

STUDENTS PERCEPTION TOWARDS SOCIAL NETWORKING SITES

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Abstract

Social networking sites (SNS) are influencing the day to day life of the people in many ways. It has its own advantages and disadvantages in the life of its users. But it has become indispensable in today's high tech life style of people. Students/youths are easily affected by social networking sites. The study has incorporated empirical research approach. Samples for the study are selected by using random sampling method. Both Primary data and Secondary data were used for the study. The present study aims to identify the usage pattern of social networking sites by students, to evaluate the attitude of students towards social networking sites and also to analyse the positive and negative effects of social networking sites on student's life. It was found that there is difference in the mean level of attitude towards SNS between male and female students with respect to opinions regarding sharing experiences and contributing to present knowledge, improving communication skills, and SNS as a means to pass time. Students agreed with the statements that SNS are not safe and it affects the mental health and it promotes cyber bullying. There is also a difference in the mean level of attitude between male and female students on the opinions regarding the necessity of SNS in today's life and cyber bullying encouragement. There is significant difference between the course of study of students and their attitude towards SNS. It is observed that there is significant difference in the mean rank of positive and negative effect factors of SNS.

Key words: *Social Networking Sites, Usage Pattern, Positive and Negative Effects.*

Introduction:

Social Networking Sites (SNS) are websites which provides its members an online platform for connecting people of their concern and helps in communication and sharing messages, information, knowledge, promoting business etc. among its users. It can be of different types. Social networking sites meant for contacting friends and families, for researchers, for academicians, for women, for professionals etc. Increased innovations in information technology have paved the way for the inevitable use of these social networking sites in today's world.

Social networking sites have become an indispensable part of today's life. Increased advent of new technologies relating to computers, phones, and internet paved the way for increase in number of users of these social networking sites. Socialising and communication have become more electronic and helps in easy contact among people all over the world. A major part of these sites are used by youth which also includes students. Even though most of these sites were introduced with the prime motive of helping people to contact their friends and family, now a days it is also used for doing so many other activities like entertainment, fun, finding new friends, education, sharing photos, videos, music, promoting business etc. These sites have its own pros and cons in the life of its users. It influences the

social, psychological and physical aspects of its users. Some studies show that these sites have various effects on the life styles especially in the academic performance and the duration of studies of the students. These sites are able to bring so many changes in social and interpersonal relations among people. Studies show that excessive use of these sites can affect not only psyche of students but also physical, mental and social aspects of life. Once they get into this most of them tend to get addicted to it. Social networking sites have helped many students to acquire knowledge from one another over internet without direct communication. On the other hand; social networking sites bring so many problems. Students tend to lose interest in their studies as they spent most of the time on these sites (Kalra & Manani, 2013)³. Thus there is a need to study about the attitude of the students towards the social networking sites, their usage pattern and its positive and negative impact on their academic performance.

Background:

Roy & Chakraborty (2015)⁵ discussed the positive and negative impact of Social networks on education of undergraduate level students as well as on their life, depending on one's interest to use. The study revealed that most of the students are badly affected because of safety and privacy issues and also leads to lack of focus in their studies. **Lavy (2014)**⁴ investigated the influence of social networks on educational attainment and non-cognitive behavioral outcomes of children in school. It was observed that the presence of reciprocal friends and followers in class has a positive and significant effect on test scores and the presence of non-reciprocal friends in class has a negative effect on a student's learning outcomes. It was also observed that various types of social networks have positive effects on non-cognitive behavioral outcomes. **Bijaria & et al (2013)**¹ investigated the effect of social networking site on the academic achievement of students in Birjand University of Medical Sciences. The results indicate that there is a negative relation between use of social networking sites and grade point average. **Kalra & Manani (2013)**³ studied the effect of social networking sites on academic achievement of the students with reference to their personality. Results revealed that there is no significant difference between academic achievement of users and non-users of Social Networking Sites (SNS). It was also found that even with personality differences among the students there is no significant difference found among extroverts and introvert students using and not using SNS with reference to their academic achievement. **Jain & Gupta (2012)**² revealed the level of awareness on the social issues and how far social networking sites awakened today's youth in expressing their views on current burning issues like corruption, human rights, girls education etc. The study shows that people are feeling free in sharing their thoughts on any issue and even youth is raising their voice against social acts like violation of human rights, corruption etc. **Wang & et al (2011)**⁶ explored the advantages and disadvantages of students' use of social networking. The study indicated that most college students would prefer to use social media and spend many hours checking social media sites and social networking is definitely affecting students' efficiencies as well as their grades.

