IMPACT OF SOCIAL NET WORKING SITES ON STUDENTS'

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ABSTRACT

This research aims to analyze the present state of affairs in India, a country that has seen a dramatic growth in smartphone users in the last few years, mostly due to the widespread availability of inexpensive internet services. A study conducted by ET Telecom (2018) states that the number of smartphone users in India is expected to increase significantly, as predicted by Cisco's visual networking index (VNI). According to the data, the user base will more than quadruple from 404.1 million in 2017 to 829 million in 2022. There are good and negative impacts of students' growing use of technology for academic reasons on their academic performance, as shown in the chapters of the research study. Pupils in senior secondary school are more mature, show more effort while studying, and have a deeper understanding of the subject matter. Furthermore, they exhibit a wide variety of interests via their propensity to participate in entertainment, information retrieval, social networking, and self-education. There are new media gadgets that are available. The research is pertinent because in grade XII and for college-level coursework, students in senior secondary schools are mandated to take various forms of the education board examination. Students need to be ready to take on big challenges and achieve big goals in life when they finish school.

KEYWORDS: Social Net Working Sites, Students, smartphone, visual networking index, college-level coursework.

INTRODUCTION

Every person on the planet has access to a wealth of educational resources made possible by the proliferation of online learning platforms. With the integration of technology and the internet into education, the area of education has undergone a radical transformation. Educators are always exploring new ways to include social networking sites (SNSs) into active learning curricula as a result of the proliferation and revolution of SNSs. Social networking sites (SNSs) are virtual meeting places for educators, students, and researchers all around the world. Because of this, they are able to have more fruitful interactions with students, which in turn leads to improved learning and more academic cooperation. New

avenues of linking individuals are emerging, and technological advancements have lowered the barrier of communication. The growth of SNSs has been greatly aided by the advent of internet facilities and other forms of communication technology.

It seems that social media sites are quite popular, especially among young people. Loader et al. (2014), McHaney (2011), and Valenzuela et al. (2012) are just a few of the many studies that have examined the effects of Web 2.0 and social networking sites on young people's mental health, social development, academic performance, and overall well-being. Concerns about the potential negative impact of social networking sites on students' academic performance have persisted for some time (Ivala & Gachago, 2012; Jacobsen & Forste, 2011). In order to enhance student learning, educationalists are keen to understand how this significant change in students' communication style might provide an opportunity for instructors to create new and creative lessons. According to Niu (2019), there has been a rise in initiatives to include social media platforms into educational practices and to gauge students' openness to engaging with them. According to Bransford, Brown, and Cocking (2000), successful learning environments prioritize learner-centered, knowledge-centered, assessment-centered, and community-centered learning.

The aforementioned changes have sparked discussions and arguments due to the significance of social networking sites (SNSs) in everyday life: Skeptics of social networking sites as a tool for education argue that the two are mutually incompatible, highlighting the fact that these sites were originally intended for recreational socializing rather than serious academic pursuits (Hollis & Was, 2016).

Those that support the use of SNSs in the classroom believe that these platforms will have positive and revolutionary effects on the ways in which students study, work together, and communicate what they've learned. Many see these upcoming changes as a departure from the top-down, institutionalized model of education and a rise in autonomous, interest-based communities where members collaborate on projects, share and discuss relevant material, and provide one-on-one instruction to others (Bingham & Connor, 2015). Some of that goal may be attainable with the help of extensive professional and technical support and with specifically designed extensions to existing SNSs, according to recent educational research projects (Greenhow et. al., 2015; Rap & Blonder, 2016). Nonetheless, this proves the likelihood of learning behaviors based on SNSs in extreme situations with individualized

support systems. As a result, it doesn't often shed light on the practical, spontaneous use of SNSs technology in the classroom.

Concept of Social Networking Sites

The idea of social networking sites is presented by several writers. Reid Hoffman's quote encapsulates the essence of social media websites. A strong network consists of individuals who want to assist you and you want to help them, according to Reid Hoffman. According to Dijk (2006), the network is "a collection of links between elements of a unit (p. 24)." A connection between systems is the core definition of a network. Furthermore, "set of individuals and ties among them" is what the word "social network" refers to (Wasserman, 1994, p. 9). "A network of tenuous friendships, an unlikely collection of people who only meet informally and who don't really know where they fit in (Macionis, 2008, p. 172)." What we call a "social network" is really simply a way for people to talk to one another online. Thirdly, websites that bring people together are called social networking sites. According to Boyd, Dinah (2007), "Web-based services that allow individuals to construct a public or semi-public profile within a bounded system articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system" (Dijk, 2006 p. 2), it is a service that allows users to join a closed network of users.

