MASTER OF SCIENCE IN TECHNICAL EDUCATION (COMPUTER SCIENCE AND ENGINEERING)

A Study to identify the Effects of Social Networking Sites to the lifestyles of Teachers and students in Higher Educational Institutions

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Thesis Submitted in Partial Fulfillment of the Requirements of the Degree of **Master of Science in Technical Education** Specializing in **Computer Science and Engineering**

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ACCEPTENCE

We hereby recommend that the thesis prepared by **Seguya Asad,** Student No**. 103604** entitled "**The effects of Social Networking Sites to the lifestyle of Teachers and Students in Higher Education Institutions**" has been accepted as a partial fulfillment of the requirements for the award of Masters of Science in Technical Education (Computer Science and Engineering).

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This is to certify that the work presented in this thesis is the outcome of the investigation carried out by the candidate under the supervision of Professor Dr. Che Kum Clement, Head of Department Technical and Vocational Education and Co-supervisor Mr. Md. Abdullahi Al Ma'amun in the Department of Technical and Vocational Education, Islamic University of Technology.

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Prof. Dr. Che Kum Clement   **Seguya Asad**

Supervisor   Candidate

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Md. Abdullah-Al-Mamun

Co-supervisor

Dedicated to

My beloved family and all my friends

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ABSTRACT

With the creation of Social Networking Sites, colleges and universities across the globe have been playing catch-up with students. This new technology carries much weight as a new medium for students to build social connections and grow as members of their institutions (Boogart, 2006). With the aim of exploring the effect of social networking sites to the lifestyles of teachers and students in higher educational institutions, this research was conducted at four private universities in Bangladesh and one university in Uganda. A sample of one hundred teachers and one hundred students was respectively selected from four private universities in Bangladesh and one university in Uganda. Both qualitative and quantitative methods were applied during data analysis. The results indicated that social networking sites had several impacts on the lifestyle of students and teachers with the positive effects outweighing the negative effects. The findings confirmed that students can formulate group discussions so as to exchange their ideas, communicate to their teachers and appeal to their friends about assignments. Teachers share course related materials with their students, enables research work, creates student groups to collaborate on projects and communicate with their fellow teachers from other universities. So the principal conclusion was that the use of social networking sites should be incorporated into teachers' and students' lifestyles as its beneficial nature takes over its adverse side.

CHAPTER I

INTRODUCTION

1.1   Background

Social Networking Sites (SNSs) can be defined as: Sites that allow individuals to (i) construct a public or semi-public profile within a bounded system, (ii) articulate a list of other users with whom they share a connection, and (iii) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site (Boyd et al, 2007).

Every technological innovation has been a topic of debate and center of researchers' attention and same is the case with the development of SNSs. Various researchers have conducted studies to pinpoint the several impacts of these sites on their users and findings suggested both bright and dark aspects. It has been found that excessive usage causes many psychological, physical, interpersonal and educational problems to users (Suhail et al, 2006). Numerous studies have also been conducted to delineate the impact of SNSs on young generation and students.

The critical role of interaction in learning is reinforced by the addition of SNSs to the school community. Therefore, the addition of the learning network augments the learning community rather than providing an alternative to it, resulting in the overall enhancement of the learning environment. With Web 2.0 technologies, the Internet has become a communication platform on which virtual communities are formed and it provides scope for interactivity, collaborative learning, social networking and participation (Flew, 2007). So, there are tremendous advancements taking place and most importantly youngsters are the majority of the consumers. SNSs are now among the fastest growing internet resources. The chances for the young people to form and maintain relationships on the internet have increased in the last few years. SNSs have become the choice for the youngsters, who reach out to others on the web, receiving and distributing information on a real-time basis. Today almost each and every youngster has a profile and is part of the virtual world.

Students are heavily immersed in Web 2.0 technologies (i.e. blogs, twitter, podcasts, wikis, social network sites, virtual worlds, video sharing and photo sharing). They are crafting on-line lives that seamlessly meld with their off-line world. Indeed, the internet is playing an increasingly important role in not only students' social life, but also academic. Educators are now turning to Web 2.0 tools, drawing upon their ability to assist in creating, collaborating on and sharing content. At present, little empirical research has been conducted on the value of Web 2.0 in education (Crook et al 2008). Research has begun to examine SNSs, but few studies have specifically addressed its role in pedagogy. Teacher education literature has also started to address this area (Coutts et al, 2007; Grant, 2008; Saunders, 2008). SNSs are quickly becoming ubiquitous online. The most popular of these websites are Myspace, Bebo, and Facebook.

Students are paying more attention towards these social networking activities rather than utilizing this time for their studies and this surely affects their academic performance as Thomas, et al (1987) stated that activities of students are associated with grade-related differences among them. There is much interest from schools and Universities in the potential of public SNSs and social media such as blogs to leverage or complement formal educational activities and enhance learning outcomes (DEECD 2001, 2003, Notley, 2010). Access to SNSs varies according to state and educational level with some states banning access to SNSs and social media services altogether (Notley, 2009). Consequently there is a dearth of evidence on the impact of SNSs on young people's formal education (Anderson 2007).

SNSs use between teachers and students can improve rapport and motivation and engagement with education (Mazer et al, 2007). SNSs can support the continuation and extension of learning and discussion outside formal classroom setting (education.au, 2009c).

SNSs can help facilitate the meeting of strangers, however, individuals are also using them to maintain and strengthen their current, off line social networks (Boyd et al, 2008). Facebook, specifically, has been found to be used to reinforce current offline relationships (Lampe et al, 2006). As previous communication technologies (e.g. email, chat rooms, bulletin boards, etc.) have been integrated into the way we teach and administer our courses, SNSs may also have a place in our classroom. To date, the reactions of using SNSs for educational purposes are mixed. Concerns related to privacy and anxiety in interacting with professors in this environment

(Hewitt et al, 2006), a belief that it does not serve an academic purpose (Charnigo et al, 2007) and the opinion that faculty should simply avoid "educationally appropriating" these "backstage" social spaces (Selwyn, 2007) have been expressed. In fact, the expression, "creepy treehouse" has been appropriated to explain educators' use of online social spaces like Facebook (Young, 2008).

Technological changes have always been seen as strong evolutionary force but the advent of internet is something that has shaken almost all spheres of personal, social and professional human life. Right from the mere ways of interaction to the running of huge systems, we are utilizing the conveniences provided by the existence of internet. Developments made in the internet applications are beyond our imagination. No one would have ever imagined that a networking tool developed solely for military purpose in U.S in 1969 would become a rich source of knowledge, entertainment, communication and many more. Significant benefits have been drawn from internet being a connection and communication tool. Internet users who visit SNSs comprise two-third of world's internet users consuming about 10% of the whole time spent on internet and accounts for 65% of internet usage. Millions of people can stay connected together using the web provision called SNSs. A social network if formed by the connection of many online communities leads towards the sharing of information and knowledge. Classmates.com was founded in 1995 being the first official SNS. The purpose of its creation was to provide the students a mean of connection during or after their degree completion (Classmates.com). After it, SixDegree.com was created in 1997 leading towards the chain of emergence of Cyworld (2001), Friendster (2002), Skyblog (2002), Orkut (2004), Myspace (2005), Yahoo 360 (2005), Twitter (2006) and Facebook (2004) (Social networking sites and its positive effects). The most successful and largest SNS is Facebook that is the latest among all other SNSs.

Since the creation of MySpace and LinkedIn in 2003 and Facebook in 2004, online social networking has quickly become a pervasive way for people to connect and interact all over the world. Schools are one of the last holdouts, where many of the most popular SNSs are often banned for students, and sometimes for teachers, librarians, and administrators, too. Many schools and districts have opted for a very restrictive environment amid concerns about safety,

privacy and confidentiality, and lack knowledge about how best to ensure appropriate use. Ironically, students and many teachers are now using online, collaborative technology at home, on the go, and even sometimes in the school hallways but typically not in the classroom. This has profound implications for keeping students engaged and preparing them to live in a 21st century world.

Even though SNSs were designed for social purposes, they can as well be used for classroom related purposes as stated by Roblyer et al. (2010). SNSs connect students with other students, indirectly creating a learning community, a vital component of student education (Baker, 1999). SNSs provides instructors opportunities and structures by which students can help and support one another by building their courses atop the community already established by the students themselves. Hamann and Wilson (2002) found that students who participated in a web-enhanced class outperformed those students in a traditional lecture format. SNSs also increases both teacher-student and student-student interaction in the form of web-based communication. SNSs helps instructors connect with their students about assignments, upcoming events, useful links, and samples of work outside of the classroom.

The deep immersion of youths in SNS in the university has spurred substantial academic interest in these sites, particularly how they activate social capital, enable the exchange of friendship networks and knowledge, and invoke privacy considerations (Bosch, 2009; Ellison et al, 2007; Flynn, 2008; Gross et al, 2005; Lampe et al, 2006; Lenhart et al, 2007; Peluchette et al, 2008). In spite of this emerging body of academic literature that acknowledges SNS use in academia, there is limited research on the impacts of such use on social power relations. Yet, the purpose of SNS is building relationships, moulding identities and sharing and, hence, "networking," which render them useful for unraveling social power relations in academia. What seems problematic, therefore, is unpacking what influence SNS use has on power relationships and whether they enable or disrupt lecturer-student and student peer relations. The role of relationships and academic networking in knowledge production makes the unpacking of power dynamics/academic relations useful for grasping these processes of knowledge production.