From the review of earlier studies it was inferred that an extensive study has not been undertaken regarding the perception of students towards social networking sites. So there is a research gap to be

studied about students' perception towards SNS on the basis of gender, age group, place of residence, type of college, course of study etc.

Objectives of the study:

1. To identify the usage pattern of social networking sites among the students.
2. To evaluate the attitude of students towards social networking sites.
3. To analyse the positive and negative effects of social networking sites on the academic performance of the students.

Research Design:

Type of Research: The study has incorporated empirical research approach.

Source of data: Both Primary data and Secondary data were used for the study.

Sample Design:

Population under Study: The population of the study consists of all Arts and Science Colleges consisting of Govt. Colleges, Aided and Un-aided Colleges and a well known University in Kottayam district in Kerala.

Sample Unit: A cross sectional study was conducted which included 100 students (50 Males and 50 Females). Sample composition is portrayed below as follows:

Table 1: Sample composition by gender and type of Institution

Gender	University	Govt. College	Aided College	Unaided College	Total
Male	20 (40%)	10 (20%)	10 (20%)	10 (20%)	50 (100%)
Female	20 (40%)	10 (20%)	10 (20%)	10 (20%)	50 (100%)
Total	40 (40%)	20 (20%)	20 (20%)	20 (20%)	100 (100%)

Both Structured Interview method and online survey method were used to collect primary data from students belonging to each institution under study. Thus the sample size was 100 users of SNS consisting of 50 males and 50 females. For the purpose of conducting online survey a questionnaire was generated using google forms and was forwarded to the respondents. 36 responds were received through online survey. So balance 64 responds were collected using structured interview method. Out of 64 students to whom the questionnaire was prescribed 52 completed questionnaires were returned to the Investigators. Twelve female students returned the questionnaire without completing as they were not registered to any of the SNS. So we were forced to collect data from another twelve female students who are users of SNS to keep the sample size intact and also separate analysis has been made for the 12 non-users who were interviewed. The main object of including the non-users in this study was to find out whether there is any difference in the academic performance of the users and non-users of SNS.

Thus the total sample size came to be 112 students. Multiple response questions were asked to students with respect to SNS used, gadgets used to access SNS and purpose of using SNS.

Sampling Method: For this study, random sampling method has been used.

Type of Analysis: Frequency Tables, Cross Tabs, Independent Sample T-test, One Way ANOVA and Friedman Test were used for analysis of data using SPSS.

Outcomes & deliberations:

Kottayam is a town in India which has acquired 100% literacy and thus it is in forefront in terms of literacy and education. A well known university named Mahatma Gandhi University to which all the colleges in the central part of Kerala state are affiliated is situated in Kottayam district. Prominent colleges are also situated in this district. Thus the population of the study comprises of a university and all arts and science colleges in Kottayam district. Out of 50 males and 50 female students 20 students each were selected from the University, 10 each were selected from the govt. Colleges, aided colleges and unaided colleges of Kottayam district of Kerala for the present study so as to keep the sample size equal with respect to gender as well as users of SNS (as per table no. 1). The outcomes of the study are as follows:

As the population selected for the study was students questions relating to number of hours spend for daily learning and reading and percentage of marks scored for the previous exam are also included in the questionnaire. As per table below, 50% of the male students and 42% of the female students spend 1 – 2 hours for daily learning and reading. Majority (22%) of female students spend 2 – 3 hours when compared to male students. Majority (75%) of the female non-users of SNS spend less than 1 hour for daily learning and reading. Most of the students reported that they spend more time for learning and reading only when exam arrives. When taking into consideration the marks scored by the students in their previous exams marks ranging from 60 – 70% (42%), 80 – 90% (22%), and marks at 90% and above (4%) are mostly achieved by female students who are also users of SNS. In case of male users of SNS majority of them have attained marks ranging from 70 – 80% (38%) in their previous exams. Majority of the female non-users of SNS seems to have scored marks ranging from 70 – 80% (25%) and 80 – 90% (25%) in equal proportion in their previous exams as per table no. 2. Thus the study shows that there is a relation between the marks scored by students and their use and non-use of SNS. When taking into consideration the reason for not using a SNS by 12 female students the study shows that majority (75%) of them are not interested in joining a SNS. Reasons given by other non-users lack of enjoyment while using (25%) and privacy issues (25%) (Table no. 2).

