



An empirical study of the social networking in psychological development and academic achievement

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Abstract

The social networking in the educational sector is getting the dues it deserved long back. There is a serious consideration from the academicians and the stakeholders concerned who are now having it a part of the overall system and procedures to disseminate and establish the communication with the intra and inter modal communication technologies. The universities now are considering the social networking as an integral part in the academic circles to bring everyone under the loop.

The present study is empirical in nature where the data has been gathered from 71 Faculty and 321 students in the UG and PG Colleges. The study aims to introspect as to how and the extent to which social networking has yielded in the Psychological development and how it has translated into the academic achievement of the students.

Keywords: bounded system, personal profiles, education, course content

1. Introduction

Social Networking Sites can be broadly defined as internet-based social spaces designed to facilitate communication, collaboration, and content sharing across networks of contacts. Social Networking Sites allow users to manage, build and represent their social networks online. Social Networking Sites are usually made up of other individuals; they might also include profiles of events, companies, even political parties. People use Social Networking Sites for countless activities. Among the most common uses are, connecting with existing networks, making and developing friendships/contacts, create an online presence for their users, viewing content/finding information, creating and customizing profiles and so on. Social Networking Sites have rapidly gained popularity. Globally the active memberships on SNS reached 300 million on 2010 (Manjunatha S. 2013)^[1].

2. Scope of Social Networking^[2]

Evolving from a resource for reading content and finding information, the Internet is now also home to Web 2.0 media, in which people actively converse with other users and participate in the creation of content (Giffords, 2009). Common features of online social networks include a personal profile representing oneself for the purpose of being contacted or making contact with others who share the site (Gross & Acquisti 2005). Social networks and blogs are now the fourth most popular online activity, with member communities being visited by 67% of the global online population (Nielson, 2009). Individual time spent interacting within these communities is growing at three times the overall Internet

rate, accounting for almost 10% of all Internet time (Nielson, 2009). The use of social networking web sites has reached almost half (48%) of the American population in 2010, translating into 78% of teens; 77% of those ages 18 to 24; 66% of those ages 25 to 34; and 50% of those ages 35 to 44 having a personal profile page (Webster, 2010).

As social networking has expanded, social work educators, along with those in the medical and teaching fields, are navigating uncharted territory in terms of how online interactions by students should be governed and how to define what represents appropriate professional behavior within online social communities (Brown, 2010; Chretien, Greysen, Chretien & Kind, 2009; Cuesta, 2006; Garner & O'Sullivan, 2010; MacDonald, Sohn & Ellis, 2010).

Research has demonstrated that most users of SNSs do not take advantage of privacy settings (Gross & Acquisti, 2005; MacDonald *et al.*, 2010; Tufekci, 2008). Online postings have been found to reveal personal information that might result in modifying the professional relationship between client and practitioner (MacDonald *et al.* 2010). The sheer numbers using these sites introduces concerns related to a thinning of boundaries separating the social work student's personal life from the developing professional image in interactions with peers, instructors, and current or future employers and clients.

3. Overview of Social Media Networks and Previous Work^[3]

Defining social media networking sites is difficult especially since all Web 2.0 technologies seem to share similarities of interactivity, user-generated content, content sharing and data upload and download. In their groundbreaking research, Boyd

¹ The Usage of Social Networking sites Among the College Students in India; *International Research Journal of Social Sciences* ISSN 2319-3565 Vol. 2(5), 15-21, May (2013) *Int. Res. J. Social Sci.*

² Ethical Consequences of Using Social Network Sites for Students in Professional Social Work Programs by Rebecca G. Judd and Lon B. Johnston

³ Bellarmine A. Ezumah(2013) College Students' Use of Social Media: Site Preferences, Uses and Gratifications Theory Revisited; *International Journal of Business and Social Science* Vol. 4 No. 5; May 2013

and Ellison (2008) proffered some universal traits inherent in social media.