Students are viewed as highest customer segment and the most vivid users of SNSs. It is argued that students have augmented SNS interaction via computers and SNS-enhanced phones. The

academic relations built on these sites remain under-researched in academia. Many studies into SNS have concentrated on connectivity, relation building, and privacy considerations but have not given pre-eminence to its academic impacts. This grasped the researcher's attention to make an effort so as to identify how these SNSs can affect the teaching –learning in higher educational institutions.

1.2   Statement of the Problem

This research was attempted to examine both the positive and negative effects of SNSs in the teaching- learning focusing at higher institution levels.

1.3   Objectives of the Study

The objectives of the study were to:

1. Find out the extent to which teachers and students are involved in SNSs.

2. Find out the effects of using SNSs to teachers and students in their teaching-learning.

1.4   Significance of the Study

While the surfacing benefit of social networking sites is undoubtedly the expansion of your social life, a lot of universities offer small forums on their websites in which students log onto with their university email address and contribute to study groups, discussions, and boards which are labeled by topic, resulting in an educational benefit for students. Based on this fact, the researcher believed that the conducted study had a great contribution in a number of ways to the people of education:

1. It helped higher educational institution authorities to guide the students on how effectively use SNSs.

2. It helped the authorities of the higher educational institutions to provide internet services in every area of the campus as SNSs emerged as a good communication tools.

3. It helped the higher educational institution authorities to acquire enough bandwidth from their internet service providers for smooth communication.

4. It helped both the teachers and the students to use SNSs with proper attitude so that it could enhance their teaching-learning process.

5. It helped the teachers and students to derive potential benefits of social networking in their academic pursuit.

1.5   Research Questions

The following research questions guided us to collect the data in line with our objectives.

1. Is there any impact of using social networking sites (SNSs) to enhance the teaching-learning in higher educational institutions?
2. To what extent does social networking sites (SNSs) affect teaching-learning in higher educational institutions?

1.6   Delimitations

The research study was delimited to the students and teachers of those five private higher educational institutions from which the researcher has access to collect the data.

1.7   Assumptions

 SNSs can improve the communication between the teacher and students that can promote the overall learning environment. Therefore,

1. The researcher assumed that SNSs have the potentiality to improve the overall teaching-learning environment.
2. The researcher assumed that all teachers and students know how to use the internet.

1.8   Definition of Terms

Social Networking Sites (SNSs): refers to any Web site that enables users to create public profiles within that Web site and form relationships with other users of the same Web site who access their profile. These include; Facebook, Google Plus, Twitter, MySpace etc. SNSs can be used to describe community-based Web sites, online discussions forums, chartrooms and other social spaces online.

Teaching-Learning: Learning is the acquisition of new or modifying existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. Teaching is the transfer of knowledge from the teacher to the student.

Higher Education: refers to the stage of learning that occurs at universities, academies, colleges, seminaries, and institutes of technology.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0   Introduction

This chapter reviews the literature that exists related to the effect of social networking sites on the lifestyle of teachers and students in higher educational institutions. The literature review shall be in the following sequence:

2.1 History of social networking sites.

2.2 Social networking in teachers' and students' educational life style.

2.3 Social networking into everyday teachers and students social life style.

2.1   History of Social Networking Sites

The first recognizable social network site was SixDegrees.com which was launched in 1997. It allowed users to create profiles, list their friends and, beginning in 1998, surf the friends lists. Each of these features existed in some form before SixDegrees. Profiles existed on most major dating sites and many community sites. AIM and ICQ buddy lists supported lists of friends, although those friends were not visible to others. Classmates.com allowed people to affiliate with their high school or college and surf the network for others who were also affiliated, but users could not create profiles or list friends until years later. SixDegrees was the first to combine these features.

SixDegrees promoted itself as a tool to help people connect with and send messages to others. While SixDegrees attracted millions of users, it failed to become a sustainable business and, in 2000, the service closed. Looking back, its founder believed that SixDegrees was simply ahead of its time. While people were already flocking to the Internet, most did not have extended networks of friends who were online. Early adopters complained that there was little to do after accepting friend requests, and most users were not interested in meeting strangers.

From 1997 to 2001, a number of community tools began supporting various combinations of profiles and publicly articulated friends. AsianAvenue, BlackPlanet, and MiGente allowed users to create personal, professional, and dating profiles. Users could identify friends on their personal profiles without seeking approval for those connections. Likewise, shortly after its launch in 1999, LiveJournal listed one-directional connections on user pages. LiveJournal's creator suspects that he fashioned these friends after instant messaging buddy lists on LiveJournal, people mark others as friends to follow their journals and manage privacy settings. The Korean virtual worlds site Cyworld was started in 1999 and added SNSs features in 2001, independent of these other sites. Likewise, when the Swedish web community LunarStorm refashioned itself as an SNS in 2000, it contained friends' lists, guest books, and diary pages (Skog, 2007).

The next wave of SNSs began when Ryze.com was launched in 2001 to help people leverage their business networks. Ryze's founder reports that he first introduced the site to his friends, primarily members of the San Francisco business and technology community, including the entrepreneurs and investors behind many future SNSs. In particular, the people behind Ryze, Tribe.net, LinkedIn, and Friendster were tightly entwined personally and professionally. They believed that they could support each other without competing (Festa, 2003). In the end, Ryze never acquired mass popularity, Tribe.net grew to attract a passionate niche user base, LinkedIn became a powerful business service, and Friendster became the most significant, if only as "one of the biggest disappointments in Internet history" (Chafkin, 2007).

Twitter's origins lie in a "daylong brainstorming session" held by board members of the podcasting company Odeo. Dorsey introduced the idea of an individual using an SMS service to communicate with a small group. The original project code name for the service was **twttr**, an idea that Williams later ascribed to Noah Glass, inspired by Flickr and the five-character length of American SMS short codes. The developers initially considered "10958" as a short code, but later changed it to "40404" for "ease of use and memorability." Work on the project started on March 21, 2006, when Dorsey published the first Twitter message at 9:50 PM Pacific Standard Time (PST): "just setting up my twttr. Currently, the most successful and largest SNS is Facebook that is the latest among all other social networking sites. Reviewing the origin and creation of Facebook, he was Mark Zuckerberg who funded the Facebook. In 2003, he was a student at

Harvard's School and there he created a site called Facemash. This site was instantaneously shut down after coming into the notice of school administration and M. Zuckerberg was charged for Privacy Breaching by school admin. After releasing form this charge, "The Facebook" was recreated in February 2004. In 2005, word "The" was dropped from its URL and it became "Facebook".

2.2   Social Networking in Teacher's and Students' Educational Life Style

Social networking sites have become increasingly integrated into the way many people today act, think, and relate to each other. Social networking has a multitude of implications for the field of education and these impact students, educators, administrators, and parents alike.

2.2.1 Teachers and Students Inhabiting the Same Social Space

Teacher regulatory bodies such as the Victorian Institute of Teachers (VIT), the Queensland College of Teachers (QCT) and the Western Australian College of Teachers (WACT) provide teachers with codes of conduct relating interacting with students, including a general censure in terms of communicating outside of school without an appropriate reason. Clearly, this censure on personal conversations, communication outside of a valid context, and socialising with students means that any teacher and student communication via SNSs becomes immediately in question due to the way SNSs are inherently designed to encourage disclosure and facilitate social connectivity. Whether teachers are using SNSs for personal or professional (ie. to enable teaching and learning) reasons there is a risk of public scrutiny, including students observing aspects of what may be considered private lives.

The QCT not only prohibits teachers from contacting students on SNSs such as Facebook, but further limitations are prescribed for teachers who choose to use social networks. The QCT states that "if you [a teacher] use internet social networks in your personal time you must ensure that the content is appropriate and private and that you restrict access to specific people who are not students" (Department of Education, 2012). In addition, this directive is more likely to curb potentially beneficial educational uses of emerging technologies such as SNSs. For instance, Mazer, Murphy and Simonds found the interactivity available on SNSs could support collaborative learning and that students were motivated by the amount of information disclosed

on a teachers' or academics' SNSs and the more personalized the teachers' SNSs presence, the greater the motivation of students to participate and learn course material (Mazer, 2007).

2.2.2 Teaching and Media

Historically, mass communication and teaching since the Industrial Age has involved transmission from a main source, whether it is a teacher, the TV, or an advertiser, out to many passive recipients. In the figure provided below, who is the credible authority? Whose voice counts in the construction of knowledge? As passive consumers of knowledge, students involved in this type of learning are not provided with the tools or skills set to develop their own dispositions to be self-directed learners and constructors of knowledge.