Table 2: General profile of users and non-users of SNS gender-wise

	Users		Non-users	
Gender	Male (50)	Female (50)	Male (0)	Female (12)
Age:				
18 - 20 years	30 (60%)	10 (20%)	-	7 (59%)
21 - 23 years	8 (16%)	24 (48%)	-	4 (33%)
24 - 26 years	4 (8%)	6 (12%)	-	-
27 - 29 years	4 (8%)	3 (6%)	-	1 (8%)
30 years & above	4 (8%)	7 (14%)	-	-
Place of Residence:				
Rural	17 (34%)	26 (52%)	-	8 (67%)
Semi-urban	5 (10%)	11 (22%)	-	3 (25%)
Urban	28 (56%)	13 (26%)	-	1 (8%)
Course of Study:				
UG	36 (72%)	10 (20%)	-	6 (50%)
PG	4 (8%)	24 (48%)	-	5 (42%)
M. Phil	0 (0%)	2 (4%)	-	-
PhD	10 (20%)	14 (28%)	-	1 (8%)
Hours spend for daily learning & reading:				
Less than 1 hour	17 (34%)	18 (36%)	-	9 (75%)
1 - 2 hours	25 (50%)	21 (42%)	-	1 (8%)
2 - 3 hours	6 (12%)	11 (22%)	-	2 (17%)
3 hours & above	2 (4%)	0 (0%)	-	-
% marks scored for the previous exam:				
Below 60%	9 (18%)	3 (6%)	-	2 (17%)

60 - 70%	11 (22%)	21 (42%)	-	2 (17%)
70 - 80%	19 (38%)	13 (26%)	-	3 (25%)
80 - 90%	10 (20%)	11 (22%)	-	3 (25%)
90% & above	1 (2%)	2 (4%)	-	2 (17%)

Reason for not using SNS:

Not interested in joining	-	-	-	9 (75%)
Didn't enjoyed when joined before	-	-	-	3 (25%)
No privacy	-	-	-	3 (25%)

Source: Primary data

Usage pattern of SNS by students:

As per table no. 2 it can be seen that majority of the students are members of facebook (90%) followed by whatsapp (74%), google+ (47%), twitter (35%), academia.edu (26%) and LinkedIn (20%). Majority of the male students have account in facebook (98%), whatsapp (94%), twitter (46%) and google+ (54%) and majority of the female students have account in linkedIn (22%) and academia.edu (30%). Students also reported that some of them also have account in tango, telegram, vyber, messenger, instagram, soma, skype, hike, IMO, myspace, youtube, research gate, slideshare etc. Thus the study shows that the students are a highly active members of SNS. It may be observed that majority of the male students use smart phones (92%) and majority of female students use both smart phones (58%) and laptop (58%) to access SNS. Out of 50 male students majority of them access SNS to find new friends (67%), to contact current friends (74%), to play games (27%), to get opinion (47%) and for time killing (43%) as the main purposes behind using SNS. Whereas out of 50 female students majority of them access SNS mainly to keep in touch with family and old friends (92%), to share videos, pictures and music (52%), to find information/knowledge (64%) and for educational discussion (40%) as the main purposes behind using SNS. Thus the study shows that female students utilises SNS mainly for maintaining contacts and relationships and also for educational purposes.

As regards tenure of usage of SNS majority of the male (86%) and female (66%) students are using SNS for a period of 2 years and above. With respect to time of using of SNS majority of male (92%) and female (56%) students access it during both day and night time. As regards number of hours spend by students on these sites majority of the male students spend 4 hours and above (72%) and 2 – 4 hours (14%) daily on these sites. In case of female students majority (80%) of them spend only less than 2 hours daily on these sites. Thus the study shows that male students spend more time on these sites when compared to female students. With respect to number of hours spend during exam days on these sites majority of male students spend 4 hours and above (40%) and less than 2 hours (38%) and majority (60%) of female students does not access SNS during exam days. Thus the study shows that exams do

not prevent male students from accessing SNS. As regard to total number of friends majority of the male students have 200 and above friends (96%) when compared to female students (46%). Thus the study shows that male students are highly active members of SNS and are very much interested in socialising with their friends and others (Table no. 3).