They include

1. Constructing a public or semi-public profile within a bounded system,
2. Articulating a list of other users with whom participants share a connection, and (3) Viewing and traversing their list of connections and those made by others within the system.

Boyd and Ellison (2008) further point out that the nature and nomenclature of these connections may vary from site to site. In addition to sharing the above traits, social networking sites vary in so many other ways. As a result, users flock to some while others are abandoned to be rebranded, still others remain dormant. Essentially, SMNs are predominantly for making social connections. But some, like LinkedIn, are intended strictly for business and professional purposes. Others, though, can serve multiple purposes of socialization, learning, activism, content creation and sharing and maintaining filial and casual relationships as in Facebook and the earlier version of MySpace. Additional purposes include updating personal information and activities and maintaining a one-way Para social relationship, as in Twitter.

For purposes of the current discussion, the terms social media networks, social media networking sites and social media network sites will be used interchangeably. Beer (2008) observed the intricacies in Boyd and Ellison's (2008) usage of these terms. However, the social media phenomenon over the years has metamorphosed into a seamless mesh whereby their purposes include both relationship initiation in terms of strangers and relationship maintenance in the case of family and friends; sharing of information via text, video, audio, picture; as well as learning and a plethora of other uses.

4. The Literacies of Social Media^[4]

Then again, no one is suggesting that social media are flawless tools or that they should totally replace person-to-person interaction. What's more, Rheingold insists that we must be trained to become literate in social media, that we are not inherently born knowing how to use them effectively. He frequently discusses five interconnected "literacies" of social media

1. **Attention:** The ability to know where and when to place one's attention when navigating, various types of social media and when navigating between social media and "real world" moments. Rheingold, standing in front of a class, often would not be able to get his students to stop staring at their laptops or phones. We must be trained in how to decide what deserves our attention, or we will become overwhelmed and distracted.
2. **Participation:** This is a question of being a "good participant," of knowing how and when to post a comment on a blog, for example, and what kind of comment will be helpful and appropriate.
3. **Collaboration:** Rheingold argues that online communities

are designed to thrive via collaboration, that lone wolves refusing to listen to other people slow down or derail progress. Wikipedia, for instance, is a website that doesn't work unless its collective members know how to embrace each other's contributions, and users need to become literate in the skills of collaboration, both online and in the actual world.

4. **Critical consumption:** Rheingold also refers to this literacy as "crap detection," the ability to surf an ocean of online information and decide which nuggets are reliable and which are disposable. "Determining which information is relevant is up to the consumer, not to the provider, a major shift from the model where some editor sits and decides what we need to hear," Rheingold says.

"If we can pick any idea out of the air, we need to be able to evaluate what we're seeing and hearing." Taken together, these literacies underscore what might be the most inescapable truth about social media in education; No matter what we think of them, they aren't going away. Now, we need to accept that and start empowering

Ourselves to use social media well. For some, that might mean not using them at all, and for others, it might mean using them in every class session. Whatever we decide, we need our choices to be well informed.

5. Statistics on the Social Media^[5]

Social Media is a great avenue for education institutions to interact with actual students and potential ones. It presents a platform that is evolving of digital media, based on the concept of sharing and discussing information among online users of the social community. "Social media started in the late 90's, but was mostly the preview of technology enthusiasts until about 2005. Before that the tools were to difficult for most people to use and as they got easier, adoption accelerated "(Israel, Sh. 2009, p. 189).

Nowadays one can enter a social media site and share links, add comments and make other activities that the platform provides. Social media helps making connections with students and between them. Students can share links, answer questions from the instructor and even post questions and comments to a fellow student (Heiberger, G. & Harper, R. 2008, P, 8). According to Global Digital Statistics (2014, p.5) from 7.1 billion people in the world, 35% of them have access to the internet, while 26% of them are active users of social media platform for various reasons. Based on the same report (p.11) the number of users of some web-sites key to this platform by ranking are (as seen in the figure below) : Facebook with 1.184 M users, Google + with 300 M users, Twitter with 232 M active users, etc.