Historical Communication Pattern in Teaching and Media
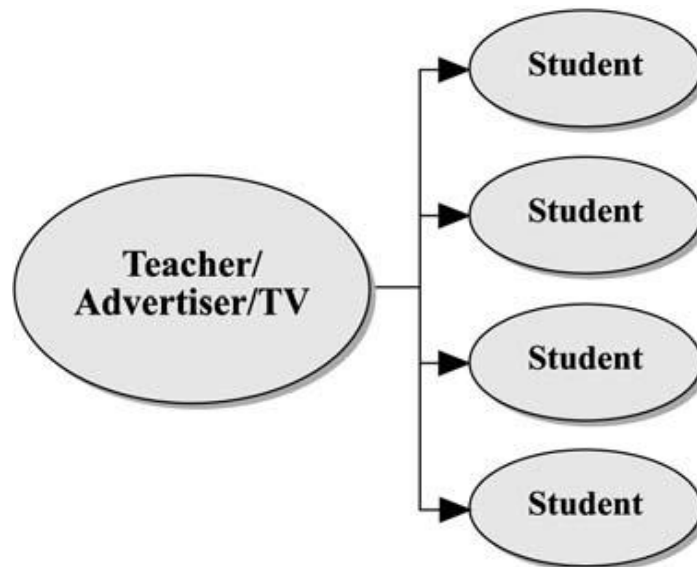
Figure 1: Pattern in teaching and media

Communication Pattern Using Social Networks
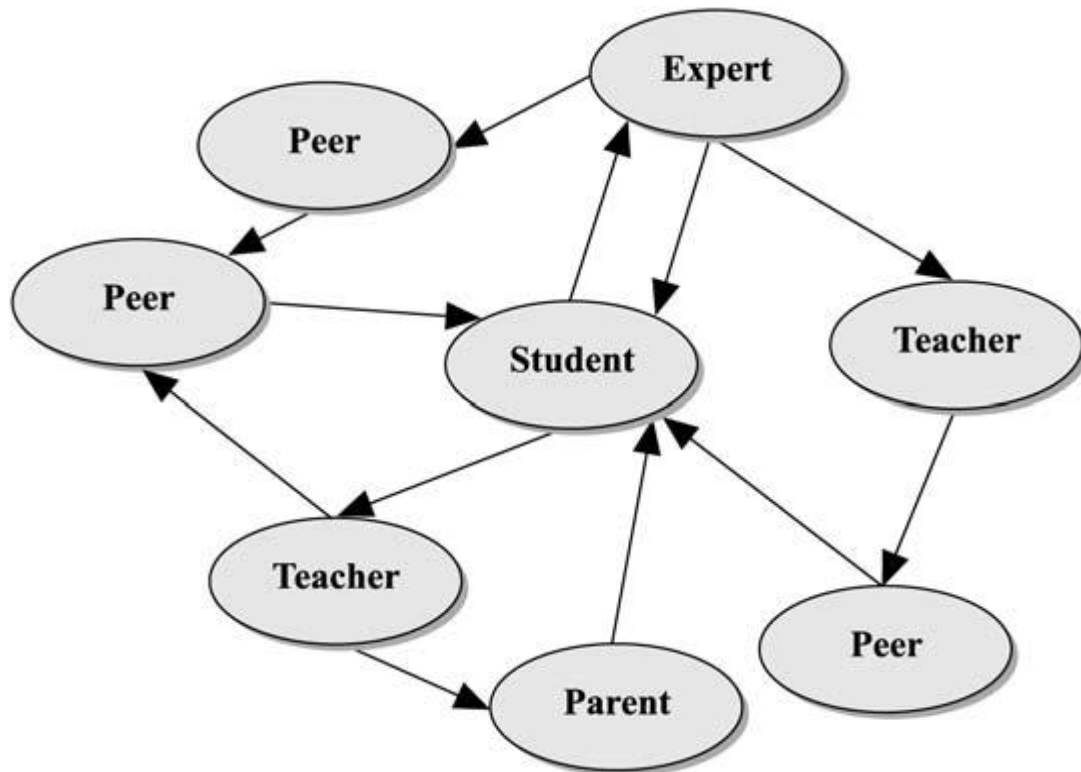
Figure 2: Communication pattern using social networks

Compare Figure 1 to Figure 2, which illustrates a simplified communication pattern involved in social networking. All users now have multi-directional communication supported among multiple parties. The communication patterns enabled by social networking technologies mirror the exact process many educators seek to support in self-directed learning based on constructivist, connectivist, and constructionist (Papert, 1991) learning theories. These communication mechanisms are empowering and engaging to learners, and support Lombardo's call for education to ''contribute to the ongoing evolution of human society.

It is important to acknowledge that credibility and expertise in social networking comes from the extent of involvement in the network, including the amount of participation, frequency, and the usefulness of the information provided. Teachers and students in virtual worlds must gain ''avatar capital'' (Castronova, 2006) through ongoing participation in networks to develop their credibility as a network member. What does this mean for a teacher in virtual worlds? A teacher

must become a facilitator in the network, integrate these tools into their teaching, and learn to model, facilitate, and assist students in the successful use of networks to achieve learning goals.

2.2.3 Use of Facebook in Teacher Education

Instruction in using Facebook should be an integral part of teacher education programs, particularly with so many different types of social networks emerging. As Voithofer (2007) notes, instructing teacher education students on social networks encourages them to consider (i) the technical and pedagogical characteristics of educational technology, (ii) the social aspects of educational technology, and (iii) how to think about emerging technologies in relation to teaching. It is important for teacher educators to introduce students to social networks. As an optional assignment, teacher can have students create their own Facebook account and become friends with at least one other member of class. Then, have students post appropriate, class-related images, messages about course assignments and events, and course applications, such as "Courses 2.0" or "Courses Connection," on Facebook persuade students to experiment with different features. Teachers who engage with a technological medium are more likely to value that technological tool in their teaching (Russell et al., 2003). Teacher educators should have students implement Facebook in a currently taught course, focusing on integrating course content and objectives. When implementing Facebook, pre-service teachers must consider a pedagogical rational for using Facebook as well as suggested course applications. To further identify real and potential issues when using Facebook, teacher educators can assign articles about the educational uses of Facebook. Then, drawing from their personal experience with Facebook and the readings, pre-service students can reflect about Facebook as an educational tool in the classroom or an a course blog.

Beyond high usage rates and some technological advantages, social networks, such as Facebook, can provide numerous other pedagogical advantages to both teachers and students. Facebook is a network that connects students with other students, indirectly creating a learning community a vital component of student education (Baker, 1999). Facebook provides instructors opportunities and structures by which students can help and support one another by building their courses atop the community already established by the students themselves. Hamann and Wilson (2002) found that students who participated in a web-enhanced class outperformed those students in a

traditional lecture format. This suggests that Internet based learning modules actively engage students in a manner unique from the traditional class lecture.

Facebook also increases both teacher-student and student-student interaction in the form of web-based communication. Facebook helps instructors connect with their students about assignments, upcoming events, useful links, and samples of work outside of the classroom. Students can use Facebook to contact classmates about questions regarding class assignments or examinations as well as collaborate on assignments and group projects in an online environment. Building on the face-to-face, teacher-student relationship, allow students to glimpse instructor profiles containing personal information, interests, background, and "friends," which can enhance student motivation, affective learning, and classroom climate (Mazer et al., 2007). Other scholars, however, found that instructor presence on Facebook has neither a positive nor a negative effect on student ratings (i.e., likeability and respect) of professors (Hewitt et all, 2006).

Lastly, utilizing Facebook effectively in teacher education courses will help facilitate perspective teachers to model what they have learned in their own classrooms. Teacher education students will not only benefit by the classroom advantages of using Facebook, but also by learning professional Facebook etiquette. Previous teacher education research (Coutts et al, 2007) and a number of popular press articles provide evidence that some perspective and current teachers have much to learn in regards to privacy and professional/personal boundaries on Facebook (Helms, 2008; Shapira, 2008).

2.2.4 Academic Benefits of Social Networking Sites

2.2.4.1 Between Teachers and Students

Social networking sites are keeping teachers and students connected in and out of the classroom. The University of Wisconsin-Madison documented the enormous potential social networking technologies have to connect students, faculty and staff, and increase the efficiency and flexibility of campus services (Berg et al, 2007). These networks create opportunities for students to share, collaborate, showcase and grow together. At the Rhone Island School of Design for example, e-portfolio based online learning communities give teachers and students the ability to personalize and share their content (Yan, 2008). In the United Kingdom, at a school

in Haslemere, Surrey, sixth graders are using a social network to post book reviews and critique each other's writing (McLean, 2006). And in the Saugus Union School District in Santa Clarita, California, 418 teachers and 700 students use the open source social networking software Elgg to share student generated sports articles, historical fiction and math podcasts across classrooms and across the district (Glitten, 2006).

Carter et al. provides further examples of teachers incorporating SNSs directly into their pedagogical practice and concludes that there may be benefits in carefully considered use of social network media (Carter et al, 2008). For example Trzeszkowski-Giese has suggested that her profile on Facebook has allowed her to establish deeper relationships with and understandings of her students because she can communicate with them beyond the four walls of the classroom (Trzeszkowski, 2007). Other secondary school teachers have reported successfully using SNSs, including Twitter and Facebook, for a variety of reasons including reminding students of upcoming homework deadlines (for example, see: (Heavin, 2007) (Pearson, 2009)). Another example is that of Alexander who describes the value of social networking tools such as social bookmarking for collaborative information discovery and writing (Alexander, 2006).