Table 3: Usage pattern of social networking sites by students on the basis of gender

Gender	Male (50)	Female (50)	Total (100)
Sites used:			
Facebook	49 (98%)	41 (82%)	90
Whatsapp	47 (94%)	27 (54%)	74
Twitter	23 (46%)	12 (24%)	35
Google+	27 (54%)	20 (40%)	47
LinkedIn	9 (18%)	11 (22%)	20
Academia.edu	11 (22%)	15 (30%)	26
Gadgets used to access SNS:			
PC	17 (34%)	17 (34%)	34
Laptop	21 (42%)	29 (58%)	50
Smart Phone	46 (92%)	29 (58%)	75
Tablet	7 (14%)	12 (24%)	19
Purpose of using SNS:			
To keep in touch with family and friends	44 (88%)	46 (92%)	90
To find new friends	33 (67%)	14 (28%)	47
To contact current friends	36 (74%)	36 (72%)	72
To play games	13 (27%)	11 (22%)	24
To share videos, pictures or music	22 (45%)	26 (52%)	48
To get opinions	23 (47%)	14 (28%)	37
To find information/knowledge	20 (41%)	32 (64%)	52

For educational discussions	16 (33%)	20 (40%)	36
Time Killing	21 (43%)	14 (28%)	35
Tenure of Usage of SNS:			
Less than a year	1 (2%)	11 (22%)	-
1 - 2 years	6 (12%)	6 (12%)	-
2 years & above	43 (86%)	33 (66%)	-
Time of using SNS:			
Day Time	2 (4%)	16 (32%)	-
Night Time	2 (4%)	6 (12%)	-
Day & Night	46 (92%)	28 (56%)	-
Time spend on SNS:			
Less than 2 hours	7 (14%)	40 (80%)	-
2 - 4 hours	7 (14%)	5 (10%)	-
4 hours & above	36 (72%)	5 (10%)	-
Time spend during exam days on SNS:			
0 hours	8 (16%)	30 (60%)	-
Less than 2 hours	19 (38%)	15 (30%)	-
2 - 4 hours	3 (6%)	2 (4%)	-
4 hours & above	20 (40%)	3 (6%)	-
Number of friends in SNS:			
Below 100	1 (2%)	14 (28%)	-
100 - 200	1 (2%)	13 (26%)	-
200 & above	48 (96%)	23 (46%)	-

Source: Primary data

In order to evaluate the attitude of students towards the various aspects of SNS usage, the students recorded their responses in a 5 point scale with 5 indicating highest level of opinion and 1 lowest. 10 statements which are closely related to social networking sites were used to measure the same. Each is analysed with respect to appropriate groups such as gender, age, place of residence, type of college, course of study etc.

Dependence between gender and attitude of the students towards SNS:

H_{01} : There is no difference in the mean level of attitude towards SNS between male and female students.

Table 4: Dependence between gender and attitude of the students

Attitude factors	Gender	Mean	SD	t-value	P value
Social networking sites are necessary in today's life	Male	4.46	0.73	2.606	0.011*
	Female	4.08	0.72		
Helps in sharing experiences and contributing to the present knowledge on various topics	Male	4.66	0.52	4.364	0.000**
	Female	4.20	0.54		
Makes a person addictive in its usage	Male	3.72	1.07	0.529	0.598
	Female	3.60	1.20		
Helps in improving communication skills and friendship	Male	4.56	0.73	2.930	0.004**
	Female	4.14	0.70		
Reduction in direct human contacts	Male	3.68	1.12	0.089	0.929
	Female	3.66	1.14		
Encourages cyber bullying	Male	3.00	1.11	20.190	0.046*
	Female	3.44	1.07		
It does not affect the mental health	Male	2.52	1.13	1.893	0.061
	Female	2.96	1.20		
Social networking sites are safe	Male	2.52	1.11	0.684	0.495
	Female	2.36	1.23		
Social networking sites promotes business	Male	4.14	0.83	0.508	0.613
	Female	4.06	0.74		

Good way to pass time	Male	4.14	0.88	3.539	0.001**
	Female	3.46	1.03		

Source: Primary data, **denotes significant at 1% level, *denotes significant at 5% level

The averages for level of attitude between two groups regarding sharing experiences and contributing to present knowledge, improving communication skills, and SNS as a medium to pass time are approximately equal and the null hypothesis is rejected as the t-value, 4.364, 2.930, and 3.539 are significant at 1% level of significance ($p < 0.01$). Thus there is difference in the mean level of attitude towards SNS between male and female students with respect to opinion regarding sharing experiences and contributing to present knowledge, improving communication skills, and SNS as a means to pass time.

