant difference in perceived impact of social networking sites on learning by college youth at undergraduate level. They have seen Social Networking as an impactful activity.

CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Today in India particularly among the Indian college students, the usage of social networking sites has significantly increased and it certainly has far-reaching impact on the academic and other activities of the students. The range of studies conducted to deal with the use of social networking among college students is increasing day by day. In general, college students are more interested in using advanced technology in every field as compared to any other age group. Some studies on social networking tools shows that it can improve the learning experience while other studies reveal that high use of social media results in negative academic outcomes. Students of the current generation have been exposed to a technology rich world that has led them to become dependent on social media as a means for communication.

Social networking sites have rapidly gained popularity. The usage of social networking sites among the people of India is evidently increasing, particularly among the Indian college students. As the use of technology and social media became more prevalent, educators and parents alike wanted to keep it out of the classroom for fear that it would be too distracting. This led to many schools blocking internet access, access to social media sites, and even disallowing the use of, or even the bringing of cell phones to class. This has proved to be ineffective in some cases, as students continue to bring their phones to class despite the no cell phone policy, and many even find ways to access social media sites regardless of precautions taken by educational administrators. It is for this reason that many institutions have adopted a "Bring Your Own Device" (BYOD) policy to school. This is a policy that allows students to bring their own internet accessing device, such as a phone or iPad, for the purpose of accessing the Internet for research.

While the BYOD concept was initially introduced as a way of reducing departmental technology costs, administrators and teachers are realizing other benefits from students bringing their own technology into the classroom, such as increased student motivations and engagement, anywhere access to information, as well as students often update their software and applications faster than the school can. Rather than compete with, or deny access to social media sites, some institutions have totally embraced them, and are using them to further students' education.

Education is an important tool that is applied in the contemporary world especially by the youth to succeed because it lessens the challenges that are faced in life. The knowledge that is gained through education helps us to be ideally developed because it serves as a learning of the mind. This opens doors of opportunity which can support us to achieve better and higher vision in career. Education brings economic and social wealth where in the foundation of our society lies. Having and gaining education develop us to live a respectful life in the society because it provides a place in which our culture, values and behaviour are enhanced.

In the process of education, the activity or process of gaining knowledge or skill by studying practicing being taught or experiencing someone who learns. Learning is the process of acquiring or modification in a behavioural tendency by experience in contrast to modification occurring because of development or a temporary physiological condition of the organism.

The study of social networking within a learning domain encompasses the processes of social learning that occur when a self-selecting group of people who have common interest in a subject collaborate to share idea to find solution. Critics argue that the average student learning in isolation perform significantly less well than those learning with collaboration.

1.2 SOCIAL NETWORKING

In 1994, the first social networking site was created, Geocities. Geocities allowed the users to create and customize their own web sites, grouping them into different cities, based on the site's content. The following year, TheGlobe.com launched to public, giving users the ability to interact with people who have the same hobbies and interests, and to publish their own content. A few years later, AOL Instant Messenger and SixDegrees.com launched in 1997. Instant messaging was born, giving users the freedom to chat with friends and create a profile. AOL was probably the true precursor to today's social networking sites. Other sites followed suit, creating social networking sites such as Classmates, Friendzy, Hi-5, just to name a few. Classmates allowed users to reconnect with old classmates, pals, bullies and crushes. Another site with considerable success is LinkedIn. It was established in 2003 and took a more professional and business approach to social networking. Facebook came into the social networking scene a little bit later. It was launched in 2004. Facebook first began with Mark Zuckerberg's alma mater Harvard. In 2008 Facebook surpassed Myspace and Friendster as the leading social site

Social Networking, a social structure of nodes that represent individual and the relationship between them with certain domain. Therefore, social networks are usually built and are based on the strength of relationship and trust between the members of that network. Social networking has become one of the most important communication tools among people nowadays. However, social network exists on the internet websites where millions of people share interest on certain discipline and make available to members of these networks. Many of them share files, photos and videos, create blogs and send messages and conduct real time conversations. Electronic social networking services such as Myspace, WhatsApp especially Facebook have earned frame. Due to the growth in social networking websites, educators are looking for their potential for use in education having the conscious that social networking sites may have the ability to enhance both collaboration and active learning. Globally the active membership on social networking has been rapidly increasing day by day. Online social networking sites "virtually" link

individual, who may or may not 'know' each other. They enable rapid exchange of knowledge, high level of dialogue and collaborative communication through text, audio video etc.

With the advancement in technology, communication has grown. It is now easier and cheap to communicate and connect with people across the world. The issue of distance is no longer an excuse for lack of communication. Communication systems have grown from wired devices to wireless devices. The internet has also brought adverse changes in the forms of communications that are available and currently being used. It has led the rise of social networks. Here you can communicate and share your thoughts with many people at the same time. It is easy to share information like pictures, advertisements, videos and text messages. To many people, it is perceived as a form of entertainment. However, being in social sites enhances communication. There are many types of social sites and it is on oneself to choose the one that they are comfortable with. Social networks allow people to keep and manage accounts. This is an identity and you can custom it depending on how your target group knows you. This makes it easy for individuals to search for you and get you. You also have a choice to invite people to your account. This makes it easy to link with family members, friends, classmates and colleagues. Social sites allow for the creation of groups. This is based on the likeness of ideas and goals. This makes it easy to communicate with people you have a common goal. You can post important messages in the groups and every member can contribute their thoughts. Social media can be seen as a perfect replacement to conferencing. It is cheaper and though it may not allow for video calls, it gives a platform to post clips and photos. Social Networking makes it possible to reach many people in a very short time. This has led to the creation of a site that is involved in helping the community. Sites like LinkedIn are dedicated to helping those people who are hunting for jobs. Candidates create their resume and CVs and upload them to these sites. Employers just need to make a search of the qualifications that they are interested in. They can also advertise for jobs on these sites and be sure of getting highly qualified persons. Social sites have also been involved in social care by spreading

the news in cases of danger. Messages on these sites get to many people in a very short time and this greatly helps in saving many people from potential danger.

1.2.1 Learning through Social Networking

The educational field has completely transformed ever since the interest and technology are included in education. Using social networking sites teacher is able to improve the involvement of their students in studies and education improve technological ability, provide a great sense of collaboration in the classroom and makes a good communication skill. Research has shown that educational institutional that use technology can positively motivate students in their course work. The incorporation of social media for use with class assignment has enabled professor to motivate students to participate and learn effectively inside and outside the class. The following are the popular social networking websites that have effective educational benefits. Wikipedia, Facebook, LinkedIn, Class 2.0, Google Plus, The 21st Century teacher, collaborative translation etc. All these social networking are very helpful in promoting creativity, enhancing communication skills, developing social connection, collaboration and teamwork and also help in increasing awareness. Online social networking includes much more than Facebook and Twitter. It is any online use of technology to connect people, enable them to collaborate with each other, and form virtual communities, says the Young Adult Library Services Association. Social networking sites may allow visitors to send e-mails, post comments, build web content, and/ or take part in live chats. Social networking has quickly transformed how people of all ages work, play and shop—and even how we elect presidents. A 2010 Pew Study illustrates that it has become an integral part of the world beyond K12 schools. In the two years prior to the study, use among Millennials (ages 18 to 33) rose from 67 percent to 83 percent, every generation 45 and older more than doubled its participation, and adults 74 and older quadrupled their participation (from 4 percent to 16 percent).

Among students surveyed in a National School Boards Association study, 96 percent of those with online access reported using social networking, and half said they use it to discuss schoolwork. Despite this prevalence in everyday life, schools have been hesitant to adopt social networking as an education tool. Social networking could become a vital part of the education environment if implemented effectively. In a 2008 study of high school students in the Midwest, researcher Christine Greenhow discovered that social networking expanded the students' abilities to perform work by "actually practicing the kinds of 21st-century skills we want them to develop to be successful today."

While some informal surveys suggest that students who spend the most time social networking have lower grades, causation has been difficult to establish. Social media promotes self-directed learning, which prepares students to search for answers and make decisions independently. When reinforced in a classroom setting, these social media skills can be guided and refined to produce better learning outcomes and critical awareness. Social media also allows students more freedom to connect and collaborate beyond the physical classroom, which means students anywhere can start to experience the globally connected world long before they enter the workforce. Social learning is active learning, which means that students participate directly in their own learning rather than passively absorbing information they will most likely forget once the exam is over. Social media shapes and presents information in a way that makes sense to and excites students more than traditional tools do, whether it's through a shared article with comment functionality, a live stream of an important event, a survey related to course materials, or a question posed to the broader community.

1.2.2 SCOPE OF SOCIAL NETWORKING

- i. Social networking sites can be used for content generation. This can include the publishing of lecture notes by the lecturers and sharing of class resources, further, the students can also use social technologies to generate content when they write up their reflections in blogs or prepare their group assignment.

- ii. Students can use blogs to write weekly reflections about the concepts they had learned that week, if students publish their reflection of what they had learned each week, the lecturer and students are able to easily chart the students' progress and understanding of the topic.
- iii. Social media allows educational institutions to display academics, awards, campus life, local updates and news, with the aim of promoting the institutional brand.
- iv. The internet can be a potent medium for administrators/ politicians/authorities to not just communicate with the public at large, but also bring in transparency in operations. People always like the two –way dialogue so that more transparency seeps in the whole process of governance.
- v. Students can virtually 'mingle around' with all the registered students in the class Facebook group. Some students prefer only to keep their socialization among friends whom they are comfortable with. Students can extend their socialization into meaningful learning experiences i.e. collaboratively socializing in common pursuit of amassing knowledge.
- vi. Social networking sites offers peoples opportunities to share life experiences, offer reflections on social issues and express themselves in a non threatening atmosphere. Social networking sites also enable community involvement in locating expertise, sharing content and collaborative to build content, and allow knowledge workers to extend the range and scope of their professional relationship.
- vii. Classroom blogging has the potential to motivate students to build online collaboration, and enhance learning opportunities. A social networking sites can be described as an educational tool because it allows students to develop ideas and invite feedback. Social networking helps teachers promote reflective analysis and the emergence of a learning community that goes beyond he institutional walls.
- viii. Being a part of the online conversation and engaging with target markets on relevant platforms have the benefits of revolutionary learning and administrative

processes, knowledge sharing, and creating informed and connected communities.

1.2.3 The Benefits of Using Social Networking Site

Social networking is a powerful tool for teachers that can be used either for personal or professional means. On a personal front, social networking lets you mix with people from all over the world. It helps maintain relationships easily. Now, instead of having to call someone and force a conversation of a decent length, one can simply comment on others' photographs and status messages or just drop them a message online. This aids communication, especially with friends and family who stay in another country or another continent even. On the professional front, social networking acts as an informal resume. Potential clients and employers can 'check you out' on these networks and browse through your educational qualifications and experience. Some business networking websites let you upload a portfolio to your profile and even get reviews from others on that network with whom you have previously worked. Social media connections are designed to increase your networks, form communities and interact easily.

Today's students are accessing Facebook, Twitter, LinkedIn and other such social networking sites to connect and share information with those around them. One of the most fascinating things about social media is the way the users can interact and engage with each other through a mere web presence without having to meet someone in person. Social networking is as important for teachers as it is for others. While, social media is a handy tool in the classroom, it can be as beneficial outside the classroom. There are a number of ways that one can take advantage of networking.

(i) Sharing ideas

Social networks allow both students and teachers to share their ideas with each other. Comparing notes on classroom teaching techniques and learning styles can help you enhance the learning experience in your classroom. One can also share lesson plans and visual aid ideas.

(ii) Partnership with other schools

Social networking allows teachers to connect with teachers in other school. These partnerships are useful as they keep you abreast of changes in curriculum and content in others states and maybe even other countries.

(iii) Getting information

Students can also use social networking to connect with teachers and other persons from another country. This can help them get accurate information on other countries and not just use content from the internet that is often outdated.

(iv) Professional development

Social networks help you know of seminar, conferences and other development workshops in your area or online. Touching base with individuals from those entities would help them connect with you and keep you in the loop.

(v) Web rendezvous

Students share personal information, links to other sites or comment on someone's post. By doing this, they get engaged with each other instantly. The use of social media has made it easier and faster to interact with peers or teachers about class-related topics. In a world where online engagements are important for businesses, these students are already experts at developing an online presence. Students are also experts in interacting with others on the internet. They know how to use basic as well as complex functions on various social media sites.

(vi) Sharing Information

Students are continuously connected to the internet through their mobiles, tablets, etc. and hence rapidly transmit information to friends, family and other connections. This information is a lot more than just hilarious videos or vacation snapshots. People share views, opinions, tips, projects, study material and other such useful stuff with each other. They exchange helpful information for classes and

examinations. Their ability to access, evaluate, maintain and share information is fantastic without even being aware that they are actually developing such skills day by day. The older generations need to understand the magnitude of this new style of communication.

(vii) Social Media Marketing

We are all aware of social media marketing. The ‘new media’ has led professionals to build a social media strategy to publicize their product and service. Social media marketing is seen upon as a skill which is an emerging career option. Social media prepares young workers to become successful marketers. It has become essential for all types of businesses to incorporate social media marketing in their organizations. Students are extensively carrying out social media strategies for several companies all over the world. The benefits of social media for students are many. The above are just a few to begin with.