The educational research literature indicates that teachers and educators around the world consider SNS as valuable learning tools. Dalsgaard argued that "social networks support self-governed, problem-based and collaborative learning processes" and consequently lend themselves to social constructivist pedagogies (Dalsgaard, 2006). Mason and Rennie make a similar point that Web 2.0 and SNSs have increasingly been thought to support a constructivist approach and consequently the move towards using SNSs for education is not surprising or revolutionary, but rather should be considered an evolution of teaching method (Mason et al, 2008). Indeed, they argue that social software, including social networks, provide a valuable educational opportunity and should be carefully included into course design. A further indication that Web 2.0, including SNSs, is being considered as a significant and valued shift in teaching and learning is evidenced by an increasingly popular learning theory called Connectivism which posits that learning is no longer a personal, individualistic activity and that through SNSs we can more appropriately leverage student learning (Siemens, 2004).

The educational research literature clearly indicates the potential value of using SNSs in the teaching and learning process. However, teacher accreditation bodies in Australia continue to adopt a stance which positions the use of SNS as a risk rather than an opportunity.

There is much interest from schools, TAFE and Universities in the potential of public SNSs and social media such as blogs to leverage or complement formal educational activities and enhance learning outcomes (Brennan 2001, 2003, Notley, 2010). Whilst e-learning frameworks are now integrated into most educational settings, the use of SNSs is less comprehensively utilized. Access to SNSs varies according to state and educational level with some states banning access to SNSs and social media services altogether (Notley, 2009). Consequently there is a dearth of evidence on the impact of SNSs on young people's formal education (Anderson, 2007). Nevertheless, pilot projects and research are being rolled out which highlight both the potential and the need for social software, services and practices to be integrated into school and higher education frameworks (Fitzgerald & Steele, 2008). SNSs are also being used to extend opportunities for formal learning across geographical contexts. For example, within the Linking Latitudes program established by Tasmania's Sacred Heart School and Pularumpi School on Melville Island, learners from both schools use instant messaging and Skype to share information about their cultures and work collaboratively. Using SNSs, young people from the two schools interact with learners from over forty other schools (DEECD, 2010). Additionally, SNSs use between teachers and students can improve rapport and motivation and engagement with education (Mazer et al, 2007).

Studies conducted in the workplace on the role of SNSs in learning and development found that SNSs are being used for sharing content & creating/maintaining relationships, facilitates peer-based & self-directed learning. Young people in particular value social & interactive opportunities for learning. Access to virtual or online communities is more important than the physical education environment (education.au, 2009c). SNSs can support the continuation and extension of learning and discussion outside formal classroom setting (education.au, 2009c). Peer based learning is a key characteristic of the way in which young people direct their own learning outside school & formal organizations. This is characterized by a context of reciprocity, where participants feel they can both produce and evaluate knowledge & culture (Ito et al 2008).

Young people expect interactivity and the Net Generation has been described as experiential, engaged, and constantly connected, with a strong need for immediacy (Ramalay et al, 2005).

It is important to note that the educational benefits of SNS are not experienced equally by all young people. Certain groups of learners, such as Indigenous young people, those from low socio-economic backgrounds and those living in remote areas, face persistent challenges of internet access and literacy (MCEETYA 2005; ABS, 2007; The Smith Family, 2008; ACMA 2009b). Maximizing the benefits of SNS for these groups specifically requires addressing access and digital literacy. Yet, where access and skills are promoted, SNS can enhance the interactions of marginalized young people with their teacher and increase their confidence in educational activities (Blanchard, et.al. 2007). Utilizing different formats for like attaching a multi-media file or attaching clip art enables students to articulate and explain themselves when faced with learning barriers (Blanchard et al 2007).

Bishop-Russell, Dubord, Hansen, & Webster (2006) reiterate that Facebook's online community meets the requirements set forth by Chickering et al (1993) for an environment that promotes student development by providing regular interaction between students and opportunities for collaboration with people from diverse backgrounds and that serves as a social reference group. These affordances for collaborative networking and persistent interactions present Facebook as a vantage point for unraveling lecturer-student power relations, if academics support was rendered via this site.

The shifting notions of what constitutes an academic community further necessitates researchers to transcend face-to-face interaction to examine online networks with a view to grasp academic relations as more students develop clusters on SNSs for the exchange of learning resources, relationships and support. As such, Riva et al (1998) contend that, where residence halls, student unions and classrooms once thrived as the Centre's of collegiate community, virtual reality has diminished the necessity of these geographic locations for community formation. Identifying with Riva & Galimberti, it is suggested that Facebook provides a democratic and user friendly environment for student engagement in communities of practice in ways that traditional learning spaces like learning management systems least afford to do. Such environments present

opportunities not only for transformative learning but more importantly, the contestation of relational power and influence, the essential catalysts for productive knowledge construction.

The 2007 Horizon Report (Educause, 2007) identifies several key technology trends in higher education over the next five years: i.e. user-created content, social networking, and virtual worlds. Social network knowledge construction (SNKC) provides a framework for incorporating these trends into the instructor's teaching repertoire. Learner interactivity must be purposefully designed into online learning (Berge, 1999; Chou, 2003). Gloor et al. (2006) recommend that instructors assist students by introducing communication mechanisms to support collaborative work at a distance, alleviating the need to figure it out on their own, and thus use time more efficiently to focus on class projects. While membership in of a variety of networks supports immersion in the virtual world (Bartle, 2004), thereby promoting persistence in learning, students can quickly become burned-out by participating in too many network activities simultaneously.

In one of the research conducted showed that academic learning on SNSs more often occurred among senior students whose self-efficacy on learning in the university and technological usage would be greater than junior students. This may result in the discrepant attitudes toward social and academic integration between senior students and junior students. More particularly, senior students are positive regarding integration of their social life and academic life. They stated that "Learning and using SNSs is possible to merge" and that "Yes, I probably will enjoy [SNSs usage for learning]. Using SNSs will make me more active and willing to learn because it can also be a tool for entertainment" and so forth. But junior students held an opposite view of the integration, intending to separate social learning from academic learning. They stated that "I may not enjoy the academic learning when using SNS since academic learning is formal while SNSs experience is informal" and that "I could enjoy [SNSs usage for learning] but I like to keep SNSs separate from school". Thus, online social networking directly influences college students' social learning, while its impact on the academic learning is a longitudinal process and might be indirect. This observation confirms the interrelated long-term processes of social integration and academic integration in Tinto's theory (Tinto 1975; 1987).

2.2.4.2 Anonymity

Another benefit of online social networks to students is their anonymity. Because there is no face-to-face contact on these sites, it is easy for the students to be open and honest about the issue they are discussing, especially if it is personal and perhaps embarrassing. Jacob Palme and Mikael Berglund argue in their essay titled simply, "Anonymity on the Internet," that although anonymity in never 100%, it does offer for people to be more objective in their evaluation of messages and for people to be more equal towards status, gender, etc. when discussing topics online (anonymity). While anonymity, as discussed above, can be a drawback to these networks, in the case of sensitive information, it can also prove invaluable.

2.2.4.3 In Social Learning

Most participant learning experience on SNSs is associated with social learning. As a consequence, social learning outcomes constitute the majority of learning outcomes. Cognitively, they learn how to creatively solve problems via information searching and online friends' help. Affectively, they feel free to express and present themselves, share feeling with others, and gain more confidence from champions. Finally, they improve their social skill and collaborative skill, and also more willing to share their own knowledge with peers. These are beneficial for their well-being development such as self-esteem and satisfaction with life. Although the students do not explicate the academic learning outcomes from online social networking, it cannot deny the impact of online social networking on academic learning outcomes. Previous research in psychological education suggests the appearance of a high correlation between social learning outcomes and academic learning outcomes (Ginsburg-Block et al. 2006). For junior students, they might first experience social learning and social integration into the university (e.g., learning the culture or subculture of the university and interacting with peers), and then feel more comfortable interacting with faculty to reach a higher level of academic integration and learning outcomes. Thus, students' academic learning outcomes could increase when their social learning outcomes were heightened.

2.2.4.4 In Pharmacy Education

A review of SNSs use in pharmacy education conducted by Cain (2008) exposed both the potential and challenges for academics and students when using these sites. It reports that SNSs afford students connectivity with users with similar interests, allow them to foster and maintain relationships with friends, and bestow a sense of collegiality on campus. The downsides of SNSs use included exposing student online personas to public scrutiny and risking their physical safety

by revealing excessive personal information (Cain, 2008). Similar studies that emphasised student/youth security and privacy on SNSs and potentially tainted academic profiles related to Web-based sites abound (Bosch, 2008; Chigona & Chigona, 2008; Kolek & Saunders, 2008; Lipkin, 2006; Read, 2006). These studies are, however, not anchored in how SNSs mediates relations of power in university academic settings. The remarkable interest in academic relations on SNSs is predicated on the understanding that these relations are potentially interfaced with academic identity formation and the building of collaborative knowledge through student clusters.

