IMPACT OF SOCIAL NETWORKING WEBSITES ON STUDENTS

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ABSTRACT *The impact of social websites can be good on students but if we have a nearer look on the real impact of social networks. Today it is debasement the future and carrier of students. The social Networking websites reminiscent of https://www.linkedin.com, http://www.facebook.com/, https://twitter.com/ and https://www.orkut.com/etc. are continuously distracting students from their studies. The main focus of student should be education but unfortunately today's student are emphasizing on such sites which can be a complete wastage of time. Social Networks was only an electronic connection between users but unfortunately it has become an addiction for students, teenagers and even adults. This paper presents impact of social networks on education, students and impact on life of teenagers, further it describes how social networking websites are auditory and dangerous for youth and teenagers.*

Introduction

The definition of social media is "the relationships that exist between network of people" (Walter & Riviera, 2004). In the last ten years, the online world has changed dramatically. Thanks to the invention of social media, young men and women now exchange ideas, feelings, individual information, pictures and videos at a truly amazing rate. Seventy-three percent of wired American teens now use social media websites (Oberst, 2010). Schill (2011) states that the social media sites encourage negative behaviors for teen students such as procrastination (catching up with friends), and they are more likely to drink and drug. However, every day, many students are spending countless hours immersed in social media, such as Facebook, MySpace, World of Warcraft, or Sim City. At first glance this may seem like a waste of time; however it also helps students to develop important knowledge and social skills, and be active citizens who create and share content. At present, whether social media is favorable or unfavorable, many students utilize these sites on a daily basis. As social media sites continue to grow in popularity it is our belief that technology is a vital part of today's student success equation. Many researchers have been diving into a considerable amount of research on how social media influences student retention at colleges. Many parents are worried that their college students are spending too much time on Facebook and other social media sites and not enough time studying. Therefore, our research ascertains the relationship between the social media and students' study efficiency.

Effects of social media on the Academic Performance of Students

Internet is a very important element of life which cannot be ignored. Internet is used for educational purpose by a large community but unfortunately we have a large community including majority of youth and teenagers who use Internet for only social networking sites (Boyd, 2006). Trusov, Bucklin, and Pauwels (2009) reviewed that the phenomena of social network is quite simple to understand, it is a web based facility which allows individuals to build a profile identity and generate subjective associations and connections among themselves and communicate them at a central location. According to Kuppuswamy and Shankar (2010) social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. On the basis of the above statement we can say that social networking sites may badly affect the academic life and learning experiences of the student. Whereas on the other

hand, Liccardi et al (2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics.

Tinto (1997) argued that extracurricular activities and academic activities are not enough to satisfy some student those who are suffered by social networking isolation. This shows that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life. Trusov, Bucklin, and Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years. According to Cain (2008) social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, informative material and other things including videos and pictures etc. This free of cost factor fascinate students for communication and data sharing. Cain (2009) stated that although social network websites can be practiced for good determinations but it is usually used for Involvement of digital snapshots and information, exposing securities, and conducting online conversations because many other communities inside social networking websites motivate user for this kind of inappropriate actions. Wiley and Sisson (2006) argued that the previous studies have found that more than 90% of college students use social networks. In the same way Ellison, Steinfield, and Lampe (2007) stated that the students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life. This statement shows the importance of social networking websites in students' life. Lenhart and Madden (2007) revealed through a survey that students strongly recommend social networking websites to stay in touch with friends to keep informed and aware.

This research is conducted to explore the affect of social networking websites and its impact on academic life and learning experiences of students. As Kuppuswamy and Shankar (2010) explained that the social networks grabs the total attention and concentration of the students and diverts it towards non educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs. Students and teenagers mostly use social networks for time killing and sake of enjoyment but it has been analyzed that internet use for education purpose and any appropriate task including online tutorials, online lectures and education material downloading is very good but use of internet

for only social network is very useless perhaps dangerous. Some of the appropriate and un-negligible statements that fascinated us to conduct this research are stated below. Benzie (2007) noted that the Canadian government prohibited employees from Facebook.com. In the same way Boyd & Ellison (2007) also pointed out that the U.S. Congress has proposed legislation to ban youth from accessing social networking websites in schools and libraries. When the highly developed nations take stands over the use of social networking websites and cannot allow these social networking websites for countrymen, youth, students and working people, then the need is felt to see into that either social networking websites adversely effects students or not.

Theory of self-efficacy claims that "People believe about their capability to realize a goal influences the way they approach tasks". According to Bandura (1977) students having robust self-efficacy owns advanced level of self-confidence to express social networking websites, where those who have weaker self-efficacy may not, as they fear rejection from the network established members this level of self-efficacy can exacerbate a student sense of isolation. Margolis and Fisher (2003) agreed to the idea put forwarded by the Bandura (1977) and highlighted the aspect of self-efficacy which promotes students to use social networking websites. Balsamo (1995) asserted that social networking websites have the ability to decrease social exclusion and increasing student's self-efficacy. In 1990's "Cyber space" was initially thought as a place to escape from face to face communication and personalization of gender and race implications also including disabled people.

Conclusion

We make in this study three important contributions. First, we identify several exclusive social networks, including common friends, followers, and non-reciprocal friends, and estimate their causal effects on student's outcomes. Second, we distinguish between the immediate and the wider definition of the reciprocal friends, the most studied social network in the literature. Third, we extend the analysis beyond the effect on academic achievements, focusing as well on the effect of social networks on non-cognitive behavioral outcomes of students. Our results suggest non-trivial effects of social networks; the presence of reciprocal friends and followers in class has a positive and significant effect on test scores in English, math and Hebrew, while non-reciprocal friends has an opposite (negative) effect. However, beyond the first circle of reciprocal friends, the effect of the rest of the social network has no effect on students' academic performance.

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