(viii) Increasing Collaboration

Students become friends with their classmates on social media and are more likely to collaborate on projects. This can lead to higher retention rates as students become more connected to the institution. Faculty can use social media as a way to get students to participate. Many students are naturally shy in person, and many may not speak up in a classroom, but that may not be the case on social media.

(ix) Useful for team Projects

Social Media can be useful for team projects. Many colleges stress the importance of the soft skill of working in groups. Social Media sites can be helpful to increase this ability as the students can hold meetings in real time and work on their projects. This enhances the likelihood that they will also spend time together working on projects and may not have to make time to meet in person all the time as the project progresses. Having teams work together using social media only strengthens advantage one and two of your educational activities.

(x) Video Conferencing

Video Conferencing in the Classroom is also a significant benefit. Using social networking sites such as Google Plus will allow the use of Google Hangouts. These sort of resources can be used to setup class sessions where everyone can collaborate through video in real time.

1.2.4 CHALLENGES OF SOCIAL NETWORKING SITES

However, social networking has an extensive scope and potential for use in educational and several other areas of activities, it is still an emerging area for researchers to tap its full potential. The following happen to be some drawbacks of social networking from the point of view of its educational uses:

- As most social media are regarded as sources of entertainment, popular opinion believes that these serve only as a distraction and yet another impediment to academic achievement.
- Concerns have also been expressed regarding preserving of personal privacy on social networking sites. Private information, typically the user profile, posted on a social networking site is often violated. Although mechanisms are available to limit privacy violations, not all sites offer such mechanisms, and, if they are, they are not always/consistently known to be followed by users. Globally, tech companies including Google, Yahoo and Facebook have raised concerns about privacy of user data, especially in the light of surveillance by the US government.
- Social networking sites are easy to join, lack basic security measures and are easy for third parties to access. Risks include identity theft, online and physical stalking, embarrassment, as well as fraudulent profile pages and messages, defamation, and theft of artwork or intellectual property. The safety of young users is also a primary concern as sexual predators attempt to make contact with unsuspecting teenagers. Internet predators and cyber bullying are also some other features of social networking site use.
- Legal and Regulatory Matters. Social networking sites can be used to perform a variety of activities that would be considered illegal in many jurisdictions. Online bullying, theft of intellectual property, identity fraud, defamation of character, privacy

infringement and slander are examples of these. Unfortunately, established laws and regulations do not apply to social networking sites.

- **Suspect Information Quality.** Not all weblogs carry reliable and current information. Some weblogs are created for the sole purpose of providing an online platform for the views, rankings and creative works of the blogger. This will be less of an issue for experienced users, but new users need to be educated on information reliability and quality.
- **Managing Personal and Professional Time.** Social networking has the potential to affect student productivity and work/life balance. Teachers and lecturers are often distressed by the lack of concentration and interest displayed by students who have constant access to social networking sites.
- **Cultural Barriers:** Social networking is unlikely to work in organisations with a strong command-and-control culture. Traditional, hierarchical organisations may feel threatened by the amount of trust and equality that is required for social networking to be effective. Social networking holds the potential to destroy hierarchies and departments. Barriers can also form between cultures inclined towards technology and those that battle to adopt new technologies.
- **Lack of Professionalism.** Students often post information on their social networking sites that they do not necessarily want their professors to see (Hewitt & Forte, 2006). Students indicate that the student/faculty relationship should remain professional and should not be personal or sociable. Teachers' own credibility might also be at stake depending on their profile content and their inability to control profile content (Mazer et al, 2007). Researchers therefore, urge teachers to proceed with caution while using social networking sites.
- **Time Consumption in Non-Academic Activities.** Given the high-volume usage of social networking sites, an obvious and popular concern among faculty, administrators, and parents is the widespread notion that students spend far too much time on non-academic activities related to the Internet and social media.
- **Ambiguity over Appropriate or Desirable Norms of Conduct.** When a new technology (such as Facebook) is released, there is a high degree of ambiguity over appropriate or desirable norms of conduct—the very definition of this space as public or private is contested. College students, faculty, staff, parents, and Facebook itself each have different and potentially conflicting interests in the way the technology is used.

Students are certainly aware that the information they post is “public”. However, not all may recognize the full extent and possible consequences of this display. Slowly but surely, excitement turns into precaution.

- Technological Divide is the Challenges may continue to be faced due to the ever-expanding technological divide between generations of students and university faculty and administrators. As digital natives flood colleges and universities, they bring with them an increasingly high demand for socially engaging information from their institutions. Colleges and universities are faced with either attempting to protect existing institutions by resisting these emerging technologies and the changes these may foster among students or embrace the uncertain future to which they are leading.
- Challenges of social media technologies are also becoming more significant when we consider not just the technology itself, but also the dynamics of the users of technology. For many administrators and faculty in higher education, understanding the phenomenon of social media technology, and the manifold uses thereof, is a challenge in and of itself. For instance, to some, social media technology represents a cure-all solution for some systemic issues and individual programmes and personnel shortcomings. The misleading belief that any one social media technology can itself rectify pre-existing issues at a structural level may therefore be a misnomer.
- The lecturers/students also face another challenge in the form of students’ limited access to the Internet. Additionally, some students do not have the latest range of mobile phones that are capable of running mobile social technologies, particularly for Twitter and Facebook. Some students cannot afford to own smart phones. Due to these reasons also, the use of social technologies could only be considered as complementary due to limitation in its ubiquitous access.
- Some lecturers find it challenging to introduce the students to a new tool that was not familiar to them. However, they have some awareness of the tools yet how to use them for their classroom support is a challenge.

1.3 NEED AND SIGNIFICANCE OF THE STUDY

The present study is based upon social networking as a tool for learning (Education). The use of social networking by students, teachers, and institutions has opened up a great opportunity for sharing or exchange educational ideas and information. Literature supports the fact that as a member of social networking sites one can

share or exchange ideas and information with the other member of community. Different kinds of information can be shared through photographs, blogs, and videos ,etc.

Social networking sites have also been found to help in the attainment of educational objectives. Educational resources can be shared and teachers give lectures and assignment to the students. Social networking sites can facilitates the task of students, teachers, administrators and regulatory authorities. Social networking sites can increase the transparency of operations and highlight good practices at institutional, local, regional, national and international level. Social media plays an important role in every student life. It is easier and convenient to access information and provide information and communicate via social media. Teachers and students are connected to each other and can make good use of these platforms for the working of their education. Social media helps students to connect to their professor off campus as well as with senior experts. One of the important advances is to encourage interaction between students. This is especially helpful in college environment where having students create a bond rates such as *Facebook*, *WhatsApp*, *LinkedIn* can be useful in classroom. One of the major benefits of using social media with students is teaching openly honestly and above all kindly with their peers.

1.4 STATEMENT OF THE PROBLEM

A COMPARATIVE STUDY OF USING SOCIAL NETWORKING AS A TOOL FOR LEARNING (EDUCATION) BY MALE AND FEMALE COLLEGE YOUTH AT UNDERGRADUATE LEVEL

1.5 OPERATIONAL DEFINITIONS OF THE KEY TERMS

In the present study, the following key terms have been used and they have been operationally defined as:

Social Networking

Social networking is a group of individuals or organizations that is interconnected to form a system to accomplish some specific goal. Social networking is the use of internet based social media programs and the activity of creating personal and business relationship with other people especially by sharing information, personal messages etc on the internet. In the present study, social networking is the network of undergraduate youth created by them on social networking sites like WhatsApp, Facebook, and LinkedIn etc. for sharing of educational content. Social networking as a networking through WhatsApp, Facebook, and LinkedIn as a tool for learning (education) has been considered, here in, the present study.

Tool for Learning(Education)

Tool for learning helps students in their learning. Education is a modification of behaviour of an individual. Social networking may play supportive tool for teaching and learning at all levels. Tool for learning (education), here, in the present study implies that social networking has capacity to enable the college youth to exchange and share knowledge through these media of social networking.

College Youth

All the students pursuing B.A, B.Sc. and B.Com programmes in Degree colleges. It includes male and female students of 18 to 23 years old.

Undergraduate Level

It includes the entire academic programmes up to the level of a bachelor's degree. An undergraduate is the description given to a student who is undertaking a degree level academic course at a college.

1.6 OBJECTIVES OF THE STUDY

The major aim of current study is to investigate if and how social networking used by college youth, the present study has focused exclusively on the perspective of the college students. However, objective is clear, concise, declarative statement, which

provides direction to research. Investigators, in the present study have framed the following objectives for the study:

1. To compare the social media habits of male and female college youth at undergraduate level.
2. To compare the extent of use of social networking sites for learning by male and female college youth at undergraduate level.
3. To find significant gender difference in attitude towards learning through social networking among college youth at undergraduate level.
4. To find significant gender difference in perceived impact of social networking sites on learning by college youth at undergraduate level.

1.7 RESEARCH QUESTIONS

Research questions is the fundamental core of a research project, study, or review of literature. It focuses the study, determines the methodology, and guides all stages of inquiry, analysis, and reporting. Research questions should be clear, feasible, significant and ethical and worth investigating. The review of research those while conducting these types of studies, which are exploratory in nature and the research, are required to be answered. So following research questions have outlined for the present study.

1. Are male and female college youth at undergraduate level using social networking sites?
2. Which devices male and female college youth are using for browsing social networking sites at undergraduate level?
3. What is the extent of using social networking sites by male and female college youth at undergraduate level?
4. What is the attitude of male and female college youth towards learning through social networking sites at undergraduate level?
5. What is the perceived impact of social networking sites on male and female college youth at undergraduate level?

1.8 DELIMITATIONS OF THE STUDY

Delimitations in research refer to choices that the researchers makes for the study that are under the control of researcher. The present problem under investigation has been confined to:

- i. students pursuing their B.A, B.Sc. and B. Com courses from the selected colleges.
- ii. the government colleges situated in Jammu City.
- iii. the colleges affiliated to Cluster University of Jammu.
- iv. the students using social networking sites for their educational purpose.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The realm of social networking sites is increasingly emerging as the subject of research in the field of social sciences. Scholars in many fields have begun to investigate the various aspects of social networking sites. Many studies have been conducted around the world to investigate how these sites may influence issues of identity, privacy, social capital, youth culture, education and interpersonal relationships. Therefore, an attempt has been made in this chapter to review studies and articles related to the theme of the research. The review of literature allows us to study the main perspectives similar studies conducted in the same field. This will give a proper guideline to the research work and enable integration of the past studies leading to the expansion of knowledge.

Further review of literature has not only widened the horizon for understanding the themes related to the study, but also has sharpened the method of arranging the components in the framework of the study. This chapter is sub-divided into seven sections to facilitate the emergence of a clear picture regarding the different dimensions of social networking sites. These sections are:

1. Studies on the usage of social networking sites among college students,
2. Studies on the impact of social networking sites on academic performance of college students,
3. Studies on the influence of social networking on lifestyle of college students,
4. Indian studies on social networking sites,
5. Studies on general implications of social networking sites,
6. Studies on gender difference in usage of social networking sites,
7. Studies on various types of social networking sites.
8. Recent studies on social networking

2.2 Studies conducted on the use of Social networking

2.2.1 Studies on the Usage of Social Networking Sites among College Students

Since the last decade, usage of social networking sites among college students is increasing rapidly throughout the world. Evidently social networking sites have become a significant part of the lives of these youth (Gemmill and Peterson: 2006). Compared with any other group of people the usage of social networking sites among college students is more, mainly because they are attracted extensively to the new technology and particularly to the opportunity it offers for creating social networks.

Chernigo Barnett – Ellison(2007), **Subrahmanyam and Lin** (2007), **Valkenburg and Peter** (2006) and **Huong**(2008), it has been found that the college students are using social networking sites more than older people.

In addition, college students use social networking sites for various purposes. A study conducted by **Lampe, Ellison, and Steinfeld**(2007) among college students in Midwestern university found that students most often used social networking sites for social purposes — to stay in touch with their friends from high school as well as to form interconnections with people they had met offline such as in their dormitories or in class. Similarly, Ellison (2007) found that college students used social networking sites to maintain or bolster existing offline connections rather than to form new relationships. Such ties appear to have some positive benefits and the use of social networking sites was associated with more perceived social capital. The main objective of their work was to examine the relationship between the usage of social networking sites and the formation and maintenance of social interaction and social capital.

Goodman (2007) examined how college students are engaged with technology principally that involved in social networking sites. He explored how students use Social Networking Sites, which social networking sites and programmes they find more appealing than others and also tried to understand the major reasons for the increasing usage of Social Networking Sites among college students. Further he rightly pointed out “Social Networking Sites are not part of students’ lives these days, actually they are their lives”.

Youths were not only the early adopters of most of the new technologies but they were also among the most sophisticated users as well.

Coyle and Vaughn (2008) in their study examined the literature on social networking sites and conducted a survey on how college students are engaged in social networking. They found that the main purpose of using Social Networking Sites is to keep in touch with friends. They also indicated that these are used for merely trivial communication with friends. These sites are simply new form of communication that is evolving over time with the aid of technology.