6. Teenage Communication^[6]

The current tools of teenage communication go by a peculiar

⁴ How Social Media Can and Should Impact Higher Education by Mark Blankenship

⁵ The Impact of Social Media on Higher Education in Kosovo: The Student's Perspective Gonxhe Beqiri (2014); Academic Journal of Interdisciplinary Studies MCSER Publishing, Rome-Italy Volume 3 No 2 June 2014

⁶ June Ahn (2011) The Effect of Social Network Sites on Adolescents' Social and Academic Development: Current Theories and Controversies; Journal of The American Society For Information Science And Technology, 62(8):1435-1445, 2011

set of names. Wall Posts, Status Updates, Activity Feeds, Thumbs Ups, and Profiles are some of the ways that youth today communicate with one another. These tools are features of social network sites (SNS), such as Facebook and MySpace. SNS are part of a suite of Web applications, also called social media, which utilize Web 2.0 principles.

The term Web 2.0 defines websites that are designed to:

- a. Rely on the participation of mass groups of users rather than centrally controlled content providers,
- b. Aggregate and remix content from multiple sources, and
- c. More intensely network users and content together (O'Reilly, 2007).

Adolescents use social media in large numbers. For example, a national survey in 2009 finds that 73% of online teenagers use SNS, which is an increase from 55% 3 years earlier (Lenhart, Purcell, Smith, & Zickuhr, 2010). That youth are connected to these global online communities is both a frightening prospect for parents and educators and an intriguing area for social science research. For example, educators and parents in the United States face difficult quandaries concerning students and SNS. Many scholars suggest that students learn in new ways using social media and that educators should embrace these new platforms (Ito *et al.*, 2009; Jenkins, 2006).

Nevertheless, most school districts block access to SNS (Lemke, Coughlin, Garcia, Reifsnider, & Baas, 2009), while parents remain fearful about safety and effects on their children's social development. Teenage youth are a unique population of SNS users. They are among the first to have grown up entirely surrounded by communication technologies. Teenagers are also in a period of rapid development, growth, and maturation. Research about social media effects on youth promises to contribute significantly to the concerns of adults who mediate access to these online communities.

7. Impact of Social Networks on Education ^[7]

Education is very essential part of an individual's life for every teenager education is more important than anything. Today teenager shows very much interest for using social networks but unfortunately Social Networks affect education badly [3]. Previous research has calculated that more than 90% of college students use social networks [9, 10]. Technology has shown a fast development by producing small communication devices but these small communication devices can be used for accessing social networks any time anywhere, these devices include pocket computers, laptops, iPads and even simple mobile phones (which support internet) etc.

Technology is step towards betterment, no doubt but any technology which can provide ease of social networks can be dangerous for social network addicts. Providing ubiquitous facility of social networks is a straight invitation of addiction to any teenager and even an adult, as academic satisfaction is not enough for those students who suffers from social isolation [11]. Social Networks grab the total attention and

concentration of the students and diverts them towards non educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs.

As social network has introduced many attractive tasks like gaming, advertisements etc. so that people can never get enough of these things. The social network addict becomes a useless node for parents, friends and other associated people. They cannot succeed because they have no sense of upcoming future and competitions in their careers. Social networks use support of difference implicit applications by virtue of which it grabs the attention of students and increase the number of users.

The applications include games, advertisements, and other online activities like online live television etc. User can use these applications free, so that's why gaming freaks and addicts use to play these games without any installation and any other formality any time anywhere, these free of cost pleasure destruct students from their education, and they do not concentrate on their education. As all of the applications are based on 2D screen play so by watching long time same screen could cause high blood pressure and anxiety which could be dangerous for education and health. According to survey students do not take their meals on time and do not sleep on time which causes a very non serious attitude with education.