2.2.4.5 Between Institutions

SNS not only allow the exchange of information and ideas within the confines of a classroom, but also across schools, districts, states and the world. Euroland, a cross-national educational project developed by Ligorio et al (2007) showcased the use of a virtual environment to reshape classroom-based activities. Students ranging from 9 to 14 years old, from seven schools located in two European countries (Italy and The Netherlands), participated in an "online world," which proved a successful example of mixing a face-to-face community with a larger, online community. Through synchronous chat, text based posts and the manipulation of virtual 3D objects, the project fostered student reflection on cultural issues and sustained a sense of belonging to the European community.

A similar cross-cultural project documented by Cifuentes et al (2001), brought together American pre-service teachers (PST) at Texas A&M University and university level Taiwanese students majoring in English language and literature. The projects aimed at preparing the instructors for online teaching, and improve their ability to reach diverse learners. The authenticity of the interaction proved very helpful to Taiwanese students, whose language skills improved through online discussions and private email with instructors. And the teachers had the unique opportunity to learn to teach through observing, conducting and reflecting on these authentic experiences.

2.2.4.6 Outside Classrooms

SNSs platforms allow for the extension of learning discussion outside the formal classroom setting, therefore promoting deeper learning as young people not only engage with the material for longer but are more likely to relate to it and incorporate it into their everyday lives (e.g. education.au 2009 & Notley 2009). The studies conducted on the use of hand held devices to deliver workplace learning demonstrated that regular accessibility means young people can access resources in a way that is both convenient and relevant to them. This in turn translates into increased levels of implementation into work practice (Huffstutler et al. 2002). Many researchers found a positive association between the use of SNSs and academic performance of the student users. Students, who used SNSs scored higher on reading skills test and had higher grades as well. Also it has been found that Facebook usage is helpful for cure in case of some psychological problems including low life-satisfaction and low self-esteem (Ellison et al., 2007). SNSs also provide a rich mean of interaction between teachers and students as stated by Roblyer et al. (2010).

SNSs can facilitate learning and skill development outside formal learning environments by supporting peer-to-peer learning of knowledge and skills, collaboration, the development of skills valued in the modern workplace, and a more empowered conception of citizenship (Ito, et.al., 2006; Jenkins, 2007). Because of the high level of agency and personalization involved, SNSs can be particularly important learning spaces for young people who struggle in traditional educational settings (Green et.al 2007). Beyond substantial educational benefits studies have shown that SNSs support informal learning interests and needs such as advanced IT and creative content production. (Notley, 2009). Such studies show that SNSs constitute new avenues for engaging young people in learning activities. When sharing content and creating/maintaining relationships young people engage in peer-based, self-directed and interactive learning (accessible from outside the classroom), essential for engagement and deep learning (Ito et al 2008). Furthermore, the knowledge and skills young people are learning through SNSs are directly relevant to the participatory web in which user generated content is now integral in a rapidly developing online business model that capitalizes on the social networks, creativity and knowledge of its users and this means that new business models are

expected to emerge (OECD, 2007). This has led some to claim that the learning enabled via SNSs and social media will have a direct bearing on their economic futures (Notley, 2009).

2.2.5 Negative Side of Social Networking Sites to Education

While we support SNSs as valid resources for students, educators and administrators, we must acknowledge that social networking, as is the case with most technology, comes as a mixed blessing. Being cognizant of the challenges SNSs raise is important in evaluating how best to educate students to use sites appropriately.

Leach (2002) points out that teachers ought to exploit their pupils' existing ICT knowledge and use the tools to which pupils are already accustomed. However, Mazer et al. (2007) have suggested that certain affordances of ICT, such as SNSs, "can be a potential hazard for teachers as some applications allows users to communicate" and "the content can lead to discrediting or defamatory messages" In addition, others point out that SNSs can be used for "plagiarism, cheating, harassment and other types of academic and social misconduct" (Anderson 2009). Overall, a picture of risk and danger emerges. As Selwyn (2009) notes, the internet can place children at risk of harming themselves and others.

SNSs, as well as other new forms of communication technology, are also a concern to many school professionals because of the level of distraction they create within the school (Greenfield et al, 2008). Even though many schools have created many strict rules that forbid the use of handheld technology during school or that block certain SNSs, many adolescents are still able to connect during school hours as they please (Greenfield et al, 2008). This has caused distractions during instruction time and has had a negative impact on the learning environment.

As millions of students gain access to and use SNSs, schools and parents need to work together to develop plans of action or determine if action is required. In the classroom, teachers are faced with monitoring students' use of internet. Teachers must be aware of what students are accessing and what are they using the web for such as research or socializing. Teachers and parents need to teach children how to be safe online by not sharing personal information or posting pictures. Schools should inform students of the dangers in SNSs while allowing them access to communicate with peers. Teachers can use the opportunity to further teach students how to

analyze information and become more discerning in what they read or see in the media. SNSs should not cause all to panic, but to use wisely. Educators need to do what they do best, inform and enable students to be self-thinkers.

Observing a different angle on how SNSs impact schooling is the personal information displayed on web pages. Based on information found on web pages students may be in violation of school policy or the code of conduct. School administrators may not monitor sites but if information is brought to their attention they do have the right to investigate and act accordingly. Based on information found on the sites students have been suspended from school and even rejected for internships. Inappropriate display of personal information can be seen as a reflection on personal character and based off of information seen employers may reject a student's application with their company because pictures may be viewed as compromising or unsuitable (Fleming, 2008).

The Facebook effect is real, but teens who "overdose" on technology daily, and this includes video games too, have higher absenteeism from school and are more likely to get stomach aches, have sleep issues, and feel more anxious and depressed. Although this pretty much goes without saying, being connected to technology on an ongoing basis can seriously impact a teen's and young adult's education. The negative educational impacts of regularly checking Facebook during Rosen's 15-minute observation of kids during study time revealed: During the 15-minute studying time research, those students who checked their Facebook most often also had the lowest rates of reading retention. This probably is not too surprising, but now it is a proven fact, in case you need to tell your kids.

SNSs discourage Face-to-Face Communication. Some educators are concerned that while real-time digital stream may create a safe harbor for students who are uncomfortable expressing themselves, students are missing valuable lessons in real-life social skills. Students may find themselves at a disadvantage during college admission or job interviews when they need to command attention and deliver a coherent message. At social gatherings and in personal relationships, they need to be able to effectively express themselves and connect with others.

SNSs leads to miscommunication in that it does not afford the student with the same opportunities of explanation and clarification that occur in face-to-face interaction

(Hameed et al, 2008). Learners face some difficulty through SNSs in expressing their views and ideas in writing, as many learners prefer to express their ideas orally which is approach they have used for many years through their study, While SNS users need to be acquire to writing skills to express their ideas and opinions freely. Face to face allows individuals to perceive physical clues like tone, inflection, body language, in an online environment, these are lacking.

Spending much time on SNS causes an effect on health of individuals. This is because the more time spent while browsing these social networks can affect the way the genes operate within the human body, and weakens the immune and hormone levels, and function of arteries. In addition, it also has an impact on mental health. Moreover, the use of SNSs in education can cause lack of motivation towards learning and can be boring sitting in front of computer for a long time, especially if the scientific material presented is free of audio and visual effects that will attract learner towards learning.

SNSs redefine opportunities for plagiarism. With the vast array of resources available, and the challenge of discerning legitimate information, students have more opportunity than ever to slide down the slippery slope of plagiarism. Students have access to so many online opinions; the options to pass off thoughts as one's own are endless. It is impossible for a teacher to be current on every blog and idea out there for the grabbing. In addition, while it is not plagiarism in the strict sense of the word, informal sources of information such as blogs do not guarantee any level of accurate referencing. Ultimately, a student may intentionally or unintentionally use information that has less than clear origins. "Jonathan Bailey, the author of Plagiarism Today, a blog dedicated to the issue of plagiarism online, said this type of cut-and-paste plagiarism is widespread. (Welch, 2006)

 Ultimately, while the debate continues over what role social media should play in the classroom, no one can argue the influence that SNSs have on today's students. This tech-savvy generation conducts much of their life through social media channels. Not surprisingly, they're already using YouTube, Facebook, and Twitter as tools for learning and collaboration. They expect that their campuses will follow suit. With this in mind, it seems prudent for today's institutions to get on the social media train and find ways to successfully integrate these tools into the classroom.

As the popularity of SNSs increases, more teachers, principals, and administrators create personal accounts. Educators are held to high standards with regards to professional conduct both at work and in their personal lives. Social network profiles bring educators' personal lives into the public domain and could expose ethically-questionable behavior or language. While teachers are protected under the First Amendment, inappropriate posts or pictures could cause teachers to lose the respect of students and colleagues. Additionally, there is evidence that teachers have been reprimanded for what their supervisors consider inappropriate online behavior. Several teachers in the New York City school system have been fired for inappropriate material on their personal Facebook pages. A simple solution would be for educators to create two separate accounts: a professional account and personal account. Required workshops on digital citizenship would help inform educators of appropriate social networking behavior.

2.2.5.1 Academic Performance

Karpinski et al (2009) stated that Facebook users devoted lesser time to their studies than the nonusers did and subsequently had lower GPAs. Karpinski (2009) also said that among various unique distractions of every generation, Facebook has been proved as the major distraction of current generation. Kubey et al (2001) proposed that impairment of academic performance and internet dependency are correlated with the use of synchronous communication applications including social networking sites and chat rooms.