Ellison's study (2008) on social networking sites provided very thought provoking insights. According to this study, 85 % of the respondents use one or more social networking sites. The extent of the usage of social networking sites was found to increased dramatically in the past two years and the usage of social networking sites as well differs considerably by age. Most of the respondents aging 18 and 19 years old use social networking sites (95%), yet only 37% aging 30 years and above utilizes these networking sites. The majority involving 18 and 19 years old, have more than 200 friends while those aged 30 and above have more or less 25 or lesser friends on these sites. Consequently Facebook is the most commonly used Social Networking Site, with MySpace as the second choice. It was also found that about half of these users utilize just one social networking site, having only one profile, and participate in one to five groups within social networking sites. Profiles of social networking sites are fairly stable, with most respondents changing them monthly or less often. The majority of the users of social networking sites spend 5 hours or less per week. Younger respondents were reported spending more time than older respondents. It also emphasized that most students (87%) put access restrictions on their profiles. Younger respondents and females were most likely to do so.

Peluchefte and Karl (2008) conducted survey on Midwestern University undergraduate students regarding use of social networking sites and their perceptions regarding the appropriateness of information they post, as well as how such information is accessed and used by other parties. It was found that 80% respondents have used at least one site in which majority of respondents use Facebook. They described that respondents were generally in strong agreement that they were comfortable with their friends, classmates, and

family having access to their profiles but were neutral regarding access by employers and strangers.

According to **Vitak**(2008) there are various reasons as to why individuals use a social networking site. The first reason is for them to meet strangers and become friends. The majority of respondents of her research paper (57%) said that they were initially introduced to those “friends” through mutual friends, which increased the likelihood of such relationships developing into strong ties. While a significant portion of respondents stated that they have at least a few online friends, 85% said that they do not communicate with most of their online friends, and the majority of respondents said that they considered those friendships as strong ties. Through social networking sites users tend to maintain their interpersonal relationship with their online friends because of easy communication. Therefore, they can use private messaging, chat rooms, and other methods of communication provided by the website. On the other hand, a strong interpersonal relationship with offline friends needs time and effort to be maintained. Distance between two users that can change an offline relationship into online relationship is also a reason for an individual to use social networking sites. Nearly two-thirds (65%) of the respondents put forward that the majority of their friends have a social networking site account, which suggested that many students use the site to stay in touch with their offline friends. Keeping in touch with friends remains the primary reason for the usage of the site across both years in school and gender. Furthermore, approximately one-third (31%) of the respondents friends who do not have Social Networking Site account said that they would be closer to friends if they were on the site, and 87% of respondents said they had never experienced negative consequences in their offline relationships due to the contents in their social networking site profiles suggesting that most respondents benefit from using the site. With the use of private messaging and chat room of this site, students can communicate and maintain a healthy relationship with their friends from far places with ease that takes only a few seconds.

Brandtzaeg and Heim (2009) in their study stated that there are many motivational reasons for using social networking sites among people and college students particularly. Brandtzaeg and Heim draw their findings, after the investigation on peoples’ subjective motivational reasons for using social networking sites, by performing a quantitative content analysis for 1,200 qualitative responses from social networking sites users. Further, the

study (2009) made several attempts to understand the choice, use, diffusion, adoption and acceptance of social networking sites among college students.

As **Kim and WonLee**(2009) conducted study to explore factors affecting college students' move for using social networking sites and rightly pointed out that today the college students use numerous Social Networking Sites, to stay connected with their friends, discover new "friends" and to share users – created contents, such as photos, videos, blogs and etc.

Lack, Beck and Hoover (2009) investigated the usage of social networking sites by undergraduate psychology major. They found that majority of students using Facebook and their account information have publicly accessibility and some user profiles have content of a questionable nature on their publicly viewable accounts. They suggested that formal education must be presided to students regarding the usage of these sites.

Piskorski(2009) in his study, "Understanding the Uses of Social Networks", cited that people love to look at pictures, which is the killer application of all online Social Networking Sites. Piskorski hypothesized that people who post pictures of themselves can show they are having fun and are popular without having to boast. Another attraction of photos is that they enable a form of voyeurism. Social networks enable a very delicate way to pry into someone's life without really prying. The study also postulated deep gender difference in the use of sites. looking at women they do not know, followed by men looking at women they know and women look at other women they know.

Bicen and Cavus(2010) evaluated the usage of social networking sites among students in the department of computer education instructional technology and found which social networking sites are the most preferred by students. The study revealed that use and sharing of knowledge on internet is made an integral part of college students' lives. Results showed that Live Spaces and Facebook are the commonly used sites by the students.

Folorunso(2010) conducted a survey among students of the University of Agriculture, Abeokuta in Nigeria and tested the attributes of Diffusion of Novations(DOI) theory towards usage pattern of social networking sites. Demographic data of the study revealed that majority of users were college students. The five constructs i.e. Relative Advantage,

Complexity, Compatibility, Observability and Reliability were used to test the impact on the attitude and trust regarding social networking sites and to determine how attitude would impact on the intention to use it. The study revealed the constructs: relative advantage, complexity, and observability of Social Networking Sites do not positively affect the attitude towards using the technology while the compatibility and trial ability of social networking sites does positively affect the attitude towards using the technology. The study (2010) concluded that the attitude of university students towards social networking sites does positively affect the intention to use the technology.

Miller, Parsons and Lifer (2010) conducted a survey among students, about the use of social networking sites and the appropriateness of the content that they post. The responses indicated that students routinely post content that is not appropriate for all audiences, especially potential employers. Considering how extensively the press has covered the negative impacts of inappropriate posting, the fact that students know of continuing the practice is surprising.

Park (2010) explored the usage of social networking sites by different university users. He studied three groups of users' (undergraduate, graduate and faculty) at Yonsei University in Seoul, South Korea. The analysis indicated that the three groups of users demonstrated distinct patterns of use of social networking sites. The study stipulated that undergraduates used the profile service more than the community service while graduates used the community service more than the profile service, yet most of the faculty members were not active users.

In a study entitled “Social capital as Facebook; differentiating uses and users” **Burke and Marlow**(2011) discussed extensively about the perspective to look at the uses of social networking sites. They mentioned that though usage of social networking sites is often treated as a monolithic activity, in which all time is equally social and its impact the same for all users. The study primarily examines how Facebook affects social capital depending upon: types of site activities, contrasting one-on-one communication, broadcasts to wider audiences, and passive consumption of social news, and individual differences among users, including social communication skill and self-esteem. In this study (2011) a survey was conducted using 415 Facebook users, which revealed that receiving messages from friends is associated with increase in bridging social capital. The major goal of the study

was to observe how different uses of a large social networking sites influence different types of user's social capital. Social capital is the actual or potential resources which are linked to a durable network of more or less institutionalized relationships of mutual acquaintance or recognition. The study states that college students are motivated by social information-seeking, using social networking sites to learn about people they have met offline, and expressive information sharing, feeling greater to bridge social capital.

Lin and Lu(2011) applied network externalities and motivation theory to understand the usage of social networking sites among college students. After conducting an empirical research involving 402 samples, using Structural Equation Modelling (SEM) Approach, Lin and Lu (2011) found that "Enjoyment" was the most influential factor for the increasing usage of social networking sites among the college students.

Lim and Meier (2012) in their study clearly highlighted how and why Korean students use social networking sites and what are the advantages they find by using social networking sites. The study has explained how the number of international students getting admission in U S universities has increased. It also referred to psychological experiences of international students such as disorientation, nostalgic depressive reactions, and feelings of isolation, alienation and powerlessness. They have mentioned that international students may have limited ways to cope with stress, which could lead to stress-related illnesses such as anxiety or depression. Hence these limitations make it hard for international students to acclimatize themselves new circumstances. Further, Lim and Meier (2012) mainly constrained themselves for only two research questions: How do these international students use Social Networking Sites? And how do these international students perceive the impact of Social Networking Sites on their affective and academic adaptation? This research was conducted in the United States with Asian international students, all from Korea, who were not raised in a western culture. Respondents in the study used Social Networking Sites in various ways and the tools played an important role in their adaptation to a new life in the United States. Findings of the study clearly showed that the respondents benefitted from their use of social networking sites and that the interactions helped to decrease their anxiety in the new culture by providing them with a means of connecting to their parents and friends in Korea. At the end study also stressed on the need of more research to identify the potential of social networking sites in contributing to the affective

and cognitive adaptation for international students including the connection between internet use and academic achievement.

2.2.2 Studies on the Impact of Social Networking Sites on Academic Performance of College Students

The following studies clearly depict the impact of the usage of social networking sites among college students on their academic performance. The social networking sites significantly influence educational performance of college students .

American Educational Research Association conducted a research and it was declared on its annual conference in San Diego, California (2009) that users of social networking sites study less and generated lower grades eventually.

Kirschner and Karpinski (2009) stated that users of social networking sites devote lesser time to their studies than the non users and subsequently had lower grades in their academic courses. Further Karpinski (2009) mentioned that among various unique distractions of every generation, social networking sites have been proved as the major distraction of current generation.

Pasek and Hargittai (2009) examined Facebook usage by undergraduates and Facebook use in relation to grades. The study revealed that there is no negative relationship between the use of Facebook and grade point average. The study did caution against using any medium of communication or online SNT too much, as over usage of technology can detract from college studies

An academic research was conducted by **Wilson** (2009) through which he proposed that university results are harmfully affected by Facebook usage. Likewise, **Khan** (2009) found that Facebook users had poor performance in exams.

The study of **Brady, Holcomb and Smith** (2010), titled as “The Use of Alternative Use of social networking sites in Higher Education Settings: A Case Study of E-learning Benefits of Ning in Education”, was based on the educational benefits associated with the use of

social networking sites. The study focussed the graduate students enrolled in distance education courses using Ning in Education, a non-commercial, educational-based SNS. The study emphasized on the students' attitudes towards the sites as productive online tools for teaching and learning. The researchers found out that education based upon social networking sites can be used effectively in distance education courses. They are an excellent technological tool for improved online communications among students in higher distance education courses.

Englander (2010) proclaimed that internet usage is negatively associated with academic performance of student users and destructive impact of internet usage is far more momentous than its advantages. Internet addiction has come forth as a result of striking boost in internet usage over the past few decades.

While using SNSs, issues of privacy, identity protection, and e professionalism must be paid attention as proposed by **Mattingly** (2010) but a contrasting finding was given by **Sengupta and Chaudhuri** (2010) that SNSs memberships are not correlated with online abuse of teenagers

2.2.3 Studies on the Influence of Social Networking Sites on Life Style of College Students

social networking sites not only influence interpersonal relationships and educational performance of college students, but also the consumption patterns and lifestyles in general. Many studies have supported the idea that a positive correlation existed between online product reviews on social networking sites and the increasing consumption among college students (**Hu, Liu and Zhang**; 2008).

Branes (2008) in his study, explored how frequently college students use social networking Sites to learn about products and their companies. He stated that social networking sites allowed users to collect information about companies and brands. Further, 70% of the respondents of his study used social networking sites to investigate companies or products while considering a purchase, suggested by any friends or companies. The positive reviews of a particular product on social networking sites influence the choice of purchase of the college students (Branes; 2008).

Kluemper and Rosen (2009) evaluated the use of social networking sites in employment selection through accessing the personal profile of-candidates on the sites. This study was conducted at a large public university in southern USA.

Constantinides, Maria and Romero (2010) explore the profile of social networking sites based on national survey of Dutch users. It evaluates the demographic, social and behavioural characteristics of the users. The classification of Dutch users of social networking sites resulted in four distinct segments: The Beginners, Average Users, Outstanding Users and Expert Users. The results revealed that behaviour and motivation is the best criteria of users for the markets when using such -applications. The study revealed in this sense the specific behavioural characteristics of these segments and provides marketers with- important information as to designing marketing programs making use of social networking sites. The findings presented new insights to marketing strategists eager to use the communication potential of such communities; the findings are also interesting for businesses willing to explore the potential of online networking as a low cost yet very efficient alternative to physical, traditional networking.

Shaheen(2010) in a study analyzed the usage of social networking sites and political activities of the students of three universities of Islamabad and Rawalpindi during the political crises and the emergency imposed by the Govt. of Pakistan on November 2007.

Madhur, Palak and Nitika(2012) in a joint research work examined how college students employ social networking sites to discuss and express their views on such social issues. Their research (2012) was conducted on college students between the age group of 18-30 years with the motive to know the level of awareness on the social issues and how far social networking sites awakened today's youth in expressing their views on current and burning issues like corruption, human rights and etc. in India.

2.2.4 Indian Studies on Social Networking Sites

Neelamalar and Chitra(2009) investigated the usage and the impact of social networking sites on the younger generation of India. The results of the study indicated that majority of the youth are members of these sites. Most of the respondents registered on it to maintain

existing contacts. The study further reported that majority of youth stated that social networking sites act as a platform for reconnecting with lost friends, maintaining existing networks/relationships and sharing knowledge, ideas and opinions.