All they need after addiction is use of social networks. Social network connect them with one another so they not even bother to solve their home tasks and they contact elders and seniors to help them in cloning their educational material. Social networks provide a virtual life to the students, those students who not even speak in front of anyone could feel freedom in their virtual life. When they use social networks they feel like in heaven but this addiction kills their inner self confidence for ever. Becoming addict of social networks feels like you have so many friends but in real all of the contacts are virtual contacts.

This act of going far from your family, friends, teachers and other associations could be very much dangerous for life and education. It changes the mindset of student completely like fantasies. This virtual life of student destructs his thoughts from education towards other activities and by living inside fantasy world student slowly starts to hate educated life and studies. One of very common action performed by almost every user on social networks is eavesdropping.

8. The Effect of Social Network Sites on College Students' Social Capital ^[8]

Moral panic is a common reaction to new forms of communication. The advent of television spawned fears of mass idiotization. Similarly, in the early 90s, critics held the diffusion of Internet as evidence of individuals' increasing alienation from society and public life. The story with social network sites (SNS) such as Facebook and MySpace is not any different. Unsafe disclosure of information, cyber bullying, addiction, risky behavior and contacting dangerous communities are but a few of the concerns raised in the media

⁷ Waqas Tariq, Madiha Mehboob, M. Asfandyar Khan and FaseeUllah(2012); The Impact of Social Media and Social Networks on Education and Students of Pakistan

⁸ Lessons from Facebook by Sebastián Valenzuela, Namsu Park, and Kerk F. Kee (2008)

about the use of online social networks.

As could be expected, researchers have begun to put to empirical test these claims, reaching a more balanced understanding of SNS. Existing research shows that young people are motivated to join these sites to keep strong ties with friends, to strengthen ties with new acquaintances, and, to a lesser degree, to meet new people online (Acquisti & Gross, 2006). At the same time, sites like Facebook allow them to exchange news and discuss issues, both public (e.g., the 2008 U.S. presidential election) and private (e.g., movie tastes).

The impact of online social networks on social capital can be achieved in myriad ways. For instance, common interest groups can help users coordinate for collective action. At the same time, regular exchanges between users can foster trust and norms of reciprocity that are key antecedents of community life. Likewise, news feeds allow users to keep in touch with what is going on “out there.”

In this context, social network sites may fulfill many of the promises of civic journalism, such as delivering shared, relevant information to its users and providing a place for exchanging ideas (Merritt, 1998). Moreover, in an era of shrinking audiences and damaged credibility in public institutions, it is vital for the media to help citizens connect to society and facilitate civic action (Rutigliano, 2007). Consequently, journalists and traditional news organizations can learn important lessons from social websites on how to engage individuals, especially young adults, in public life.

9. Social Networks in Higher Education ^[9]

The importance of social media as platforms of social interaction, communication and marketing is growing. The rapid ascent of social media across society is a very clear signal that individuals, groups and institutions are rapidly changing their preferences of how they learn, communicate, collaborate and participate in society. The immediacy of interaction, from the simplest response to a Tweet on Twitter to a very thoroughly researched and presented blog post, underscore how pervasive the foundational elements of Web 2.0 design precepts and principles are influencing daily life worldwide today (O'Reilly, 2006).

For educational institutions this shift in communication channels, patterns and preferences have an immediate effect on a given college or universities' level of credibility with prospective students, and has a direct effect on how trusted they are over the long-term, (Chauhan, Pillai, 2013). Increasing numbers of educational institutions have already integrated or plan to integrate social media applications into their marketing programs as a result of how pervasive this change in communications channels, patterns and preferences is. Research demonstrates that higher education institutions show increased interest in the potential of social media as a marketing tool.

Not only are social networks integral to the brand of any college or university today (Ali-Choudhury, Bennett, Savani, 2009), they have become essential for accurately and clearly communicating the unique value proposition a given college

or university can offer students across the spectrum of academic disciplines it provides instruction within (Sotiriadis, Van Zyl, 2013). Social networks such as Facebook and Twitter have attracted many subscribers from all over the world and many organizations are slowly turning towards this particular media with a goal to reach as many people as possible (Bradford & Florin 2003).