SNSs harbor many unsafe elements and many people are concerned about some major problems that they contain, which includes education and poor academic performance. According to Aryn Karpinski" s of about 219 students, 148 Facebook users had a full grade point lower than those who don't have Facebook. People that didn't use Facebook reported that they study about 11-15 hours and those who had a Facebook account only studied 1-5 hours per week. The Ohio report shows that students who used Facebook had a "significantly" lower grade point average - the marking system used in US universities - than those who did not use the site.

American Educational Research Association conducted a research and it was declared on its annual conference in San Diego, California that SNSs users study less and generated lower grades eventually (21stcenturyscholar.org). Similarly, it was also found that a continuing drop of grades among student users of SNSs.

Personal information displayed on sites poses as a potential threat against education because of its attraction towards users. All users love to stay updated on the new activities or new post on their web page. SNSs do give students internet or computer experience, but the argument is that it encourages students to grow up faster than intended through education. Networking is no longer the interest for student users. Its popularity increases the amount of distraction. The more people one person communicated with the less time for other activities i.e. education and school work. Students become so concerned about how many friends they may have, or posting new pictures, even receiving messages; they potentially spend less time concentrating on school work. When less attention is applied to school work the quality of the work can potentially downgrade as well. Students arrive to school so focused on the new episodes on Facebook or MySpace that their focus is no longer on their instructors. Adding to the distraction from school work, different sites can act as gateways to other sites. Students may have an account with Facebook, but get an invite from a friend with a MySpace account and once the cycle is done students may have up to 5 or 6 accounts; creating a bigger divide from school work. This much activity on the computer could be thought of as time wasting or internet addiction.

2.2.5.2 Cyber bullying

A continued challenge facing schools and students with the increased use of SNSs is that of cyber bullying (Goddard, 2008). Cyber-bullying is similar to other types of bullying, except that it takes place online and through text messages sent to cell phones. "Cyber-bullying is any cyber-communication or publication posted or sent by a minor online, by instant messenger, e-mail, website, diary site, online profile, interactive game, handheld device, cell phone or other interactive device that is intended to frighten, embarrass, harass or otherwise target another minor" (Bebo). If there aren't minors on both sides of the communication, it is considered cyber-harassment, not cyber-bullying. Of the online teenagers, those that use SNSs such as My Space, Facebook, and Bebo, 39% reported being victims of varying forms of bullying ranging from release of personal information to pictures being made public via the internet. Cyber-bullies can be classmates, online acquaintances, and even anonymous users, but most often they do know their victims. Victims of cyber-bullying may experience many of the same effects as children who are bullied in person, such as a drop in grades, low self-esteem, a change in interests, or depression. Educators and parents must learn to pay attention to signs of bullying in children.

Cyber-bullies are often moved by anger, revenge or frustration. Whatever the reason, SNSs provokes bullies, schools and parents must work to prevent children and students from becoming victims

2.3　Social Networking into Everyday Teacher's and Student's Social Life Style

Social Networking Sites are probably, even more than other communication means, the glue in many students' life. Where previous research has focused on SNSs as a tool for specific tasks such as 'keeping up with friends' or 'searching for new friends', here is an attempt to provide a more holistic overview of how SNSs influences and facilitates real life behavior. It was clear that students were able to weave SNSs into their nomadic life, particularly if they had mobile or semi-mobile access. In a sense SNSs had become an infrastructure for facilitating certain types of social gatherings.

SNSs were integrated thoroughly into teacher and student life because of high technology adoption rate and of availability (of computers, network etc.), but more importantly it was integrated because (nomadic) teacher and student life lends themselves to non-orderly social behavior. Teachers and students need reminders for events, incentives for social gatherings (e.g. a close friend is also going) and facilitators for ad-hoc meetings, particularly very sporadic ones. Despite being busy, they are also (and want to be) highly social and SNSs helps them to achieve that.

In one study, it was found that social gatherings were arranged through a mixture of the communication means available; Using SNSs was yet another way of arranging get-togethers. Participants used the event functions, and were keen on inviting friends more or less formally through SNSs other mechanisms (such as groups and Wall postings) as well. SNSs particularly functioned as a 'buffer' for arranging ad-hoc social meetings with people the students were not that close to. One participant said for example: "There are some friends that I would message on Facebook to hang out, but would never call to ask them. Like, we aren't super close so, like I might be like, "hey do you want to chill later this week" and then if they say yes then we might plan something. I just wouldn't feel comfortable calling them". For another participant, Facebook worked as a tool for communication with people he did not necessarily want close

relationships with: "even if I don't know the person that well, so I don't have their number, I might comment them something (on their wall)".

SNSs are used to support offline ties and connections. According to the previous studies, it was found that SNS can be used to leverage other means of communication when lightweight interaction is preferred. Similarly to the way in which text messages were often used in cases where phone calls would not necessarily have been placed before ('grooming') (Ling, 2004), communication through SNSs is often characterized by being 'extra' communication. This does not mean that the communication is insignificant; in fact, as Nathan also describes, peripheral friends are very important to students' university experience (Nathan, 2005).

Although the status messages in SNSs are free text, it is common for online social network users to describe their present activity, often implying location (Patterson et al, 2008) ('working out at the gym', 'studying at the library', 'conducting a class' etc.). Research shows that users occasionally, by accident, give out too much information and experience unwanted approaches (Ibid).

University students are at a stage in life where their social life is pivotal to their quality of life. It is also a time where friendships are made, maintained, broken and perhaps revived. Interestingly, students use SNSs to not only plan socialization with friends but also to overcome their shyness over contacting peripheral friends directly. As Nathan also describes, students often have a set of five or six close friends, but these friends also had similar sets of close friends that did not necessarily overlap, making friends of friends "acquaintances" or peripheral (Nathan, 2005). As Boyd has pointed out previously in connection with other online social networks (Boyd, 2006), friendship is a flexible notion; peripheral friendships can grow into closer friendships and Facebook, in this sense, was a practical facilitator for precisely this process. Students were more likely to request casual socialization, or even broadcast 'invitations' to their entire network, through Facebook than by telephoning. It was also considered easier for someone to respond to such an informal invitation. Although Facebook does not distinguish between close and peripheral friends, it facilitates well the building and management of all types of friends through the control that each user has over their communication through Facebook. The plausible

deniability that automatically comes with an online social network (as with most asynchronous communication) made it ideal for many levels of friendship.

Most research has focused on the role SNSs play in the maintaining and strengthening of existing offline relationships. However, for some young people, particularly those who are marginalized or otherwise socially isolated, online relationships provided a significant, and sometimes the only, opportunity for such socialization. As a study of SNSs for young people who suffer chronic illness and/or disability demonstrates, not only did it provide the opportunity to develop such friendships but participants described these friendships as true friends " that were amongst their most dependable and enduring". This ability to connect with others with shared values, views, needs or experiences, can assist young people experiencing marginalization to identify potential supportive connections in their local community (Munt et al, 2002).

Having positive interpersonal relationships is an important predictor of wellbeing (Hartup et al, 1999) and can buffer individuals from many of the key stressors that characterize the transition from childhood to adulthood (Hartup, 2000). Internet use, generally, has been found to strengthen young people's existing interpersonal relationships (Valentine et al, 2002; Besley 2008; Gross, 2004; Subrahmanyam, et al, 2000; Valkenburg et al, 2006). SNSs can address new barriers students may face to forming and maintaining positive social relationships. These barriers can include lack of safe, accessible and welcoming public places to gather, limited transport to get there, and time free of structured activities such as school and sport. SNSs challenge these barriers because they are accessible 24/7, from different physical locations and via different technologies (e.g. computer, mobile device). Furthermore, SNSs play a critical role in overcoming the impact that high levels of mobility and complexity can have on long-term relationships. For example, studies have found that SNSs helps students who have recently transitioned from high-school to university to develop new relationships while maintaining their high-school friendships. In particular, those students with lower levels of satisfaction with university life and lower levels of self-esteem benefited the most from active use of Facebook (Ellison et al, 2007). Indeed, some forms of online SNSs, such as instant messaging, usually involve much smaller groups of participants (often one-to-one communication) and are primarily used to maintain existing friendship networks (Grinter et al, 2004).

SNSs also play an important role in students' development and exploration of intimate relationships (Berk 2007; Cobb 1995). Once contact between young people in an intimate relationship outside of school hours usually occurred on the family phone which was shared and regulated by parents. Now SNSs, along with the mobile phone, have provided a space in which this communication can occur (Livingstone 2008; Sprecher 2009).

CHAPTER III

METHOD AND PROCEDURE

3.0   Introduction

This chapter describes the method and procedure that were used in conducting the research. It consists of research design, population, sample, research tools, data collection procedure and techniques of data analysis.