ORIGIN AND EVOLUTION OF SOCIAL NETWORKING SITES

Since the first email was received in 1969, the ever-increasing online contact has been at the core. Nevertheless, social media platform researchers hailed Six.Degrees.com as the pioneering forum in 1997. There, members could create profiles and share contact information. With the goal of facilitating the expansion of corporate networks, Ryze.com established the contemporary generation of social networking platforms in 2001. Since then, LinkedIn has expanded into a massive business network, with Friendster serving as its flagship. In 2003, a collection of common interests was established for many social media platforms. Facebook began in early 2004 as the first social network platform at Harvard University; by September 2005, it had expanded to high school students and all other types of companies. This led to an influx of users from high-density sites, such India and China, onto Facebook. Twitter has 63.46 million users, which is more than YouTube and Orkut combined.

"Print management and relationship, networking and network layout, online/offline connections and privacy" are the common study foci for social media platforms. Furthermore, similar to non-public areas, MySpace and Facebook provide an opportunity for kids to interact with their friends outside of a setting that immediately welcomes them into networked publics. Actually, the new online networking technology of the 21st century society and the media world's financial, fiscal, social, and cultural environment are the reasons for the expansion of social networks. More avenues have been opened up and more sectors have been exploited for study thanks to digital technology. You want technology since it is very helpful; blogs and social networks are truly quite effective; so, there is a contemporary technique to get answers in this planet. In the first stage, the United States Department of Defense has been coordinating threat control efforts via the use of a computer network. Then, in order to achieve global success, companies resorted to virtual networks to connect with and coordinate other businesses. Afterwards, the computer groups that were shared were used (Castells M., 2010). Social media platforms are seeing a surge in demand as a means to meet the social requirements of its target demographic—technically savvy youth—through the provision of authentic interactive materials. Hence, a global network of social networks was constructed using social networking platforms. Within the framework of social network sociology, George Simmel makes the observation that "the community emerges from individuals and people come from the collective." Web media are booming in popularity all over the world due to the rapid emergence of new technologies. We base our social network on Emile Durkheim's hierarchical theory of social relationships and his relational framework of relationships.

According to Bryant and Peck (2007), a comprehensive social study includes the network's structure, content, and operations. Man is a social being who interacts to form human communities, as Aristotle long ago said. Around 12,000 BCE, as the speech-net expanded, nomadic tribal hunter-gardeners gradually transformed from bio-physical societies into collective cultural communities, according to early historical data.

According to Dijk (2006), "Human speech" has been there for as long as the "Internet internet" (p. 26). As a result of people's ability to communicate verbally, the internet has become a unifying force, bridging cultural divides both inside and outside of communities. Further, community leaders influence one another by the kind and degree to which these types of interactions shape cultural change, which in turn shapes our society as a whole. From

different angles, the aforementioned traces provide a comprehensive explanation of social networking websites.

FUNCTIONS OF SOCIAL NETWORKING SITES

Mark Zuckerberg, developer of Facebook, made an informative statement on the main goal of creating social networking services. "Facebook was not always a service," he explains. To begin, a person creates a profile by uploading a photo to an online form that asks for basic information like name, age, job title, interests, and more. This refers to software-enhanced applications. The main goal is to create a profile that people may follow based on your interests, which might include images, sounds, writing, and emotions. The system continues to operate normally, but users are given certain concealed configuration settings to monitor in order to protect their privacy. When it comes to social media, there is a huge difference in the appearance and openness of user profiles.

Through the trailing profile networks commonly referred to as "Peers," "Contacts," and "Fans," users can identify and connect with their peers. Once connected, users can post comments or suggestions, update their activities, compare sources, share media (photos, videos, blogs, etc.), and engage with or express concern to others in the community. The sixdegree.com social network isolation and the spread of infections to other conventional network media linkages are two other examples of how information and data, if made public, may spread like wildfire. In addition, any computer with an internet connection may access the direct messaging program sites that are often used for social networking. In addition to games on smartphones (like Dodgeball), pet owners also manage language and animal apps (like Dogster and Catster, respectively). After following close friends, users gradually uncover acquaintances on social media sites based on gender, country, occupation, and a host of other factors. Like other technology systems, social networking sites are quite systematic. "Networking is a key component of wealth creation." (Armstrong Williams, n.d.).