This shift to social media channels is essential for any college or university to stay relevant and within the contextual frame of reference of students over the long-term as well (Sotiriadis, Van Zyl, 2013). It is particularly important to evaluate the potential of these tools to reach and attract future students and align with how they perceive the most and less trustworthy sources of information. According to Constantinides & Stagno (2011) universities can benefit from identifying the students communication preferred social media channels and habits in an effort to design an effective communication plan for student recruitment purposes.

10. Social Media and Integrating Course Content ^[10]

Although collaborating with classmates through social media builds a system of relationships between students, it also provides instant pathways for disseminating and enhancing course-related knowledge outside the confines of the traditional classroom (Fewkes & McCabe, 2012; Hurt *et al.*, 2012; Junco *et al.*, 2011; Top, 2012). In using social media for academic purposes, namely group discussions, multiple students can discuss a class in general and interact with the same content at the same time (Patera *et al.*, 2008; Rambe, 2008).

The ability to communicate with each other in one location allows students to build on conversations, whether related to course content or not. This increases the likelihood of having greater learning because students are adding to the dialogue beyond that of the prescribed topic, including discussions that were originally posted by a moderator or professor (Hurt *et al.*, 2012). Furthermore, sharing and co-creating information through social media merely requires a student to understand its appropriateness for a given topic (Lin, Hou, Wang, & Chang, 2013). By providing students with a common experience within a virtual community, they are able to dig deeper for content and make connections across multiple sources (Annetta *et al.*, 2009; Frye *et al.*, 2010). This ability produces a network of opportunities to increase student learning beyond the traditional classroom setting.

11. Principles for Good Practice Related To Student Engagement

Chickering and Gamson (1987) proposed seven principles for good practice in undergraduate education, all of which are related to student engagement. They are: (1) Student/Faculty Contact;

1. Cooperation Among Students;
2. Active Learning;
3. Prompt Feedback;
4. Emphasizing Time On Task;

⁹ The Impact of Social Media as a Marketing Communications tool towards potential students for the University of Nicosia by Dr. Ria Nicoletti Morphitou and Dr. Marlen Demetriou

¹⁰ Effects of Student Engagement with Social Media on Student Learning: A Review of Literature by Kristen Tarantino, Jessica McDonough and Ma Hua(2013)

5. Communicating High Expectations; And
6. Respecting Diversity.

Later, Chickering and Ehrmann (1996) gave examples of how technology can be used to help implement the seven principles. Kuh (2009) reported that institutions of higher education can directly influence engagement by implementing these seven principles. Since 1984, the construct of engagement has been extensively researched. As Kuh (2009) states: 'student engagement and its historical antecedents . . . are supported by decades of research showing positive associations with a range of desired outcomes of college' (p. 698).

It is known that academic and co-curricular engagements are powerful forces in both student psychosocial development and academic success. Improvement in grades and persistence has been noted across a variety of populations, including minority students, first generation students, and students who are not adequately prepared for college academic work with increased engagement (Pascarella & Terenzini 2005; Kuh *et al.* 2008). Institutions can create programmes that help increase student engagement, and thereby increase the chances that students will reach the desired outcomes of a college education (Kuh 2009).

12. Review of Literature

Ying Liu and Yea-Ru Tsai (2012) ^[11] propounds that accompanied with the rapid changes of the Internet, online social networks are changing every day. Looking at its development, we can easily figure out that SNS nowadays is not only a simple tool of communication, but a platform to integrate resources. SNS began with a role as a communication channel. People at first wanted to reconnect with lost school friends through SNS.

People can type in their friend's true name or school which he or she graduated from, then some further information will come up which could offer access to the person that they are looking for. Then SNS has developed into a platform of sharing information. Individuals share their culture and life interests through sharing messages, music, or videos with other people. During this process, people are offered opportunities to distinguish about the resources (Gomez-Arias & Genin (2009).