Das and Sahoo (2010) in their study entitled “Social Networking Sites – A critical analysis of its impact on personal and public life” clearly stated the danger of the impacts social networking sites pose. The Social Networking Sites allow people to have virtual communication. A person defines himself through what kind of friends he/she has. Consequently this peculiar behaviour of people raises many questions that impact on the personal and public life. It also traces back the history of social networking sites. People use SNS for many purposes primarily because SNS give an opportunity to express their views and provide independence and connects a person to million others in the world.

Faisal (2010) discussed the numerous benefits of Ning social networks and its applications in various fields. The study evaluated the general features and activities on Ning platform.

Krishnamurthy and Ashwath (2010) explored the emerging technology ie. web 2.0 and its application in libraries particular focussed on the social networking aspect. They analysed the social networking concept, structure, types of social networking sites, its application; in libraries and the issues and challenges which are being faced by the libraries while implementing these technology. They argued that Social networking sites are new—platform for information sharing and communication. They also reported that libraries and librarians used these sites by personal and professionally use.

Kuppuswamy and Narayan (2010) studied the impact of social networking sites on the education of youth. The study reported that socialnetworking websites have both positive as well as negative impact on the education of youth, depending on one's interest to use it in a positive manner for his or her education and vice versa.

Sardar (2010) while conducted a survey having parameters such as age groups, common used SNSs, purposes of using SNSs and the factors influence the respondents to access social networking websites. He found that youngsters were most active on social networking sites. Facebook is the most commonly used network and finding new friends is the factor most responsible for using social networki

Kumar (2011) investigated the response of young Indian adults to advertising on online social networking sites. The study found that majority of users avoid advertisements which are not useful to them, but they pay attention to those which are relevant.

Mishra (2011) discussed the legal implications of social networking sites in USA and India, impact of social networking sites on social life, legal issues raised in social networking sites in Indian region, laws pertaining to social networking sites in India and USA and legal obligations for social networking users and sites. The facts revealed that Indian are less aware regarding the legal implications of these sites than USA.

Mohamed and Sumitha(2011) attempted to explore the perception and use of social networking sites by the students of Calicut University, Kerala. The study found that majority of the students are aware about these sites and used for communication purpose with friends. Orkut was the most used site among the respondents. The students' activities on these sites are sending messages and meeting new friends. Lack of security and privacy is the main hindrance in using these sites.

Parveen(2011) explored the usage of Facebook in creating awareness among library and information science professionals. The study investigated purpose and main hurdles in using Facebook. It found that Facebook is the most used site, it uses for keep abreast with current news and information. Lack of time is main hurdle in using the way of Facebook.

Singh and Gill (2011) investigated the usage of social networking sites among the researchers of GNDU, Amritsar through describing- the basic concept of web 2.0, overview of social networking, definition, etc. The results revealed that Facebook is the most popular SNS used for communicating and find useful information. Time consumption is the main hurdle in accessing social networking sites. The study suggested that Social Networking Sites can be applied on library websites for providing information to their clients about recent happenings and keeping up-to-date them.

2.2.5 Studies on General Implications of Social Networking Sites

Sandars, Boulos and Wheelert(2007) argued that the potential of personal networks used in the healthcare fields has been limited by the ability to manage the large variety of networks in place. Sandars (2007) argued that new technologies such as Networking Sites can facilitate the flow of information between networks by hosting online chat rooms and private online collaboration areas.

Qan-Haase(2008) developed **Dennis's**(2007) arguments and reviews the body of research on the use and role of instant messaging (I M) in student life, and how IM is a key part of university student's communication. Quan-Haase (2008) developed a map of the literature available on I M, and produced a flow sheet demonstrating the effects it can have on its users, as well as where it can be adapted for use

Valadez and Duran (2007) study indicated that schools in California in the US have greater access to technology which tend to find more creative uses for it, communication by email more often with students, and engaging more frequently in professional activities such as on-line communication with other teachers.

Heinrichs, Lim and Lim (2011) conducted a web-based study which consisted of 226 participants from professional discussion group, provided information regarding their perceptions of social networking sites and access tool usage. The differences in these perceptions based upon the various access methods and various social networking tools were analyzed

2.2.6 Studies on Gender Differences in Usage of Social Networking Sites

Waldstrom and Madsen (2007) investigated whether there are gender differences in the importance placed upon the two types of network support among managers in organizations in Europe. Their expectation was that it could be likely that female managers would not have their social contact needs satisfied to the same extent as their male colleagues and that, female managers would not regard their nearest colleagues as friends to the same degree as male managers. Their findings were, however, inconclusive as they found that gender differences are strongly influenced by age, marital status and children at home.

Peluchette and Karl (2008) examined students' use and attitudes toward social networking sites. Significant gender differences were reported regarding the type of information posted and whether students were comfortable with employers seeing this information. Although both males and females were not comfortable with employers having access to such information, males indicated less concern about this than females. This may influence females' use of social networking sites. It is evident from this study that there is a gender disparity in the use of social networking sites. But this study (2008) has not said much about how gender differences were found and no deep investigation has been undertaken in this regard.

2.2.7 Studies on Various Types of Social Networking Sites

Currently, there are large numbers of social networking sites throughout the world. A review of studies on different types of social networking sites is provided in the next section.

Ferdig(2008) determined if and how medical students and residents are using Facebook at a university in the South-eastern United States. They studied whether respondents had a Facebook account and their account private or public. The study found that majority of the respondents have an account and they maintain a public profile. The study indicated that majority of the medical students seem unaware and unconcerned about sharing personal information at a public domain which could affect their professional lives. This study provided preliminary evidence that online tools such as social networking communities should become a part of the dialogue related to preparing future physicians to meet the ACGME professionalism competency.

A study by **Brady, Holcomb and Smith** (2010) put attention on educational benefits of social networking sites in general and Ning in particular. It studied the graduate distance learners regarding their use of Ning in distance educational courses. The study finds that SNSs provide significant learning benefits in their courses. Ning provides collaborative and communicative platform with peers and colleagues at work place. The results of that study suggested guidance and direction on how best to utilize SNSs to meet the needs of students in distance education courses. Facebook Groups should target not only students but also faculty and staff in support of their research and-teaching.

Lim (2010) described the use of Facebook as a platform for academic discussions among distance learners. It offered a glimpse into how mobile learning via SMS together with Facebook was used to support and enhance the blended learning approach at Open University Malaysia for three courses: Learning Skills for Open and Distance Learners, Company Law and Renal Nursing. The study found that Facebook does have the potential to draw distance learners to engage in meaningful academic Conversations but the quantity and quality of posts very much depends on the timing as well as the topics of discussion.

Roblyer(2010) conducted a comparative study among college faculty and students regarding use and perception of Facebook social network. The study found that students are more likely to use Facebook for communication with friends and favour to support classroom work rather than faculty. As compared to students, faculty favour in using e-mail technology.

Akyildiz and Argan(2011) examined the usage of Facebook, a significant component of SNSs among Turkish undergraduate students. The study explored the social, daily and educational purposes of using Facebook and also the time spent on it. Further the author reported that almost all students have a Facebook account and this network is used .for social and daily activities rather than educational and school related purposes. Majority of the students associated with this new media since last 2 years.

Lisboa and Coutinho(2011) discussed the characteristics of virtual communities of the Orkut social network, focusing in particular on education, training and technology, in order to understand whether this and other social websites allow the development of informal - learning and the role of e-moderator. The study revealed that there are substantial differences between moderated and public communities regarding themes, the types of language used and the forms of communication and collaboration employed. The e-moderator emerges as the key element in fostering 'virtual communities; however, it is noticeable that e-moderators are not fully aware of the importance of their role, often assuming a more administrative than pedagogical function. They suggested that these environments can be used in the process of the professional development of teachers and students, which relies on collaboration and sharing knowledge about subjects.

Tiryakioglu and Erzurum (2011) investigated the opinions and arrogances of instructors regarding use of Facebook in the Faculty of Communication Sciences at Anadolu University in Turkey. It was reported that 74% instructors have a Facebook account and they spend less than half an hour per day on Facebook. The main purpose of using Facebook is to communicate with friends. They also observed that Facebook can provide important contributions to social interactions among students as well as to communications between instructors and students.

2.2.8Recent Studies on Social Networking in Education

Howard et al. (2013) investigated the difference in comforts levels among high school student in using online communication vs. face to face with males feelings in using comfortable than females in using such methods of communication. Females overall felt that was little privacy in utilizing social networking sites for academic purpose. Those students who were traditionally underperforming also felt more uncomfortable using social networking sites for academic.

Baliya, Kumar and Lata (2014), studied the effect of use of social networking sites (SNS) on the academic achievement of postgraduate students. The sample was selected randomly from university and colleges located in different areas of Jammu District. A self –prepared scale was used together data about social networking site their used by postgraduate student. No significant relationship was found between scores of attitudes towards SNS usages and scores on academics performance of low, middle high achieving postgraduate students.

Nasif (2015) has mentioned in a study that community detection is one of the important tasks of social network analysis. The author has mentioned that has a significant practical importance for achieving cost-effective solutions for problems in the area of search engine optimization, spam detection, viral marketing, counter-terrorism, epidemic modeling, etc. In recent years, there has been an exponential growth of online social platforms such as *Twitter, Facebook, Google+, Interest and Tumbler*, as people can easily connect to each other in the internet era overcoming geographical barriers. This has brought about new forms of social interaction, dialogue, exchange and collaboration across diverse social networks of unprecedented scales. At the same time, it revealed that new challenges and demands more effective, as well as scalable, graph- mining techniques because the

extraction of novel and useful knowledge from massive amount of graph data holds the key to the analysis of social networks in a much larger scale.

Nema and Pandey (2016) conducted a study on usage of online social network (OSN) is increasing day by day where a large number of users publicly access their friend's link and post any message on the wall. It has been mentioned in the paper that OSN enabled different user's to use the services with a security of using these messages on the user's wall. It was revealed that various techniques are implemented for the filtering of these wall messages, but there are still various issues and challenges found during the usage of these techniques used in OSN.

Wertalik, Donna (2017) this study conducted on social media and the access of social networking platforms through a variety of media are integral part of almost every community today. To address the debate of drawbacks and benefits of social media best practices in higher education and beyond, this article presents research examining motivation and media usage pattern in a major business school. An online survey of the college's stakeholders discovered behaviours associated with media usage, including how and why respondents use social platforms.

2.3 CONCLUSION

The studies cited in the present chapter gives a clear picture of the diversity in studies on social networking sites. The social networking sites are a highly important medium of communication and entertainment, especially for youth. As a matter of fact youngsters are far more attracted than any group of people to social networking sites. This may be due to the vast advantages that these sites provide including better access to people around the world, instant messaging, video calling, access to various products and services of many companies and brands and much more.

In this era, the development of technology and its accessibility has enabled rapid expansion and popularity of social networking sites. Consequently this global phenomenon is affecting interpersonal relationships of many. This aspect only stresses upon a detailed research work to be carried out involving interpersonal relationships and social networking sites. As such, the present study primarily focuses upon college students in the Indian context. College Students are the mass users of these sites and hence it becomes important

to analyze them in relation to their social networking sites usage and the impacts it causes has on their interpersonal relationships.

Therefore, to have a clear view, it is highly essential to have the knowledge of existing studies and articles with regard to social networking sites. As a result, this aids in better formulation of the present study and a proper understanding of the diverged opinions existent. All the studies mentioned in the review give a plethora of views about social networking sites and correctly position the importance of the present study. It is noteworthy that not many researchers have been undertaken regarding interpersonal relationships of college students and social networking sites in the Indian context. Hence, it is far more vital to analyse it in the Indian context.

Besides, a review of relevant literature provides with an overview about the subject matter and the different kinds of methods, sample and findings that were used and the key findings. This again helps in the correct selection of proper methods and requirements for the present study.

CHAPTER-III

METHODOLOGY AND PROCEDURE

3.1 INTRODUCTION

This chapter explains the research methodology used in this study. Research methods plays a vital role in the research process. Research Methodology is actually a way to systematically solve the research problem. In Methodology, researcher uses different criteria for solving/ searching the given research problem. If we think about the word Methodology, it is the way of searching or solving the research problem (Industrial Research Institute,2010).

Research is an endless quest for knowledge and an unending search for truth. It brings to light new knowledge or corrects previous errors .and misconceptions and adds in an orderly way to the existing body of knowledge. The knowledge systematic and intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results in conclusion”. Research in education is also undertaken to develop suitable learning materials, satisfactory techniques of evaluation, more comfortable physical facilities and more efficient systems of educational management and administration.

Research is a academic activity and as such the term should be used in a technical sense. It is the pursuit of truth with the help of study, observation, comparison and experiments. In short, the search of knowledge through objective and systematic method of finding solution to a problem in research. The systematic approach concerning generalization and formulation of the theory is also a research.

Research methodology is a way to systematically solve the research problem. Method means a systematic approach towards a particular phenomenon. Methodology used an investigation determine its destiny. It is the nature of the techniques and procedure adopted which determine the reliability, precession and validity of the data. Therefore, it

is essential that in order to investigate the problem in a scientific way, the right methodology should be used.