USAGE OF SOCIAL NETWORKING SITES IN EDUCATION

The work of academic scientists is a powerful motivator for students to engage with social media. According to research and anecdotal data, students spend a considerable amount of time on pages. College students may get insight into the inner workings of their institutions and themselves via the platform and, more especially, their online networking activities

(Schlenkrich and Sewry, 2012). The bulk of academics engaged in research activities are active in scientific applications and social networks. According to Living stone and Brake (2010), "World Network Platforms for Scholars and Politicians, as also on the internet, are a moving target." Ibid. "There has been a recent awakening to the fact that opportunities for learning, job training, and school preparation can be found through social network resources."

SOCIAL NETWORKING SITES AND ACADEMIC PERFORMANCE

In an effort to become a useful tool for human interaction, technology has sought to play a supportive role in human social environments, educational settings, and research. Innovative opportunities for the adoption of new technology by educational institutions, faculty, and students have long been a topic of discussion among experts in the field of higher education. The rise of accessible social networks, such as social media, has revolutionized human relationships and helped turn the world into a global community. Students and teachers may easily communicate with one another and outside experts in a certain field using social media and online platforms such as Flickr, Google Plus, Facebook, and Twitter. Students' ability to think patterns and solve problems was significantly affected by the innovation. In the context of higher education, where students, faculty, and staff work together to achieve academic excellence, SNSs have an impact on students.

Class conversations, both group and individual, benefit greatly from the use of social media platforms, which in turn enhances course material. Technology is being used by educators on a regular basis to foster critical thinking, teamwork, and the expansion of human knowledge. Students' intellectual environments have changed due to the rise of social networking sites, and polls reveal that college students hold significant roles in society. Social networking sites (SNSs) enhance education as a medium for informing students by providing engaging and novel means of connecting instructors and students, therefore encouraging a holistic approach to education. Students have more leeway in terms of what, where, and how they study with a flexible curriculum. It promotes a variety of learning styles, including the global e-learning approach. The social media sites saw its potential as a means to increase knowledge sharing and connect users to various resources for college students.

Given that students use SNSs often (Greenhow & Askari, 2015), the interest in studying their impacts (Rodrı et. al. 2015) is not surprising. Previous research has looked at the correlation between social media use and academic achievement (see, for example, Doleck & Lajoie,

2017), but their findings are based on a small sample size. More specifically, (a) used tests like regression-based model correlations to try to assess the relationship between SNS use and academic success (e.g., Junco, 2012a); (B) formulated the relation linearly based on two main assumptions; and (c) relied on expected success or a quantitative indicator of academic achievement (e.g., Ainin et al., 2015) to draw conclusions. Most contentious is the claim that there is a link between social networking site usage and improved grades. All things considered, the apparent discrepancy has the potential for more research into the subject, as long as researchers focus on the specific relationship between social networking site usage and academic performance. Furthermore, the existing research does not explain these connections within the same precise theoretical framework of SNSs results.

So yet, research has not yielded enough information to draw firm conclusions about the causal relationships between social networking site use and certain scientific outliers. We have reason to fill this gap using the current framework, both logically and experimentally. A more comprehensive understanding of the connection between social networking site use and academic achievement was the overarching goal of this study. Academic trends including student retention, school duties, and academic achievement have been studied in the past, but they were mostly limited to a shared conceptual framework for the impacts of social networking sites.

Gaining a comprehensive grasp of the various elements that impact and maybe govern the relationship between SNSs use and academic accomplishment may be achieved by developing a conceptual framework that includes particular academic phenomena and their links to SNSs use. The lack of empirical research on academic anomalies and the factors that influence and control the use of social networking sites (SNSs) motivated this study. The observer's goal was to help us understand the consequences of social media use in educational settings more thoroughly, building on and supplementing previous work in the field.

CONCLUSION

Among embryonic adults, SNSs are the most prevalent kind of internet connection. According to Boyd and Ellison (2007), these services have evolved into state-of-the-art internet networking platforms that enable users to see their own and others' online social networks in an open or semi-public manner, as well as engage in social networking activities via these platforms. For the most part, social networking sites have become an essential

means of communicating and mingling with the young adult demographic. Because most of these young individuals are still in the teaching profession, those in charge of education are trying to figure out what's going on and how to explain it to their students. There is a dearth of data that can explain purchasing patterns for the larger portion of the target demographic, but this is especially true in areas where SNSs are popular among youth. Consequently, this research set out to identify the subset of undergraduates who are heavy SNS users online. In addition, the research aims to identify students' social media goals, the nature of their social media use, the amount of time they spend on social media, and the effect this has on their academic performance.

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