Manjunatha S.(2013) ^[12] aimed at presenting usage pattern of SNS by the Indian college students. Today in India particularly among the Indian college students the usage of Social Networking Sites (SNS) has significantly increased and it certainly has far reaching impacts on the academic and other activities of the students. And these impacts are so widespread that they caught the attention of social scientists worldwide. However, the range of studies conducted to deal with the usage of SNS among college students is negligible in India.

¹¹ The impact of social networking services (SNS) on college students' social relationship and private life; International Journal of Arts and Commerce Vol. 1 No. 4 September 2012

¹² The Usage of Social Networking sites Among the College Students in India; International Research Journal of Social Sciences ISSN 2319-3565 Vol. 2(5), 15-21, May (2013) Int. Res. J. Social Sci.

Bellarmino A. Ezumah ^[13] finds that Empirical results in 2012 from questionnaires administered among 289 college students ranging in age from 18 to 28 years show that college students use Social Media Network Sites (SMNSs) for so many reasons. These include keeping in touch with friends (98.9%), sharing photos (81.7%), keeping in touch with family (79.3%), and entertainment (70.9%), among others. Facebook emerged as the preferred SMN site followed by Twitter, while LinkedIn was the least popular site among this group.

Ruchi Sachdev ^[14] focused to find out the answer whether the social networking sites are boon or bane for today's society. No doubt these SNS provides employment, marketing, personal growth, sharing of information but the most prevalent danger through often involves online predators or individuals. These SNS has great impact on youth of India. One can easily see the entry gate of these social networking sites but it is unable to find exit for these SNS. One side these sites provide to communicate with our dear ones on the other side it creates platform for many cyber-crimes.

Gonxhe Beqiri (2014) ^[15] contends that with the increase in the number of internet users, the use of social media has grown over the past decade. More concretely the usage has progressively grown from personal to also formal aspects. University students are active users of social media for academic as well as for personal purposes. Social Media represents one of the most direct and effective tools for students to communicate and interact with the proper subjects. The researcher analyzes the impact of social media platform (email, social networks, blogs, instant messaging, etc.) in higher education in Kosovo, from the perspective of a student.

June Ahn ^[16] finds that youth spend a considerable portion of their daily life interacting through social media. Subsequently, questions and controversies emerge about the effects SNS have on adolescent development. This review outlines the theoretical frameworks researchers have used to understand adolescents and SNS. It brings together work from disparate fields that examine the relationship between SNS and social capital, privacy, youth safety, psychological well-being, and educational achievement. These research strands speak to high-profile concerns and controversies that surround youth participation in these online communities, and offer ripe areas for future research.

13. Hypothesis Testing

The survey is undertaken in the colleges which have both UG and PG Programmes. The data is mustered from the students pursuing UG and PG Courses and the faculty working in these colleges. The data is received from both the teacher and the taught. The questionnaires were circulated in the colleges to both the Faculty and the students. The responses received

¹³ International Journal of Business and Social Science Vol. 4 No. 5; May 2013 27 College Students' Use of Social Media: Site Preferences, Uses and Gratifications Theory Revisited

¹⁴ Impact of Social Networking Sites(SNS) on The Youth of India : A Bird's Eye View

¹⁵ Academic Journal of Interdisciplinary Studies *MC SER Publishing, Rome-Italy* The Impact of Social Media on Higher Education in Kosovo: The Student's Perspective

¹⁶ *Advances in Information Science* The Effect of Social Network Sites on Adolescents' Social and Academic Development: Current Theories and Controversies

have been Faculty-71 and the students numbering 321 have given their responses

14. Research Hypothesis

The study has the following hypothesis

H01: There is no relationship between the social networking, psychological development and student success

Ha1: There is a relationship between the social networking, psychological development and student success

Table 1: Ways in which the Social Networking of the Students leads to Student Psychological Development and Academic Achievement