The proper direction in any research work yield positive and meaningful results. The direction is determined by the research methodology and strategies, the investigator has adopted for completing the task. Methodology is a system of methods used in a particular area of study, design is a plan produced to show the look and importance of something before it is made.

This chapter shows the detail of the procedure following in conducting the piece of research .In addition to this, it also provide a picture of instrument employed for the analysis of data .

3.2 DESIGN OF THE STUDY

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data.

A good design is often characterized by objectives like flexible, appropriate, efficient and economical and so on. Generally the design which minimizes bias and maximizes the reliability of the data collected and analyzed is considered a good design. The design which gives the smallest experimental error is supposed to be the best design in many investigations. Similarly, a design which yields maximal information and provides an opportunity for considering many different types of problem, is considered as the most appropriate and efficient design in respect of many research problems.

The current study was based on quantitative survey design and use of questionnaire as the primary source of data collection. The use of quantitative survey design is for revealing the prevalent trends for usage of social networking by college going males and females for their learning purposes.

For the present study, the following aspects have been discussed. Selection of Sample includes the sampling techniques used, the reasons for selection of particular sampling techniques and the selection of samples according to variables. Selection of tools includes

the selection of suitable tools for collection of data , description of the tools selected, testing their suitability for the present study.

3.2.1 METHOD

In view of the objective of the present study, descriptive survey method was used. In descriptive study, a detailed description of the existing phenomenon is collected with the intent of employing data to justify current condition and practices and to make intelligent plans for improving them.

3.2.2 SAMPLE

A sample of 180 students was taken from government degree colleges of Jammu city, the sample was consisting of the students, who was using social networking for education. Random sampling technique was selected. Random sampling technique has been employed for selecting government degree colleges of Jammu City. Distribution of the sample has been given in the following table.

Table 3.1

DISTRIBUTION OF SAMPLE FROM DIFFERENT GOVERNMENT DEGREE COLLEGES

S.NO	NAME OF THE GOVERNMENT DEGREE COLLEGES	NO. OF STUDENTS
1.	GGM SCIENCE COLLEGE	60
2.	SPMR COMMERCE COLLEGE	60
3.	GCW GANDHI NAGAR	30
4.	MAM COLLEGE	30

3.3 VARIABLES FOR THE STUDY:

Independent variables

Gender: Male and Female

Dependent variables

Use of Social networking Sites

Attitude

Perceived Impact

3.4 TOOL EMPLOYED

In the present study, the self-prepared tool employed for the collection of data on, “A Comparative study of using social networking as a tool for learning by male and female youth at undergraduate level”. The tool comprised of 50 items. The first five items are related to use of social networking, next 24 items are related to attitude towards social networking and the last 21 items are related to impact of social networking on learning by college youth at undergraduate level.

Following steps were undertaken for development of tool.

3.4.1 Planning

During planning, the structure of the questionnaires with reference to the variables involved in the study was discussed. It was decided to have one questionnaire for students enrolled in degree colleges. A rough lay out was developed for the tool and structure was decided to be adopted for the tool for ease in administration. The common structure for degree college students consisted of introductory information part, information about personal details items related to teacher trainees opinion about the uses of internet etc.

3.4.2Preparation of preliminary Drafts

The investigators developed the preliminary draft of the questionnaire. Items related to the use of social networking by college going youth were written and computerized. Questionnaire developed for the purpose consisted of simple, clear and concise statements for better understanding of statements related to the subject under study. Care was taken to avoid ambiguity and repetition in the statements included in the tool. At the end of each statement, option was given. An effort was made to avoid vagueness. In the first draft there were 80 items, in the second draft, after eliminating the same items there were 60 items and after making grammatical correction in the second draft we left with only 50 items in the final draft. The tool has been described below.

The preliminary draft of the tool questionnaire on social networking in education consisted of four sections. These four sections were: (a) The items in first section were related to student name, age, gender, name of institution, subject taken, (b) Use of Social Networking by college going youth, (c) Attitude of college youth towards Social networking, (d) Impact of social networking on college youth. Questionnaire consisted of 50 questions. The items related to attitude towards Social networking section had five responses categories i.e. 'Strongly Agree', 'Agree', 'Neutral', 'Disagree', 'Strongly disagree'. The items related to impact of Social networking sites on college youth, had three responses categories i.e. 'Yes', 'No', 'Sometime'.

3.4.3 Pre-tryout of tool

The preliminary draft of the tool was printed and given to 5 students pursuing graduation for their scrutiny and examination with regards to the clarity of statements, appropriateness of the language and the pattern of responses against each statement. Based on their suggestions and observation by investigator the research tool was further refined.

3.4.4 Refinement of the tool

In the light of responses given by college students during the pre-try out stage, refinement in the research tool was carried out. On the basis of suggestions of experts, statements were retained and further modification with regards to grammar, language, simplicity, conciseness etc. were incorporated in these tools.

3.4.5 Administration of questionnaires

It was decided to standardization statically the tool namely "Questionnaire on Social Networking in education" prepared by the investigators. The refined tool entitled Questionnaire on Social Networking in Education in its print format, was administered on the sample of 180 college youth. They were instructed to tick their responses on all the statements of the tool. They were given an assurance that their responses would be used for research purpose only. No limit was set for giving responses, but the respondents were scored as per the options given to various sections of the questionnaire.

3.4.5.1 Reliability Result

Reliability: Results

Reliability is usually expressed in terms of ‘reliability coefficient’. Reliability refers to (a) the extent to which a test is internally consistent, that is, consistency of results obtained throughout the test when administered once and b) the extent to which a measuring device yields consistent results upon testing and retesting (Freeman, 1995). Reliability always refers to consistency throughout a series of measurements (Cronbach, 1964).

According to Cohen and Swerdlik (2002), “internal consistency” is a term that refers to the degree of correlation among all the items on a scale and is calculated from a single administration of a single form of a test. According to them “Today, with the ready availability of computers, coefficient alpha (Cronbach alpha, α) is the preferred statistic for obtaining an estimate of internal consistency reliability (Cronbach, 1951)”.

In the light of the above, it was decided to compute reliability coefficients for the scores obtained on the sections of the tool. The value of reliability coefficient (Cronbach's Alpha, α) for the scores obtained on the scale was found to be 0.85. Hence the self-prepared questionnaire was found to be internally consistent.

3.4.5.2 Validity Result

The purpose of determining validity of a tool is to know the extent to which the tool measures what it claims to measure. In other words, tool is supposed to produce a valid information. There are different types of validity (1) content validity (2) construct validity (Koul, 2009). To determine the validity of the tools developed for the present study, it was decided to establish content and construct validity only as criterion for the variable selected for the study was not available for establishing criterion validity.

Content Validity

A test has content validity if it measures knowledge of the content domain of which it was designed to measure knowledge. Experts judgment is the primary method used to determine whether a test has content validity. The teacher questionnaire developed for the present study was given to 5 experts for establishing the content and face validity. After getting their opinions on content and attributes of items used in the tool, investigators

analyzed their opinion and views. It was found that the tool has adequate content validity. In addition to content validity, the tool has face validity also as no one (who ever went through the questionnaire) could object regarding irrelevance of the items with regards to the attributes being assessed. All the persons whether they were experts, teachers and students were unable to find any irrelevance of the items with respect to domains to which they belonged.

Construct Validity

Construct validity for questionnaire on social networking in education was established in the form of items total correlations. Almost, all the correlation coefficients have been found to be significant at 0.01 levels.

It can be seen all the values of reliability and validity coefficient for the tool are satisfactory and it can therefore be concluded that tool “Social networking in education” developed by the investigator can be described as standardized reliable and valid.

3.5 DATA COLLECTION

The data collected for the study was quantitative in nature. The quantitative data for measuring the use, attitude, extent and impact of social networking on education was collected by administering the social networking in education questionnaire prepared by the investigator.

3.6 ADMINISTRATION OF THE TOOL

Data collection is essentially an important part of the research process. The investigator visited different colleges of Jammu district in order to collect the required information for the present study. The investigator has collected the data from 180 college students (both male and female). Since, it is not possible to encompass the entire population in a small time frame. Therefore, the researcher has collected the data of 180 students in the present investigation, before collection of data, the investigator took permission from the head of institution.

Tool was administered to the students by the investigators for the collection of data. Tool given to the college students is first read out by the investigators, so that they could well

understand the tool. There was no limit for answering and also the teacher trainees were able to complete the questionnaire

3.6.1 Scoring Procedure

After administration of tool and collection of data, scoring was done in accordance with the instruction given by the supervisor.

The tool comprised of 50 items as given in Appendix. (I)

3.7 STATISTICAL TECHNIQUES EMPLOYED

The following statistical technique have been used to analyze data;

- i. Percentage
- ii. Mean
- iii. Standard Deviation
- iv. t-test

3.8 PROCEDURE

Procedure is an established, official and accepted way of doing or performing something.

Present study has been undertaken in five phases.

Phase 1

In the first phase, the investigator reviewed the related literature for her study and prepared preliminary drafts of the tools for collection of data for the study. The investigator selected the government degree colleges of Jammu city.

Phase 2

This phase was concerned with the drafting, finalization and fine tuning of tool to be utilized for the present study. The self-prepared tool was tested on a small sample during this stage.

Phase 3

The data regarding the prospective students of degree colleges of Jammu city was collected with the help of tool prepared by the investigator herself by visiting each college.

Phase 4

In this phase, scoring and tabulation of data was done by using MS Excel and data were finalized for analysis.

Phase 5

In this phase, data processing and analysis using frequencies and percentage were carried out for finding the answer for research questions through software SPSS and report was written and was finalized for final submission.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Data analysis is considered to be important step and heart of the research in any research endeavour. The process of data evaluation with analytical and logical reasoning leads a researcher to examine each of its components. The foremost task before the investigator, after the collection of data, is its compilation and careful tabulation which finally leads us to meaningful inferences. Data analysis is a process of assigning meaning to the collected information to determine the conclusions, significance, and implications of the findings. Data collected by the researcher needs to be scientifically and systematically processed or analyzed so as to achieve the objectives of investigation. Besides, data analysis is referred to calculations and computations based on certain parameters viz.- viz. searching for pattern of relationships which exist in the variables and thereafter tested in the light of hypotheses. It is to be noted that collection of data merely presents a stock of facts unless it is scientifically analyzed. Analysis is the process of breaking up the whole study into its constituent parts. It is a process of inspecting, cleaning, transforming, and modeling data with the objective of discovering useful information. Therefore, the purpose of analysis of data is to reduce it to an intelligible and interpretable form so that the relations of research problems can be studied and tested and conclusions drawn. Data analysis refers to the process of generating value from the raw data (Johnson & Christensen 2004). The purpose of the data analysis phase is to transform the data collected into credible evidence about the development of the intervention and its performance

In this regard Burns & Grove (1998) Data analysis is a mechanism for reducing and organizing data to produce findings that require interpretation by the researcher

Acc. To the De ros (1998) Data analysis entails that the analyst break down data into constituent parts to obtain answers to research questions and to research hypothesis. Statistical analysis is the mathematical process of gathering, organizing, analyzing and interpreting numerical data and is one of the basic phases of the research process. According to Mouly

(1978), research data become meaningful in the process of being analyzed and interpreted. The purpose of analysis is to build up a sort of intellectual model where the relationships involved are carefully brought out so that meaningful inferences can be drawn. It is used to describe group behaviour or group characteristics abstracted from a number of individual observations that are combined to make generalization possible. The aim of this chapter is to analyse the collected data and interpret the findings of the study. Data analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation.

The statistical techniques are employed to give concise picture of the whole data so that it can be distribution of each item to calculate other statistical techniques. The present chapter describes the results from the quantitative analysis of data obtained through the administration of the “Questionnaire on Social Networking in Education ”. Data were collected and tabulated manually and scores were in a MS Excel file . Data were further processed and analysed using Statistical Package for Social Science (SPSS) as per the research design.

4.2RESULTS AND FINDINGS

The responses given by all the college youth were analysed through statistical package and frequencies and percentage were computed on all items of questionnaires. The analyses of the results are given in the following: -

Research Objective1

To compare the social media habits of male and female college youth at undergraduate level.

For comparing social media habits of male and female college youth, bar graphs were drawn to represent the percentage of using Facebook ,WhatsApp, Twitter, LinkedIn ,and YouTube, by male and female college youth at undergraduate level. There were three items representing the social media habits i.e. How many social networking sites do you use ? Which Social media sites do you use most for learning purposes? and How many contacts/friends do you have on social networking sites?

Following graphical representation compares the social media habits of college youth.

1. Which Social media sites do you use most for learning purposes?

For this, percentage of responses for using Facebook , WhatsApp, LinkedIn, Twitter and YouTube by male and female college youth at undergraduate level.

