



Research Article

UTILIZATION OF SOCIAL NETWORKING SITES IN ARTS AND SCIENCE COLLEGES

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ABSTRACT

Social networking sites have become pervasive, impacting the social fabric of our society and changing the nature of social relationships which have revolutionized the way we communicate, interact and socialize. Social networking sites can positively or negatively affect educational performance of college students and hence they must be managed efficiently. This study investigates the utilization of social networking sites in Arts and Science college students. Survey method was adopted in this study. 209 students from Arts and Science colleges have been selected as sample by simple random sampling technique. Among 209 respondents 155 are female and the remaining 54 are male. The study highlights that the intellectual implication is found to be common in male and female college students. There is a variation in the emotional implications of male and female. Male are more exposed to the society than their female counterparts and the interpersonal domain also differs in both male and female college students.

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INTRODUCTION

Quality education produces productive students who lead to the prosperity of their respective educational institution. They are proved as strong contributors to the national well-being. Since the introduction of social networking sites, communicating with friends and family has been easy. Social networking sites can positively or negatively affect educational performance of students and hence they must be managed efficiently. College students spend a lot of time on social networking sites uploading, downloading, getting information concerning their career/academic work, chatting with friends, watching online movies, personal updates and building up relationships. Social networking sites have become the most dynamic Web 2.0 application which enables students not only to socialize with friends but also interact with lecturers (Hamat, 2012). Social networking sites have attracted considerable attention among scholars and educators due to the growing popularity among students and the potential effect on academic performance. Social networking sites enable students to connect with friends and share information as well as organize their offline meetings and group work. (Leng, 2011).

OBJECTIVES

- To find the utilization level of social networking sites in college students
- To analyze the influence of social networking sites on the intellectual domain of college students
- To find out the influence of social networking sites on the emotional domain of college students
- To study the influence of social networking sites on the interpersonal domain of college students

HYPOTHESIS

- There is no significant difference in the intellectual domain of the college students based on gender
- There is no significant difference in the emotional domain of the college students based on gender
- There is no significant difference in the interpersonal domain of the college students based on gender

MATERIALS AND METHODS

Survey method was adopted by the researcher to examine the utilization of social networking sites by college students. Data were collected through questionnaire distributed among 209 students in Arts and Science colleges. Simple random sampling technique was adopted in this study.

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The researcher developed a closed ended questionnaire which consists of 39 items with three dimensions namely intellectual, emotional and interpersonal. Questionnaire included personal profile, 9 items for intellectual domain, 15 items for emotional domain and 15 items for interpersonal domain. The questionnaire has five options such as: Always, Often, Seldom, Never and Undecided.

For establishing the validity, the tool was given to a panel of experts. Based on their expertise, the tool was fine-tuned with necessary modification. Cronbach's Alpha test was adopted to measure the reliability of the tool because Cronbach's alpha test determines, how closely related a set of items are as a group or the internal consistency or average correlation of items in a survey instrument to establish its reliability. The reliability coefficient for the tool is 0.712.

Table 1. Percentage analysis of different social networking sites

Social networking sites	Percentage
Face Book (n=102)	48.8
Linked in (n=10)	4.7
My space (n=15)	7.1
You tube (n=55)	26.3
Google+ (n=27)	12.9

About 48.8 % of respondents identified themselves as Face book users

About 4.7% of respondents used Linked in

About 7.1% of respondents used My space

About 26.3% of respondents used You tube

About 12.3% of respondents used Google+

Table 2. Percentage analysis of usage of social networking sites

Usage of social networking sites	Percentage
Every day (n=20)	9.5
Twice a week (n=25)	11.9
Once a week (n=39)	18.6
Once a month (n=50)	23.9
Occasionally (n=75)	35.8

About 9.5% of respondents reported every day usage of social networking sites

About 11.9% of respondents used social networking sites twice a week

About 18.6% of respondents used social networking sites once a week

About 23.9% of respondents used social networking sites once a month

About 35.8% of respondents used social networking sites occasionally

Hypothesis 1 There is no significant difference in the intellectual domain of the college students based on gender

Table 3. Shows the intellectual domain of the college students based on gender

Intellectual domain	Mean	S.D	Statistical inference
Male (n=54)	43.46	5.820	T=.864 Df=89 .708>0.05
Female (n=155)	42.63	6.077	Not Significant

From the above table the p value $0.708 > 0.05$ shows that there is no significant difference between Male and Female college students in the intellectual domain.

Hypothesis 2 There is no significant difference in the emotional domain of the college students based on gender

Table 4. Shows the emotional domain of the college students based on gender

Emotional domain	Mean	S.D	Statistical inference
Male (n=54)	55.26	8.563	T=2.574 Df=89
Female (n=155)	48.59	10.076	.025<0.05 Significant

Hypothesis 3 There is no significant difference in the interpersonal domain of the college students based on gender

Table 5. Shows the interpersonal domain of the college students based on gender

Interpersonal domain	Mean	S.D	Statistical inference
Male (n=54)	64.09	8.025	T=2.8564 Df=89
Female (n=155)	57.60	10.586	.008<0.05 Significant

From the above table the p value $0.025 < 0.05$ shows that there is a significant difference between Male and Female college students in the emotional domain. From the above table the p value $0.008 < 0.05$ shows that there is a significant difference between Male and Female college students in the interpersonal domain.

RESULTS

Social networking sites have become the most prominent and popular media of communication used by the college going youth. It has the capacity to influence the youth in their intellectual, emotional and interpersonal domains invariably of gender and other social aspects. The study highlights that the intellectual implication is found to be common in male and female college students. There is a variation in the emotional implications of male and female. Male are more exposed to the society than their female counterparts and the interpersonal domain also differs in both male and female college students.

Recommendations

- Orientation programme and workshop can be conducted to the students to use the social networking sites properly.
- Students can be given appropriate awareness on the demerits of social networking sites.
- Student can be exposed to social networking sites for research and career activities to upgrade their academic knowledge.
- Students can be motivated to use social networking sites for developing emotional quotient and interpersonal relationship.

Conclusion

Social networking sites are the fastest growing Internet resources.

The chances for the college students to form and maintain relationships on the Internet have increased in the last few years. SNSs have become the choice for the college students, who reach out to others on the web, receiving and distributing information on a real-time basis. They can provide flexibility in learning, stimulate innovative ideas, and increase interpersonal relationships among students and instructors. These tools, however, can have negative impacts on students as they might distract their attention from the learning process, reduce their physical social interaction and make them potentially addictive. The college student should be given appropriate guidance for inculcating skills associated to social networking sites for proper usage. It is very sure that if the students use SNSs properly they will be able to walk through for their bright future.

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