Statements			SA	A	N	DA	SDA	Total	Mean Score	S.D.
Improvement in Learning	Faculty	N	24	20	14	10	3	71	4.10	1.10
		%	33.80	28.17	19.72	14.08	4.23	100		
	Students	N	118	102	84	9	8	321	3.91	1.10
		%	36.76	31.78	26.17	2.80	2.49	100		
Contribution towards the society	Faculty	N	27	16	12	9	7	71	4.20	1.07
		%	38.03	22.54	16.90	12.68	9.86	100		
	Students	N	111	107	81	12	10	321	3.90	1.13
		%	34.58	33.33	25.23	3.74	3.12	100		
Effective deployment of students' time and effort in the educational activities	Faculty	N	26	17	13	8	7	71	4.34	1.02
		%	36.62	23.94	18.31	11.27	9.859	100		
	Students	N	116	103	83	10	9	321	3.88	1.19
		%	36.14	32.09	25.86	3.12	2.80	100		

The above data collected in respect of the Hypothesis set forth was treated with SPSS. The results have been analyzed for both the Students and Faculty separately. The results are as under.

1. Correlation Test for the Students

Table 2

Correlations				
		H1F1	H1F2	H1F3
H1F1	Pearson Correlation	1	.963**	.922**
	Sig. (2-tailed)		.000	.000
	N	71	71	71
H1F2	Pearson Correlation	.963**	1	.933**
	Sig. (2-tailed)	.000		.000
	N	71	71	71
H1F3	Pearson Correlation	.922**	.933**	1
	Sig. (2-tailed)	.000	.000	
	N	71	71	71

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3: The Karl Pearson Correlation results indicate that the variable show very high Positive Correlation

Correlations					
		H1F1	H1F2	H1F3	
Kendall's tau_b	H1F1	Correlation Coefficient	1.000	.923**	.848**
		Sig. (2-tailed)	.	.000	.000
		N	71	71	71
	H1F2	Correlation Coefficient	.923**	1.000	.899**
		Sig. (2-tailed)	.000	.	.000
		N	71	71	71
	H1F3	Correlation Coefficient	.848**	.899**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	71	71	71

** . Correlation is significant at the 0.01 level (2-tailed).

The results under Kendall's tau-b indicate significant positive correlation. The values shaded in the above table indicate very high positive correlation.

2. Correlation Test for the Faculty

Table 4

Correlations				
		H1F1	H1F2	H1F3
H1F1	Pearson Correlation	1	.989**	.978**
	Sig. (2-tailed)		.000	.000
	N	321	321	321
H1F2	Pearson Correlation	.989**	1	.987**
	Sig. (2-tailed)	.000		.000
	N	321	321	321
H1F3	Pearson Correlation	.978**	.987**	1
	Sig. (2-tailed)	.000	.000	
	N	321	321	321

** . Correlation is significant at the 0.01 level (2-tailed).

The Karl Pearson Correlation results indicate that the variable show very high Positive Correlation.

Table 5

Correlations					
		H1F1	H1F2	H1F3	
Kendall's tau_b	H1F1	Correlation Coefficient	1.000	.984**	.970**
		Sig. (2-tailed)	.	.000	.000
		N	321	321	321
	H1F2	Correlation Coefficient	.984**	1.000	.985**
		Sig. (2-tailed)	.000	.	.000
		N	321	321	321
	H1F3	Correlation Coefficient	.970**	.985**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	321	321	321

** . Correlation is significant at the 0.01 level (2-tailed).

The results under Kendall's tau-b indicate significant positive correlation. The values shaded in the above table indicate very high positive correlation.

15. Conclusion

The results indicate that the null hypothesis rejected and alternate hypothesis is accepted. Social media has made it

possible to connect with anyone, anywhere, which includes teachers and students. There are both pros and cons to this type of interaction. Teens rely heavily on social media for communication, so many teachers see this as an opportunity to engage and motivate students. However, social media can potentially provide teachers and students direct, unsupervised contact beyond the classroom, which poses risks and could lead to misconduct.

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