3.1   Population

The population of the study comprised of students and teachers from five higher educational institutions (from Bangladesh & Uganda). Among the 5 institutions, 4 are from Bangladesh and 1 is from Uganda. Much as there were many universities in both Uganda and Bangladesh, the researcher found it easier for him to collect data from the selected universities because of their easy access, limited time he had, availability of volunteers who offered help to him in those universities. The following are the institutions taken as a sample for the study:

1. Islamic University of Technology (IUT), Bangladesh
2. Asian University, Bangladesh
3. Ahsanullah University of Science & Technology, Bangladesh
4. International Islamic University of Chittagong (IIUC), Bangladesh
5. Islamic University In Uganda (IUIU), Uganda

3.2   Sampling

A Random sampling method was used to select the teachers & students from the sampled universities. This indicated that each teacher and student had an equal chance of being selected from the selected institutions.

The researcher used a sample of 20 teachers from each institution and this implied that the data was collected from 100 teachers. Also, the researcher selected 20 students from each institution and this summed up to a total of 100 students. Therefore, it meant that the researcher collected

the data from 200 respondents from the five selected universities. A small sample size of both teachers and students was selected form each university in order to achieve a level of accuracy that was desired. As the population size increases, the percentage of people needed to achieve a high level of accuracy decreases rapidly.

The following table shows the details of the distribution of the respondents from the selected universities.

Table 1: Summary of the sampling procedure.

Respondents	Number of respondents (Randomly selected)	Number of institutions	Total
Teachers	20	5	100
Students	20	5	100
Grand Total			**200**

3.3   Tools of Research

The tools of research consisted of two sets of questionnaires, one for teachers and the other for students. These questionnaires involved both restricted and open ended questions in order to collect the responses from the respondents.

The questionnaires had three parts. The first part (Part A) focused on questions that would bring out information about the respondents usage of social networking sites. The second part (Part B) focused on the positive and the negative effects of social networking sites to the life style of teachers and students. And the final part (Part C) focused on open ended questions which required the respondents to give their own opinions regarding some issues related to their academic life. The first and second parts were answered based on the five point Likert scale. Some questions of the questionnaires are structured and multiple choice basis where multiple responses were accepted from the respondents.

Structure questionnaire was chosen as it was easy to respond and it would take little time to fill up. Care was taken for the questions to be so worded that it would avoid ambiguity and would be limited to a single idea. The format of the questions was organized in a way to permit the ideas of the respondent to flow logically.

In order to ensure the validity and the reliability of the questionnaires, the researcher sought for experts opinions who helped him to develop both questionnaires.

3.4   Data Collecting Procedures

The questionnaires were distributed to the target population by giving them proper instructions. The researcher himself distributed the questionnaires to the respondents in the four selected institutions in Bangladesh and then afterwards collected them. The researcher also emailed the questionnaires to his volunteer in Uganda who helped to print and circulate the questionnaires to the respondents. After the collection of data, the volunteer scanned and emailed them to the researcher.

3.5   Techniques of Data Analysis

The researcher used both quantitative and qualitative method of data analysis. Different statistical methods were used to analyze and interpret the data such as chi-square test, weighted average, Likert scale method etc. Some data are presented in tabular form and graphical representation like pie chart, histogram, bar chart etc. were also used.

The questionnaires' were analyzed by weighted average (WA) based on five point Likert scale. The criteria of five point Likert scale is summarized in the table below:

Table 2: Interpretation of weighted average based on five point Likert scale

WA $\geq$ 4.5	Strongly Agree (S.A)
3.5 $\leq$ WA < 4.5	Agree (A)
2.5 $\leq$ WA < 3.5	Undecided (U.D)
1.5 $\leq$ WA < 2.5	Disagree (D)
1.5 > WA	Strongly Disagree (S.D)

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1   Introduction

This chapter presents the results of the study which was analysed by the Statistical Packages for Social Sciences (SPSS) under the descriptive statistical method. All the graphs representing different information were drawn using Microsoft Excel. A five point Likert type scale was used to collect the data. Separate tables and graphs have been prepared for both students and teachers and have been interpreted respectively. Analysis of the two groups (students and teachers) has also been done.

4.2   Overview of Students' Experience with Social Networking Sites

A total of 100 students participated in the study. Responses from all the respondents were considered for the analysis. In order to understand the knowledge of respondent's regarding social networks, the researcher first asked few basic questions on internet usage and social networks. Regarding the accessibility of the internet, the responses from the respondents are analysed in the following graph:
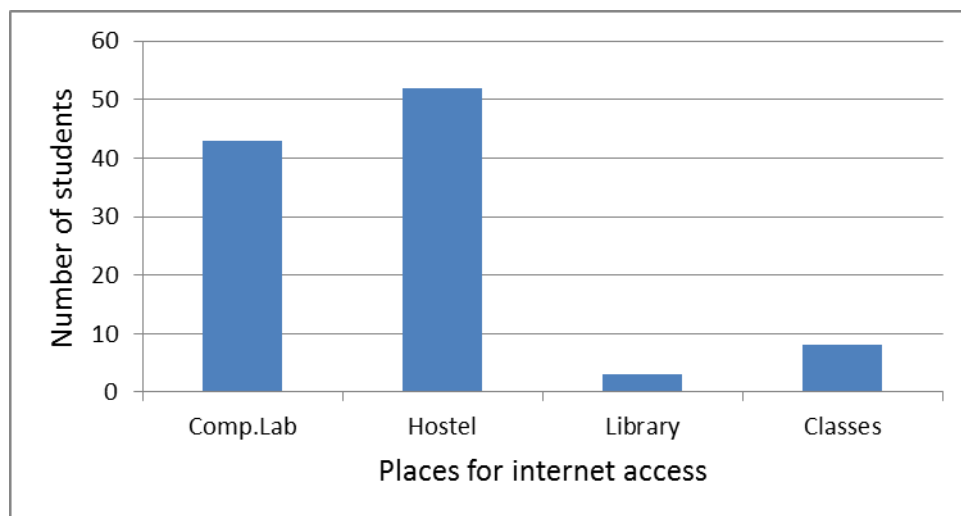
Figure 3: Places in which internet is accessed

Answering the question as to which places the students access the internet in order to connect their social network pages, majority of the students (52%) responded that they accessed the internet from their hostels, 43% of them from computer laboratory, 8% from their classes and 3% from the library. Some students accessed the internet in more than one place such as classes and hostels, hostels and computer laboratory. This indicated that a big number of students could get access to the internet from their hostels due to the fact that they were residents at campus hostels and internet services were available there. It also applied to the computer labs were students conducted some classes and then afterwards accessed the internet. Very few institutions provided internet services in their libraries or classes and this justified the small number of students who accessed internet services from those two places.
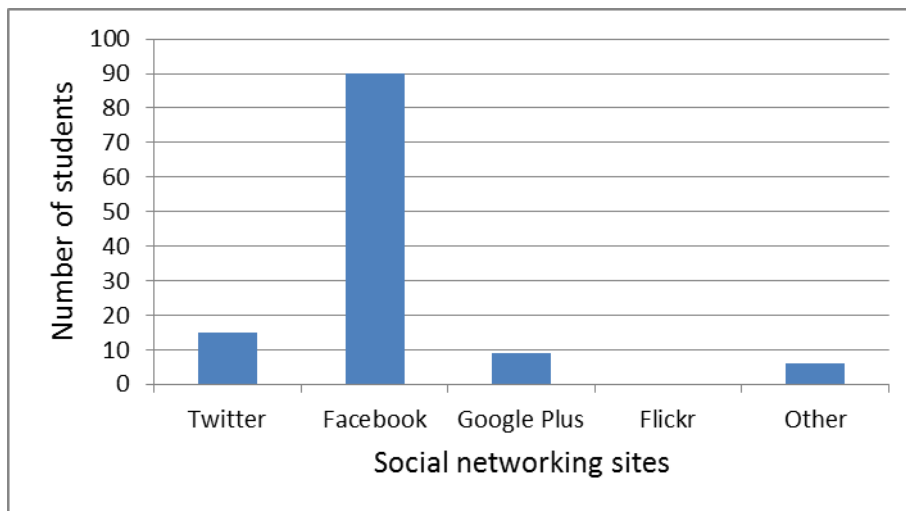
Figure 4: Social Networking Sites Used

Figure 4 reveals that Facebook emerged to be the most popular social network site which is used by 90% of the students, Twitter came next with 15%, followed by Google plus with 9% respectively. Some students (6%) indicated that they used other networks besides these ones. None of the students used Flickr. Due to the good features, easy interactivity and user friendliness that Facebook possessed, it attracted a very good number of students. The remaining three social networks had a very small number of students simply because they did not have good features like Facebook. So they could not attract a big number of students. Some students found other social networks which were more attractive than the ones listed.
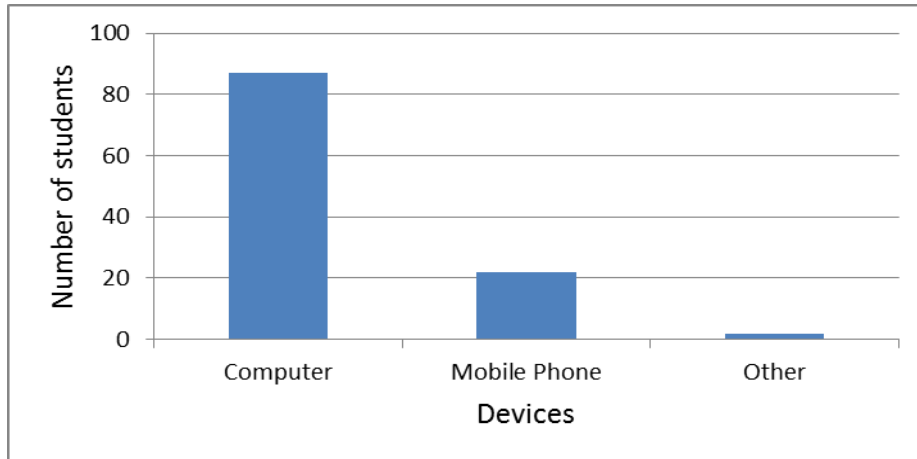
Figure 5: Device that is used for accessing Internet