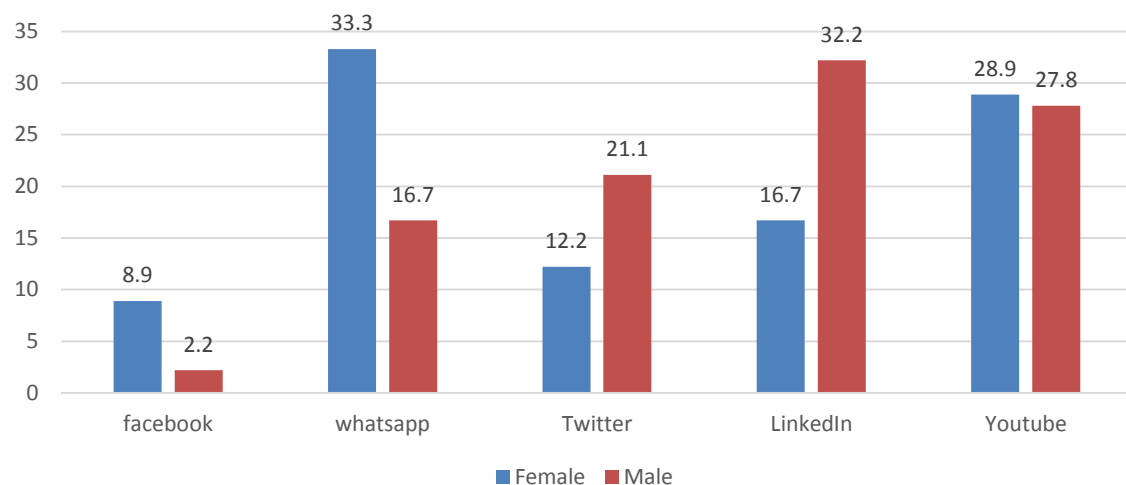


Figure 4.1 Comparison of responses for most using social networking sites

Figure 1 depicts that out of 90 females, 8.9% female use Facebook, 33.3% use WhatsApp, 12.2% use Twitter, 16.7% female use LinkedIn, and remaining 28.9% use YouTube. Figure 1 also depicts that out of 90 males, 2.2% male use Facebook, 16.7% use WhatsApp, 12.2% use Twitter, 32.2% use LinkedIn, and remaining 27.8% use YouTube. This implies that female college youth use more Facebook, WhatsApp and YouTube in comparison to male college youth at undergraduate level. However, male college youth use more Twitter and LinkedIn than their counterparts female youth at undergraduate level.

2. How many social networking sites do you use?

Percentage of Responses for using social networking sites by college youth at undergraduate level.

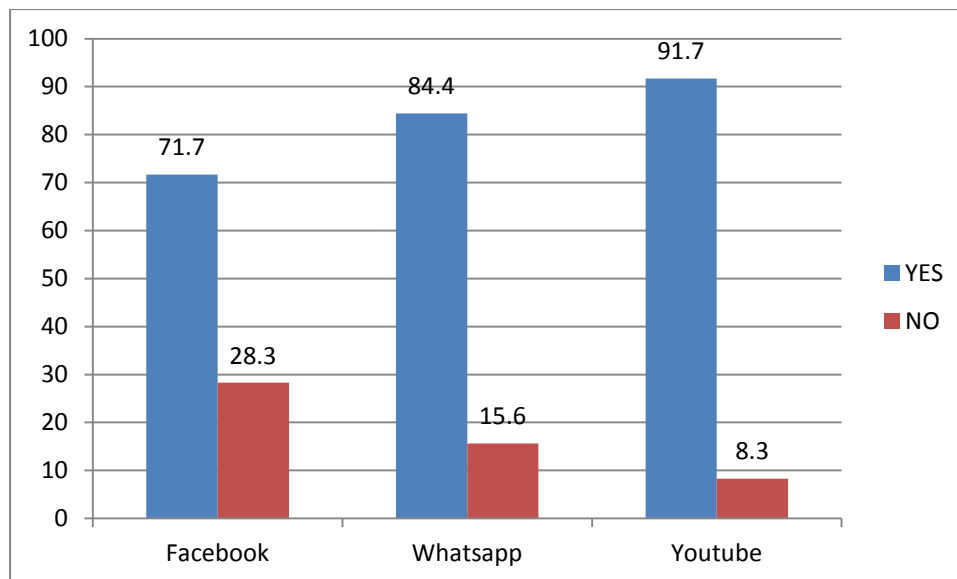
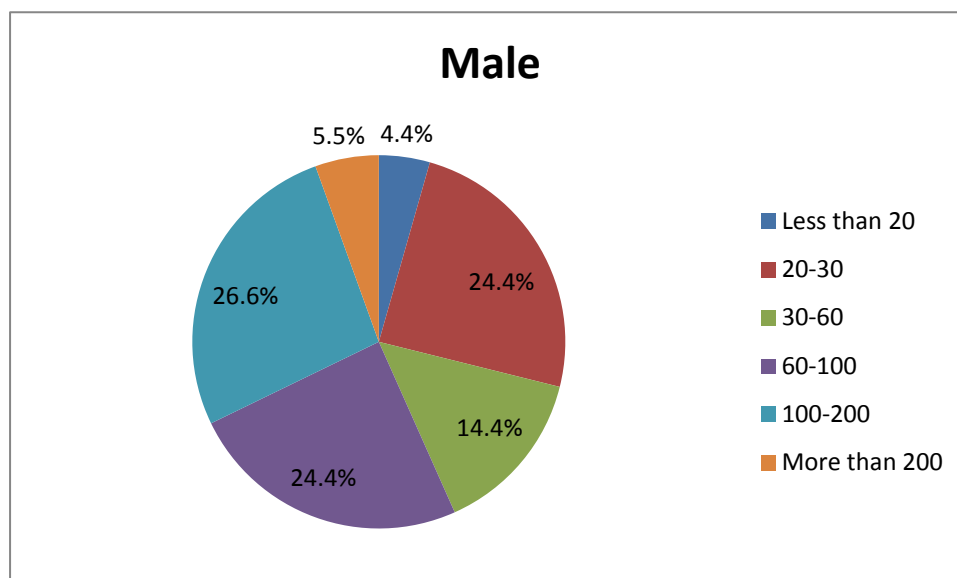


Figure 4.2 Number of sites used most by college male and female youth

Figure 2 depicts 71.7% college youth are using facebook while 28.3% are not using, 84.4% college youth are using whatsapp while 15.6% are not using WhatsApp, 91.7% college youth are using YouTube while 8.3% college youth are not using YouTube.

3. How many contacts/ friends do you have on social networking sites?



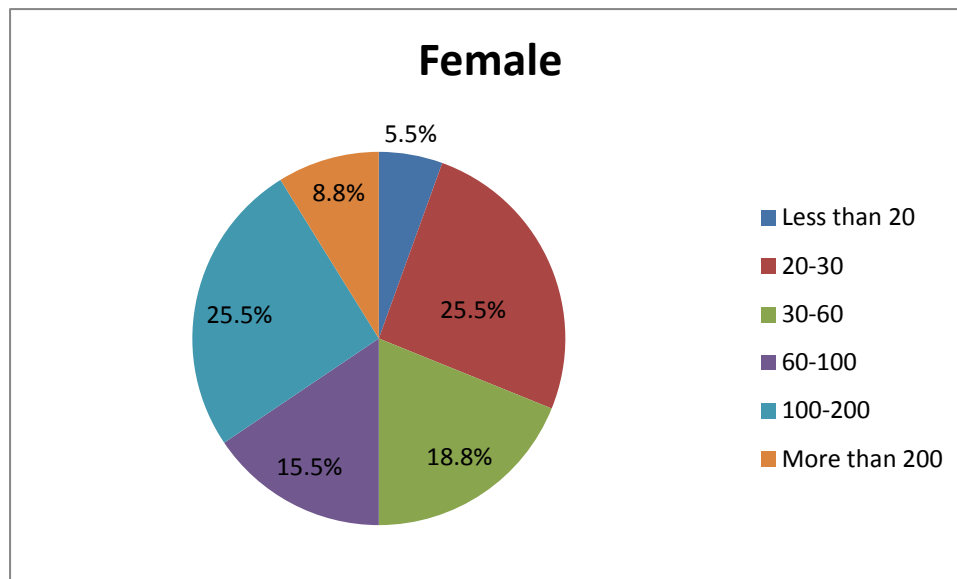


Figure 4.3 and Figure 4.4 Comparison of number of contacts/friends on social networking sites

Figure 3 depicts that out of 90 males, 4.4% male have less than 20 contacts/friends, 24.4% male have 20-30 contacts/friends, 14.4% male have 30-60 contacts/friends, 24.4% male have 60-100 contacts/friends, 26.6% male have 100-200 contacts/friends and remaining 5.5% male have more than 200 contacts /friends on social networking sites. Figure 4 depicts that out of 90 females, 5.5% female have less than 20 contacts/friends, 25.5% female have 20-30 contacts/friends, 18.8% female have 30-60 contacts/friends, 15.5% female have 60-100 contacts/friends, 25.5% female have 100-200 contacts/friends and remaining 8.8% female have more than 200 contacts /friends on social networking sites.

Research objective :-2

To assess the extent of use of social networking sites for learning by male and female college youth at undergraduate level.

For analyzing extent of using social networking sites by college youth, we use bar graph for showing the number of month of using social networking sites by college youth, number of hours of using these sites by college youth.

1. How long (months) have you been using social networking.

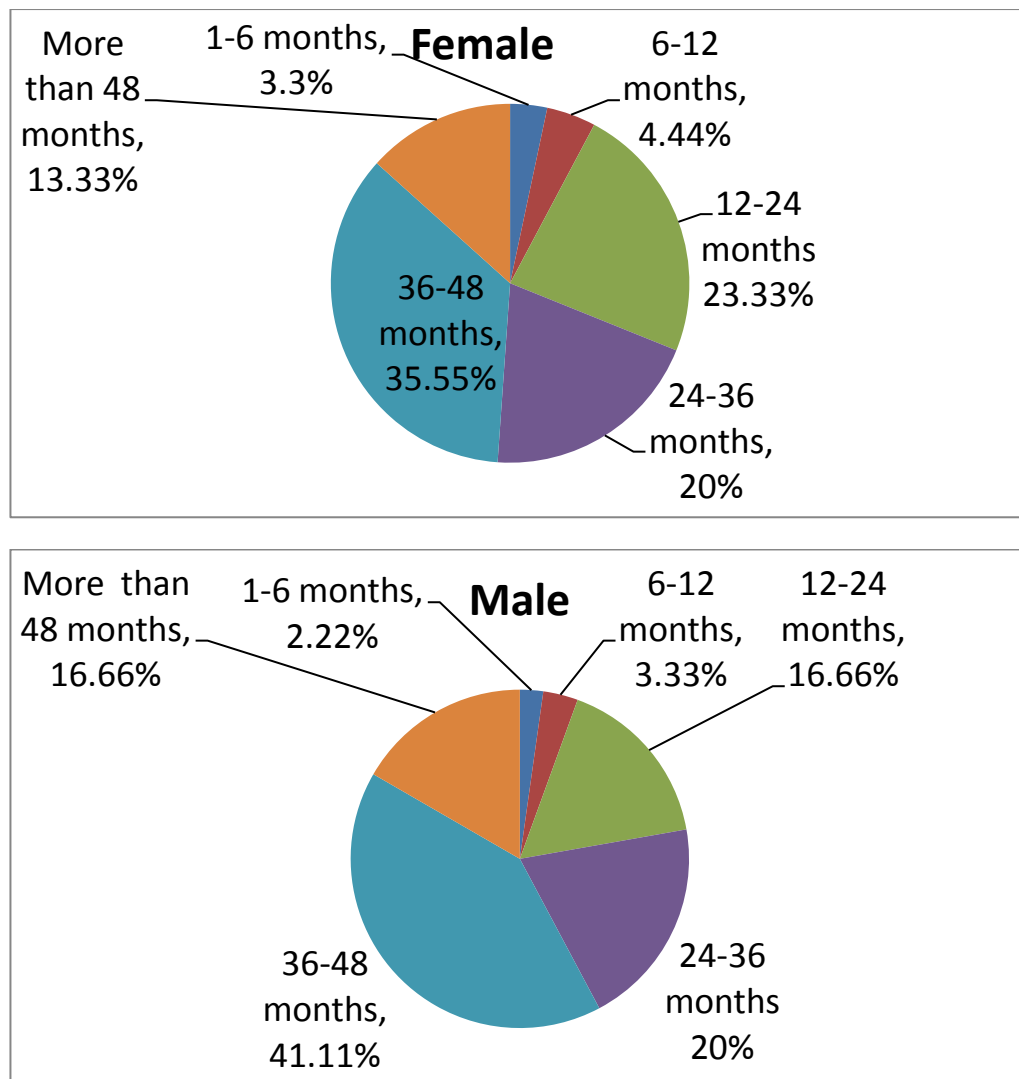


Figure 4.5 and Figure 4.6 Comparison of number of month to browse social networking sites.

Figure 5 and 6 depicts that 3.33% female and 2.22% male college youth have been using social networking sites from 1-6 months, 4.44% female and 3.33% male college youth have been using social networking sites from 6-12 month, 23.33% female and 16.66% male college youth have been using social networking sites from 12-24, 20% female and 20% male college youth have been using social networking sites from 24-36 month, 35.55% female and 41.11% male college youth have been using social networking sites from 36-48 month and 13.33% female and 16.66% male college youth have been using social networking sites from more than 48 month.