With respect to averages for level of attitude between two groups regarding its necessity in today's life and encouraging cyber bullying are approximately equal and the null hypothesis is rejected as the t-value 2.606 and 20.190 are significant at 5% level of significance. Since P value is < 0.05 , it is implied that there is difference in the mean level of attitude between male and female students on the necessity of SNS in today's life and opinion regarding cyber bullying encouragement.

With respect to the averages for level of attitude between male and female students regarding its ability to make a person addictive in its usage, reducing direct contacts with people, affecting the mental health of its users, its safety issues, and promotion of business are approximately equal and the null hypothesis is accepted as the t-value 0.529, 0.089, 1.893, 0.684, and 0.508 are not significant at 5% level. Since p value is > 0.05 , it is concluded that there is no difference in the mean level of attitude between male and female students with respect to the opinion regarding its tendency to make a person addictive in its usage, reducing direct human contacts, affecting the mental health of its users, its safety issues, and also opinion regarding promotion of business by SNS. Students have disagreed with the fact that SNS are safe and they agree that SNS affect the mental health of its users (table no. 4).

Dependence between age group and attitude of students:

Among the users of SNS 60% of the male students are between the age group of 18 – 20 years and 48% of the female students are between the age group of 21 – 23 years and majority (59%) of the female non-users of SNS comes under the age group of 18 – 20 years. Thus the study shows that majority of the students who are users and non-users of SNS seem to be on the younger side as per table no. 2. The hypothesis is as follows:

H_{02} : There is no significant difference between age group and student's attitude towards SNS.

Table 5: Dependence between age group and attitude of students

Age group	Mean	SD	F value	P value
18 - 20 years	37.58	3.53	2.217	0.073
21 - 23 years	36.91	3.36		
24 - 26 years	35.00	3.33		
27 - 29 years	34.43	4.20		
30 years & above	35.73	3.29		

Source: Primary data

Since P value is > usual threshold value of 0.05, the null hypothesis is accepted at 5% level of significance implying that there is no significant difference between age group and attitude of students towards SNS (as per table no. 5).

Dependence between place of residence and attitude of students:

As per table no. 2 majority of the male students belong to urban area (56%) and majority of the female students belong to rural area (52%) with respect to the place of residence of users of SNS. In case of all female non-users most of them belong to rural area (67%). Even though the population of the study is situated in Kottayam district, students residing in other districts also study in these colleges and it may be observed that the students are accessing SNS irrespective of their place of residence. The hypothesis is as follows:

H_{03} : There is no significant difference between place of residence and student's attitude towards SNS.

Table 6: Dependence between place of residence and attitude of students

Place of residence	Mean	SD	F value	P value
Rural	35.74	4.07	2.701	0.072
Semi-urban	37.50	3.31		
Urban	37.34	2.89		

Source: Primary data

Since P value is > usual threshold value of 0.05, the null hypothesis is accepted at 5% level of significance implying that there is no significant difference between place of residence and attitude of students towards SNS (table no. 6).

Dependence between type of college and attitude of students:

H₀₄: There is no significant difference between type of college and student's attitude towards SNS.

Table 7: Dependence between type of college and attitude of students

Type of college	Mean	SD	F value	P value
University	36.00	3.15	1.373	0.256
Govt. college	37.50	3.89		
Aided College	37.60	3.79		
Unaided College	36.30	3.69		

Source: Primary data

Since P value is > usual threshold value of 0.05, the null hypothesis is accepted at 5% level of significance implying that there is no difference between the type of college and student's attitude towards SNS (table no. 7).

Dependence between course of study and attitude of students:

Majority of the male students are doing UG (72%) and majority of the female students are doing PG (48%) followed by PhD (28%) in case of users of SNS. In case of female non-users majority of them are UG students. Thus the study shows that females pursue much higher education when compare to males (table no. 1).