2. Comparison of number of hours spent to browse social networking sites for purpose of education.

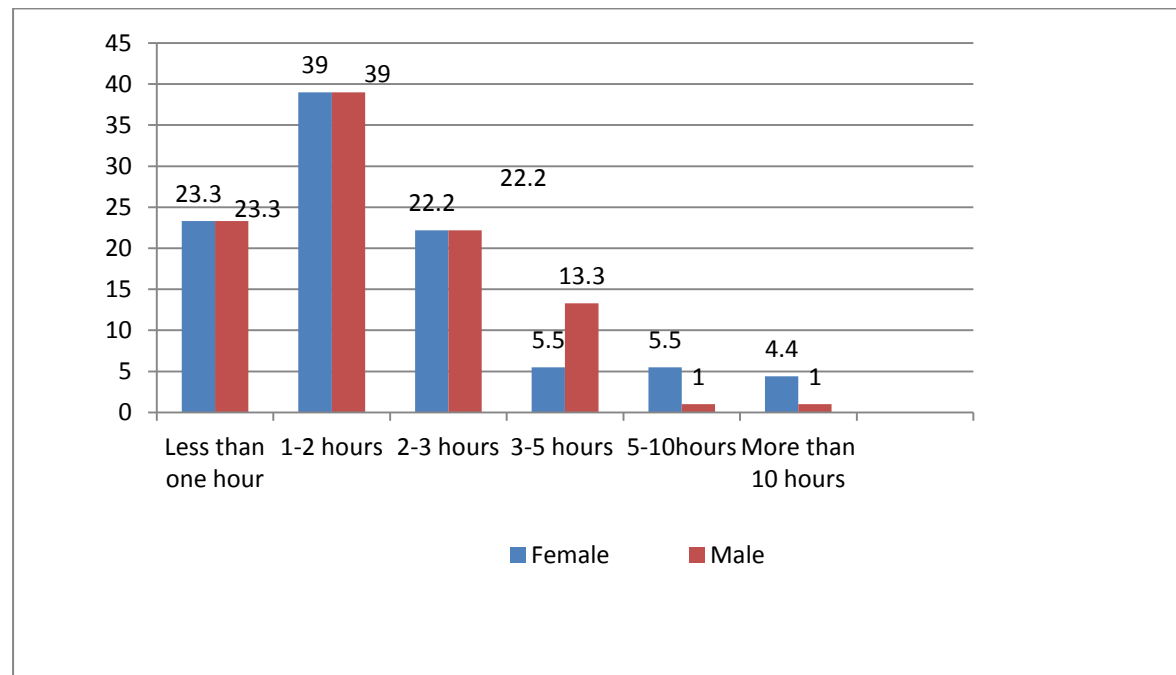


Figure 7 depicts that 23.3% female and 23.3% male college youth have responded that they spent less than 1 hours on social networking sites. However, 39% female and 39% male college youth have responded that they spent 1-2 hours on social networking sites, 22.2% female and 22.2% male college youth says that they spent 2-3 hours on social networking sites, 5.5% female and 13.3% male college youth have responded that they spent 3-5 hours on social networking sites, 5.5% female and 1% male college youth have responded that they spent 5-10 hours on social networking sites and 4.4% female and 1% male college youth have responded that they spent more than 6 hours on social networking sites..

Research objective :-3

To find significant gender differences in attitude towards learning through social networking among college youth at undergraduate level

To find significant gender difference in attitude towards learning through social networking among college youth, an independent sample test was applied in SPSS to compute t-value ,the result and their interpretation are being given in the table 4.1.

Table 4.1

Mean, Standard deviation and t- value for male and female college youth attitude towards social networking with respect to gender.

GENDER	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	Sig.
Female	90	81.38	8.23	0.87	178	0.89	N.S
Male	90	81.40	6.48	0.68			

Table 4.1 shows that the mean value of attitude of female college youth towards social networking is 81.38 and the mean value of male is 81.40. The value of 't' (0.89) is less than 0.01 level of significance.. As results indicated that there was no difference in the attitude of males and females towards social networking. However, both the groups (male and female) have average level of attitudes towards social networking, male and female college youth have shown equally positive and favourable attitude towards social networking. Therefore , college youth have not shown any significant difference in attitude towards social networking sites with respect to gender.

Research objective:-4

To find significant gender differences in perceived impact of social networking sites on learning by college youth at undergraduate level

To find significant gender differences in perceived impact of social networking sites on learning by college youth at undergraduate level, an independent sample test was applied in SPSS to compute t-value ,the result and their interpretation are being given in the table 4.2.

Mean, Standard deviation and t-value for male and female towards impact of social networking sites.

GENDER	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	Sig.
Female	90	22.42	3.60	0.38	178	0.69	N.S
Male	90	22.80	3.73	0.39			

Table 4.2 shows that the mean value of impact of social networking on female is 22.42 and mean value of male is 22.80. The value of 't' (0.69) is less than 0.01 level of significance. As results indicated that there was no difference in the impact of social networking on males and females college youth. However, both the groups (male and female) have average level of impact of social networking, male and female college youth have shown equally positive and favourable impact of social networking on them. Therefore college youth have not shown any significant difference in perceived impact of social networking sites on learning by college youth at undergraduate level. They have seen Social Networking as an impactful activity.

4.3 Conclusion

Thus, this can be concluded that social networking sites have been designed in such a manner that it develops cooperative learning in education. Social networking sites also help to concentrate more and learn faster. It has capacity to improve quality of learning. The score obtained in the statements mentioned in questions clearly depict favourable attitudes of the college youth towards social networking. The t-test indicates that there were no significant differences. This finding indicates that male and female college youth have no significance different in attitude towards social networking.

CHAPTER-V

FINDINGS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. As such some suggestions have been given for the further research. This chapter is therefore, devoted to focusing the findings, conclusion, discussion of result of the study and for indicating their implications and suggestions for further studies or research.

5.2 MAJOR FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections.

5.2.1 Research Objective 1

1.To compare the social media habits of male and female college youth at undergraduate level.

It was evident from chapter 4, that 8.9% female use facebook and 2.2% male use facebook, 33.3% female use whatsapp and 16.7% male use whatsapp,12.2% female use twitter and 21.1% male use twitter,16.7% female use LinkedIn and 32.2% male use LinkedIn and 28.9%female use youtube and 27.8% male use youtube at undergraduate level,and also shows that71.7% college youth uses Facebook while 28.3% are not using,84.4% college youth uses Whatsapp while15.6% are not using Whatsaap ,91.7% college youth uses while 8.3% college youth are not using Youthtube.. From the data gathered we also found that none of the college youth is using Twitter and LinkedIn for their learning (education) purposes, 4.4% male have less than 20 contacts/friends ,24.4% male have 20-30 contacts/friends, 14.4% male have 30-60 contacts/friends, 24.4% male have 60-100 contacts/friends ,26.6% male have 100-200 contacts/friends and remaining 5.5% malehave more than

200 contacts /friends on social networking sites, 5.5% female have less than 20 contacts/friends ,25.5% female have 20-30 contacts/friends, 18.8%female have 30-60 contacts/friends, 15.5% female have 60-100 contacts/friends ,25.5% female have 100-200 contacts/friends and remaining 8.8% female have more than 200 contacts /friends on social networking sites.

5.2.2 Research objective 2

2. To compare the extent of use of social networking sites for learning by male and female college youth at undergraduate level.

It was evident from chapter 4 that 3.33% female and 2.22% male college youth have been using social networking sites from 1-6month, 4.44% female and 3.33% male college youth have been using social networking sites from 6-12month, 23.33% female and 16.66% male college youth have been using social networking sites from 12-24 , 20% female and 20% male college youth have been using social networking sites from 24-36 month, 35.55% female and 41.11% male college youth have been using social networking sites from 36-48 month and 13.33% female and 16.66% male college youth have been using social networking sites from more than 48 month and it also depicts that 23.3% female and 23.3% male college youth have responded that they spent less than 1hours on social networking sites. However, 39% female and 39% male college youth have responded that they spent 1-2 hours on social networking sites, 22.2% female and 22.2% male college youth says that they spent 2-3 hours on social networking sites, 5.5% female and 13.3% male college youth have responded that they spent 3-5 hours on social networking sites, 5.5% female and 1% male college youth have responded that they spent 5-10 hours on social networking sites and 4.4% female and 1% male college youth have responded that they spent more than 6 hours on social networking sites.

5.2.3 Research objective 3

3. To find significant gender difference in attitude towards learning through social networking among college youth at undergraduate level.

Mean, Standard deviation and t- value for male and female college youth attitude towards social networking.

GENDER	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	Sig.
Female	90	81.38	8.23	0.87	178	0.89	N.S
Male	90	81.40	6.48	0.68			

It was evident from chapter 4 that the mean score of females towards social networking was 81.38 and the mean score of males towards social networking was 81.40. The t- test value was 0.89 differences between males and females with reference to attitude towards social networking. As results indicated that there was no difference in the attitude of males and females towards social networking. However, both the groups (male and female) have average level of attitudes towards social networking. Therefore, male and female college youth have shown equally positive and favourable attitude towards social networking.

5.2.3.4 Research objective 4:

4. To find significant gender difference in perceived impact of social networking sites on learning by college youth at undergraduate level.

Mean, Standard deviation and t-value for male and female towards impact of social networking sites.

GENDER	N	Mean	Std. Deviation	Std. Error Mean	Df	t-value	Sig.
Female	90	22.42	3.60	0.38	178	0.69	N.S
Male	90	22.80	3.73	0.39			

It was evident from chapter 4, that the mean score of impact of social networking on female was 22.42 and the mean score of male was 22.80. The t- test value was 0.69, differences between males and females with reference to impact of social networking. As results indicated

that there was no difference in the impact of social networking on males and females college youth. However, both the groups (male and female) have average level of impact of social networking. Therefore, male and female college youth have shown equally positive and favourable impact of social networking on them.

5.3 DISCUSSIONS AND CONCLUSIONS

Based on the interpretation of the results drawn in the present study as discussed in previous chapter, the investigator lays down the following conclusions:

- The present study revealed that, male and female college youth at undergraduate level preferred the use of social networking in the educational purpose and their education related things were doing easily.
- The present study revealed that, male and female college youth at undergraduate level have spent 2-4 hours using social networking for exploring their education at home.
- The present study revealed that, there is no significant difference on the attitudes of male and female college youth at undergraduate level towards social networking.
- The present study revealed that, there is no significant difference on the impact of social networking on male and female college youth at undergraduate level

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

The deep impact of social networking on education has simply changed the world of education. Revolutionizing the way of education is impacted the classrooms have been right in the homes of the student. Using social networking for education is much more interesting and giving a large number of information related education. In the light of the finding of the present study following suggestion are laid down for educational implication for using social networking.

- 1) Almost all the College youth were willing to learn through social networking in their courses effectively. The results showed that in general, all the College youth were in favour of using social networking.
- 2) Proper development of social networking is essential for developing good learning skills and enables the learners to perform well in education.
- 3) This study helps the College youth to improve their level of learning and to attain proper knowledge of social networking.
- 4) Social networking offers new methods of teaching learning using digital technology. This enables better conceptual understanding of concepts. Social networking give rise to new ideas about access to learning and enable education sectors to reach global markets.
- 5) If teachers want to improve their interaction with the student and want to make their classroom environment interesting, they should ensure that they should make maximum use of social networking.
- 6) Education system empowered by social networking and technology

5.5 SUGGESTIONS FOR FUTURE RESEARCH

After conducted the study, the investigator is in position to put forth a few suggestions for further studies in related areas. Some of them are as under:-

1. A sample of 180 college youth at undergraduate level from government degree Colleges from Jammu district was taken in the present study. Similar, study can be conducted on a larger sample to study the attitudes of pupil- teachers through social networking.
2. The present study cannot be called final and comprehensive. More work can be done on different samples of different age group
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4. A similar study may be undertaken in other districts of Jammu and Kashmir.

5. The present study may also be conducted on students belonging to different tribes. Similar study can be conducted on people in different age levels and in other ways of life.
6. The college youth should be given opportunities to prepare and use educational related thing through use of social networking.
7. Internet facilities should be extended in all undergraduate colleges so that the college youth can refer to the best resource material and internet with their colleagues or educational experts.
8. The subject curriculum should be revised by including exposure to various educational software in the field of education.
9. College youth should be given opportunity for using social networking in any field of education.

SUMMARY

A COMPARATIVE STUDY OF USING SOCIAL NETWORKING AS A TOOL FOR LEARNING (EDUCATION) BY MALE AND FEMALE COLLEGE YOUTH AT UNDERGRADUATE LEVEL

SUPERVISOR

INVESTIGATOR

Dr.Mool Raj

NIDHI SLATHIA

THE PROBLEM

The prime function of education is to draw out potentialities of the child and developed them to meet the challenging situation in life. The last half a century has witnessed a phenomenal growth in the development and application of information technology. Information technology is the application of computers to store, retrieve, transmit and manipulate data, often in the context of a business or other enterprise. The use of social networking by student's teachers and institutions has opened up a great opportunity for educational research and teaching-learning processes. Nowadays, individual are participating in variety of activities from consuming content to sharing knowledge, experience, opinions, and involved in discussion with others. Today, with the growth of internet, online social networking websites have become important communication channels and virtual communication have emerged. The growth of online social networking websites such as, *Facebook, Twitter, LinkedIn, Google+, Whatsapp, Myspace, Hi5, and Bebo*. One can say that Facebook is one of the most popular social networking sites. Social networking is pedagogical tools as people can use them for connectivity and social support, collaborative information discovery and sharing, content creation, aggregation and modification. Today, with the growth of internet, online social networking websites have become important communication channels and virtual communities have emerged. Online world has become a new kind of social communication, connecting people to a variety of online

communities has been growing during past decade. Groups may never meet in the physical world but they are able to affect behaviour including purchasing decisions (Evans, et al., 2009).

Attitude is an important concept to understand human behavior. An attitude is a point of view that someone holds towards an idea or objects in his/her everyday life. It is defined as a complex mental state involving beliefs and feeling. Anyone can develop positive or negative attitudes towards the object or idea. In any case, to do a given task effectively there is need to have positive attitudes toward it. Attitude plays a key role in achieving successful social interaction among teachers and students and wins their attention in favor of the required educational modality. Anatasi (1957) defines attitudes as tendency to react in a certain way towards a designed class of stimuli. . Many attitudes are the result of deliberately planned education and religious training and influences and propaganda. Person oriented teachers are likely to enjoy their contacts with students and to hold generally favourable attitudes towards them. Teacher's attitudes can effect teacher student interaction. Thus, attitudes have the potential for affecting students and for functioning as self-fulfilling prophecies.

NEED AND SIGNIFIANCE OF THE STUDY

Social media plays an important role in every student life. It is easier and convenient to access information and provide information and communicate via social media. Teachers and students are connected to each other and can make good use of these platforms for the working of their education. Social media helps students to connected to their professor off campus as well as with senior experts. One of the important advance is to encourage interaction between students. This is especially helpful in college environment where having students create a bond rates such as *Facebook*, *WhatsApp*, *LinkedIn* can be useful in classroom. One of the major benefits of using social media with students is teaching openly honestly and above all kindly with their peers.

OBJECTIVES OF THE STUDY

The major aim of current study is to investigate if and how social networking used by college youth this study will be focused exclusively on the perspective of the college youth. However,

objective is clear, concise, declarative statement, which provides direction to reaches. Investigator, in the present study has framed the following objective for the study:-

1. To compare the social media habits of male and female college youth at undergraduate level.
2. To compare the extent of use of social networking sites for learning by male and female college youth at undergraduate level.
3. To find significant gender difference in attitude towards learning through social networking among college youth at undergraduate level.
- 4.To find significant gender differences in perceived impact of social networking sites on learning by male and female college youth.

RESEARCH QUESTIONS

Research question is the fundamental core of a research project, study, or review of literature. It focuses the study, determines the methodology, and guides all stages of inquiry, analysis, and reporting. Research questions should be clear, feasible, significant and ethical and worth investigating. The review of research those while conducting these type of studies, which are exploratory in nature and the research, are required to be answered. So the following research questions have outlined for the present study:

- 1.Are male and female college youth at undergraduate level using social networking sites?
- 2Which devices male and female college youth at undergraduate level are using for browsing social networking sites?
- 3What is the extent of using social networking sites by male and female college youth at undergraduate level?
4. What is the attitude of male and female college youth towards learning through social networking sites at undergraduate level?
- 5.What is the impact of social networking sites on male and female college youth at undergraduate level?

METHODOLOGY AND DESIGN

Sample

A sample of 180 college students studying at the undergraduate level and using social networking for education was selected for the present study.

Method

Descriptive method was adopted to study the use of social networking sites by male and female college youth at undergraduate level.

Tool

Self-prepared tool was used for studying the use of social networking sites by college youth at undergraduate level.

FINDINGS OF THE STUDY

Major findings of the present study are reported in the following subsections.

Research Objective 1

1.To compare the social media habits of male and female college youth at undergraduate level.

It was evident from chapter 4, that 8.9% female use facebook and 2.2% male use facebook, 33.3% female use whatsapp and 16.7% male use whatsapp, 12.2% female use twitter and 21.1% male use twitter, 16.7% female use LinkedIn and 32.2% male use LinkedIn and 28.9% female use youtube and 27.8% male use youtube at undergraduate level, and also depicts that 71.7% college youth uses facebook while 28.3% are not using, 84.4% college youth uses whatsapp while 15.6% are not using Whatsapp, 91.7% college youth uses while 8.3% college youth are not using Youtube.. From the data gathered we also found that none of the college youth is using Twitter and LinkedIn for their learning (education) purpose, 4.4% male have less than 20 contacts/friends, 24.4% male have 20-30 contacts/friends, 14.4% male have 30-60 contacts/friends, 24.4% male have 60-100 contacts/friends, 26.6% male have 100-200

contacts/friends and remaining 5.5% male have more than 200 contacts /friends on social networking sites, 5.5% female have less than 20 contacts/friends ,25.5% female have 20-30 contacts/friends, 18.8%female have 30-60 contacts/friends, 15.5% female have 60-100 contacts/friends ,25.5% female have 100-200 contacts/friends and remaining 8.8% female have more than 200 contacts /friends on social networking sites.

Research objective 2

2. To compare the extent of use of social networking sites for learning by male and female college youth at undergraduate level.

It was evident from chapter 4 that 3.33% female and 2.22% male college youth have been using social networking sites from 1-6month, 4.44% female and 3.33% male college youth have been using social networking sites from 6-12month, 23.33% female and 16.66% male college youth have been using social networking sites from 12-24 , 20% female and 20% male college youth have been using social networking sites from 24-36 month, 35.55% female and 41.11% male college youth have been using social networking sites from 36-48 month and 13.33% female and 16.66% male college youth have been using social networking sites from more than 48 month and it also depicts that 23.3% female and 23.3% male college youth have responded that they spent less than 1hours on social networking sites. However, 39% female and 39% male college youth have responded that they spent 1-2 hours on social networking sites, 22.2% female and 22.2% male college youth says that they spent 2-3 hours on social networking sites, 5.5% female and 13.3% male college youth have responded that they spent 3-5 hours on social networking sites, 5.5% female and 1% male college youth have responded that they spent 5-10 hours on social networking sites and 4.4% female and 1% male college youth have responded that they spent more than 6 hours on social networking sites.

Research objective 3

3.To find significant gender difference in attitude towards learning through social networking among college youth at undergraduate level.

Mean, Standard deviation and t- value for male and female college youth attitude towards social networking.

GENDER	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	Sig.
Female	90	81.38	8.23	0.87	178	0.89	N.S
Male	90	81.40	6.48	0.68			

It was evident from chapter 4 that the mean score of females towards social networking was 81.38 and the mean score of males towards social networking was 81.40. The t- test value was 0.89 differences between males and females with reference to attitude towards social networking.

As results indicated that there was no difference in the attitude of males and females towards social networking. However, both the groups (male and female) have average level of attitudes towards social networking. Therefore, male and female college youth have shown equally positive and favourable attitude towards social networking.

Research objective 4

4.To find significant gender difference in perceived impact of social networking sites on learning by college youth at undergraduate level.

Mean, Standard deviation and t-value for male and female towards impact of social networking sites.

GENDER	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	Sig.
Female	90	22.42	3.60	0.38	178	0.69	N.S
Male	90	22.80	3.73	0.39			

It was evident from chapter 4, that the mean score of impact of social networking on female was 22.42 and the mean score of male was 22.80. The t- test value was 0.69, differences between males and females with reference to impact of social networking. As results indicated that there was no difference in the impact of social networking on males and females college youth . However, both the groups (male and female) have average level of impact of social networking. Therefore, male and female college youth have shown equally positive and favourable impact of social networking on them.

SUGGESTIONS FOR FUTURE RESEARCH

After conducted the study, the investigator is in position to put forth a few suggestions for further studies in related areas. Some of them are as under:-

1. A sample of 180 college youth at undergraduate level from government degree Colleges from Jammu district was taken in the present study. Similar, study can be conducted on a larger sample to study the attitudes of pupil- teachers through social networking.
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APPENDIX

Questionnaire on Social Networking in Education

Name: _____ **Class& Semester:** _____

Name of College: _____ **Birth Year:** _____

Gender: Male /Female/Others **Stream:** Science/Arts/Commerce

Email: _____

Networking site/s used: _____

In this questionnaire, you will find questions about use of social networking sites as a tool for learning (education). Some questions ask for facts while other asks for your opinions. All responses are anonymous and will be treated as confidential; no individual or college will be identifiable in the published reports.

Read each question carefully and answer as accurately as possible. Each question is followed by a no. of possible answers. In some cases, only one answer has to be chosen, in other you can choose several.

Section A: Use of Social Networking

In this section, there are 5 items, you will find questions about the social networking sites. Give your response and tick a mark (✓) to the most appropriate response.

1) How many social networking sites do you use? (tick all if use all)

Facebook	WhatsApp	Twitter	LinkedIn	YouTube	Any other

2) Which Social media sites do you use the most? (tick one only)

Facebook	WhatsApp	Twitter	LinkedIn	YouTube	Any other

3) How long (months) have you been using social networking sites? (tick one only)

1- 6	6- 12	12-24	24-36	36-48	More than 48

4) On an average, how much time do you spent daily on social networking sites?

>1hr	1-2 hrs.	2-3 hrs.	3-5 hrs.	5-10 hrs.	<10 hrs.

5) How many contacts /friends do you have on social networking sites?

>20	20-30	30-60	60-100	100-200	<200

Section B: Attitudes towards Social Networking

Instructions:

In this scale, there are 24 items which shows your attitudes towards social networking sites. Every statement represents an attitude rated on a five point scale i.e. SA(Strongly agree), A(Agree), N(Neutral), D(Disagree), SD(Strongly disagree). Give your response and tick a mark (✓) to the most appropriate response. All responses will be kept confidential and shall be used for research purposes only.

Sr.	STATEMENT	SA	A	N	D	SD
1.	Social networking sites helps in education					
2.	I like to use social networking for educational purpose only					
3.	Social networking is a wonderful innovation					
4.	Time appears to lapse very quickly while using social networking					
5.	I use social networking to keep in touch with my old classmates/friends					
6.	Undergraduate youth can solve their problems with the help of social networking					

7.	I like learning through social networking					
8.	Social networking can improve the quality of education					
9.	Social networking can be used to get information in almost all fields of education					
10.	Social networking tools are effective for imparting instruction in classroom education					
11.	Working with social networking degrades our intelligence level in education					
12.	Working with social networking for long hours affects our mental health					
13.	Working with social networking for long hours affects our physical health					
14.	Use of social networking in classrooms make learning interactive					
15.	Youngsters are motivated to learn through social networking					
16.	Using of social networking makes educational process helpful for undergraduate youth					
17.	Use of social networking makes learning lively					
18.	Social networking has the potential to be an effective educational learning platform					
19.	Youth can connect with their teachers through social networking					
20.	Social networking can be used for bringing reforms changes in the field of education					
21.	News and information can be easily be disseminated while using social networking					
22.	Using blogs, teachers can clarify the doubts of the undergraduate youth					
23.	Social networking can be used to provide responsible feedback on educational system					
24.	Social networking can be used for blogging and sharing experiences					

Section C: Impact of Social networking

In this scale, there are 21 items that required to be answered in Yes, No or Sometimes. Every statement represents the impact social networking make on education. Give your response and tick a mark (✓) to the most appropriate response. All responses will be kept confidential and shall be used for research purposes only.

Sr.	S.no STATEMENTS	YES	NO	SOMETIME
1.	The usage of social networking sites is valuable in higher education			
2.	The social networking sites help in my studies because I can discuss my assignments with friends			
3.	Using social networking sites improves my interaction with classmates and teachers			
4.	Social networking sites facilitate academic activities			
5.	Social Networking sites are helpful in my studies because I can receive announcements from teachers			
6.	These networking sites influence my academic performance negatively because they distract me from studies			
7.	I see a drop in my academic performance after using social networking sites			
8.	I find it hard to concentrate on study knowing that I can play online games also			
9.	Addiction to social networking sites is problematic issues that affect my academic life			
10.	Social networking sites helps one to broadens his/her intellectual horizon			
11.	Social networking sites provides youth the in-depth knowledge			
12.	Social networking sites affect one's privacy			
13.	Social networking sites are boon for college going youth			
14.	Social networking sites can be an effective tool for e-learning			
15.	Misuse of social networking sites distract attention from academic activities			
16.	Use of social media in class activities makes classes more convenient			
17.	Concept map/pictures circulated on social networking sites are useful for undergraduate youth			
18.	Social media activities are a waste of time			
19.	Educational videos circulated on social networking sites are useful for undergraduate youth			
20.	Educational quotes circulated on social networking sites are useful for undergraduate youth			
21.	Every post on social networking sites provides us with some new knowledge and information			

Thank you!

Investigator