H₀₅: There is no significant difference between course of study and student's attitude towards SNS.

Table 8: Dependence between course of study and attitude of students

Course of study	Mean	SD	F value	P value
UG	37.28	3.26	3.602	0.016*
PG	37.43	3.74		
M. Phil	33.50	3.54		
PhD	34.92	3.39		

Source: Primary data, *denotes significant at 5% level

Since P value is < usual threshold value of 0.05, the null hypothesis is rejected at 5% level of significance and hence it is concluded that there is significant difference between the course of study of students and their attitude towards SNS (table no. 8).

The opinions of the students regarding the positive effects were also asked in a ranking scale by 5 indicating most important and 1 indicating least important. In case of opinions of students regarding the negative effects the students were asked to respond in a ranking scale by 5 indicating least important and 1 indicating most important. Five statements each were used to measure the student's opinions regarding the positive and negative effects of social networking sites.

Positive effects of SNS on students:

H₀₆: There is no significant difference between mean ranks among the positive effect factors of SNS.

Table 9: Positive effects of SNS

Positive effects of SNS	Mean Rank	Chi square Value	P value
Assists shy students	2.21	79.208	0.000**
Increases confidence level	2.86		
Source of information, new ideas, upcoming trends, news etc.	3.92		
Improvement of communication and contacts with regard to projects, assignments & doubt clearance	3.50		
Improvement of research skill	2.51		

Source: Primary data, **denotes significant at 1% level

Since P value is < 0.01 the null hypothesis is rejected at 1% level of significance. Hence it is concluded that there is significant difference between the mean ranks of positive effect factors of SNS. Based on mean rank the most important positive effect factors according to students are that SNS is a source of information, new ideas, upcoming trends, news etc. (3.92) followed by improvement of communication and contacts with regard to projects, assignments and doubt clearance (3.50) and thirdly SNS increases the confidence level of its users (2.86) (table no. 9).

Negative effects of SNS:

H₀₇: There is no significant difference between mean ranks among negative effect factors of SNS.

Table 10: Negative effects of social networking sites

Negative effects of SNS	Mean Rank	Chi square Value	P value
Social networking sites reduces learning and thinking capabilities	3.00	23.648	0.000**
Causes lack of concentration in learning which leads to low	2.85		

grades			
Reduces command over language usage and creative writing skills	3.32		
Leads to wastage of time on unproductive things	2.44		
Effects the physical and mental health of students	3.39		

Source: Primary data, **denotes significant at 1% level

Since P value is < 0.01 the null hypothesis is rejected at 1% level of significance. Hence it is concluded that there is significant difference among the mean rank of negative effect factors of SNS. The most important factor as per the mean rank is that the SNS leads to wastage of time on unproductive things (2.44). Other negative effects of SNS includes lack of concentration in learning which leads to low grades (2.85) and SNS reduces learning and thinking capabilities (3.00) as per the opinion of students (table no. 10).

Conclusion:

We are living in an extremely digitised epoch. People can hardly live without computer and Internet. While we are approving the convenience and advantages brought by the internet, there is growing concern about addictive internet usage and SNS among students. In this study we found that SNS have become a part of students' life irrespective of their personal and geographical differences. It is observed that there is significant difference between usage pattern and percentage of marks scored by the students. The study shows that there is a relation between the marks scored by students and their use and non-use of SNS. There seems to be difference in the mean level of attitude towards SNS among male and female students with respect to opinion regarding sharing experiences and contributing to present knowledge, improving communication skills, and SNS as a means to pass time. There is also a difference in the mean level of attitude among male and female students on the necessity of SNS in today's life and cyber bullying encouragement. There is no difference in the mean level of attitude among male and female students with respect to its tendency to make a person addictive in its usage, reducing direct human contacts, affecting the mental health of its users, its safety issues, and in promoting business.

There is no significant difference between age group, place of residence, and type of college with that of attitude of students towards SNS. But there is significant difference between the course of study of students and their attitude towards SNS. It is observed that there is significant difference between mean rank of positive effect and negative effect factors of SNS. It is revealed that a significant number of students regardless of their course of study and place of residence are using the SNS excessively to the extent of being regarded as awkward. The excessive usage problem and its impact are more common and significant among male students when compared to females. Hence it can be suggested that if it is utilised more for educational purposes than entertainment purposes students can benefit more from its usage.

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