In order to access their social network sites, most of the students (87%) used computers, others (22%) used mobile phones to access their sites while only 2% of the students indicated that they used other multimedia to access their sites. Some students (11%) were using both the computer and mobile phone for accessing the social networking sites. Computers were the popular devices that were used to access the internet simply because they were being provided in the computer labs in every institution. On top of that, institutions offered courses on how to use the computers. This explained why students were more versed with computer usage. Very few students had mobile phones that could connect to the internet and besides that, little had the knowledge to access the internet using their mobile phones.
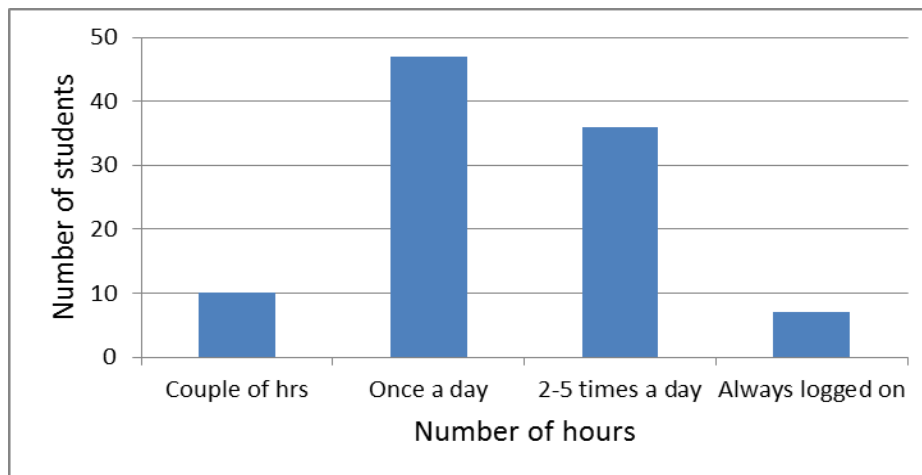
Figure 6: Frequency of using social networking sites

Responding to the number of times they accessed their social network sites, majority of the students (47%) indicated that they accessed their sites once a day. 36% of the students accessed

their sites 2-5 times in a day, 10% of them every couple of hours and 7% of them are always logged on. Since students were always occupied with lectures, quizzes and other academic programmes during the day and assignments during night hours, it was very difficult for them to be logged on every time of the day. This explains why most of the students logged in once a day or 2-5times a day because of the busy schedule that they had.

4.3   Impacts of Social Network Sites to Students' study

The following table shows the findings about the positive effects of social networking sites to students. Different points were raised to students and this is how they responded to them as depicted in the following table-

Helping each other contributes a lot towards the success of students in their studies. When asked whether they used their social networks for helping their friends about school works, most of them affirmed that they strongly agreed (43%) or agreed (35%) that they used their networks for helping their friends, and very few of them were undecided or disagreed about the statement. The weighted average indicates that students agree that they use social networks to help their friends about school works. In most cases, when students are chatting on these social networks, they always tend to seek for help from their colleagues about class works, so they receive help from their colleagues which helps them to improve on their studies.

Respondents were asked whether they used social networks for getting information about their homework, projects, resources or ideas. In response to this query, majority of the students (43%) strongly agreed or agreed (40%) with this statement. Very few of them were unable to give an opinion about it or disagreed that they used their social networks for getting information about homework etc. So the students agree with the statement and their responses on this statement are statistically significant which implies that they use social networks to get information about their homework, projects, resources or ideas. Usually students use social networks to exchange ideas with their fellow students regarding different issues, they send to each other different resources such as class notes and other course related documents. They also make discussions on how far they have gone with their course projects and how they can achieve their progress. All this is possible through the use of social networking sites.

Table 3: Positive effects of social networks to students

Statement	SA	A	UD	D	SD	WA
Appealing to friends for help about school works	43 (43%)	35 (35%)	8 (8%)	5 (5%)	5 (5%)	3.94
Getting information about homework, materials, projects, resources or ideas	43 (43%)	40 (40%)	6 (6%)	3 (3%)	4 (4%)	4.03
Sharing homework, information of study materials, projects, resources or ideas	36 (36%)	42 (42%)	9 (9%)	3 (3%)	6 (6%)	3.87
Communicating to teachers	27 (27%)	36 (36%)	15 (15%)	13 (13%)	5 (5%)	3.55
General group discussion and exchanging ideas	28 (28%)	34 (34%)	17 (17%)	9 (9%)	6 (6%)	3.51
Asking questions or responding to questions	24 (24%)	48 (48%)	12 (12%)	5 (5%)	7 (7%)	3.65
Assignment preparation and argument	26 (26%)	37 (37%)	19 (19%)	9 (9%)	5 (5%)	3.58
Communication among students and their instructors, following announcements about classes and courses	26 (26%)	41 (41%)	9 (9%)	13 (13%)	6 (6%)	3.53

Similarly, the responses obtained on the remaining statements were the same as those explained above. Majority of the students either strongly agreed or agreed with the statements and few of them were undecided or disagreed with the statements. The student's responses on these statements are statistically significant and their weighted averages indicate that the students agree with the statements. So the students were in support of the remaining statements which implied that they used social networking sites for the above mentioned purposes.

The table below shows the findings about the negative effects of social networking sites to students. Different points where raised to students and the following explains how they responded to them:-

Too much concentration of social networking sites is considered to have an adverse effect on students. When asked whether they pay more attention to social networks thereby ignoring other activities regarding their studies, majority of the students, (37%) of them responded favorably that they strongly agreed and (35%) agreed with the statement. A very small number of them were unable to give an opinion about it or disagreed with the statement. Therefore the weighted average indicates that the students agreed with the statement which means that too much

concentration on social networks prevents them from doing other pieces of work. Most students are addicted to these social networking sites. They spend most of their time chatting as well as browsing these sites. At times, they spend sleepless nights while chatting with their friends. Therefore, it shows that students are spending much of their time on social networking sites thereby dedicating little time to their studies.

Table 4: Negative effects of social networks to students

Statement	SA	A	UD	D	SD	WA
Paying more attention towards SNS than utilizing this time for their studies	37 (37%)	35 (35%)	13 (13%)	9 (9%)	3 (3%)	3.85
Poor performance (lower grades)	15 (15%)	34 (34%)	18 (18%)	22 (22%)	8 (8%)	3.17
Failure to meet study targets	13 (13%)	31 (31%)	13 (13%)	27 (27%)	12 (12%)	2.94
Missing classes due to SNS	14 (14%)	19 (19%)	16 (16%)	24 (24%)	24 (24%)	2.66
Inability to compete well in studies with my class mates	7 (7%)	26 (26%)	17 (17%)	33 (33%)	10 (10%)	2.66
Spending a lot of time	23 (23%)	33 (33%)	8 (8%)	20 (20%)	11 (11%)	3.22
Reduction in face to face human contact	22 (22%)	32 (32%)	20 (20%)	16 (16%)	6 (6%)	3.36
Failure to do course works due to SNS	18 (18%)	24 (24%)	13 (13%)	30 (30%)	13 (13%)	2.98

Also students were inquired about missing of classes due to their too much concentration on social networks. Majority of the students (24%) disagreed or (24%) of them strongly disagreed with this claim. Few students agreed or strongly agreed with the statement. The weighted average shows that students were unable to give their opinions about this statement and their responses on this statement are statistically insignificant. Therefore it could be safely concluded that the students are missing classes due to SNS is not the valid reason. Students are always keen with regards to attending classes. Even though they give too much dedication to social networks, but they always do their best to attend their classes and not to miss them. So there might some other factors associated to students for missing their classes but not social networking sites.

Similarly, the students' responses on the remaining statements were the same as those explained above. Majority of the students either agreed or disagreed with the statements and few of them

were undecided or strongly agreed with the claims. The responses of those statements are Undecided. So the students' responses on those statements are statistically significant. On some statements, students were not in support of them such as failure to do their courseworks, failure to compete with their class mates etc. so social networks could not destruct them from achieving such goals.

4.4 Overview of Teachers' Experience with Social Networking Sites

The researcher sent 100 questionnaires to the teachers but a total of 84 teachers responded to the questionnaires. So the responses from 84 respondents were considered for the analysis. In order to understand the respondent's knowledge regarding social networks, the researcher first asked few basic questions regarding internet usage and social networks. Regarding the types of social networks being used, the responses from the respondents are analysed in following graph-
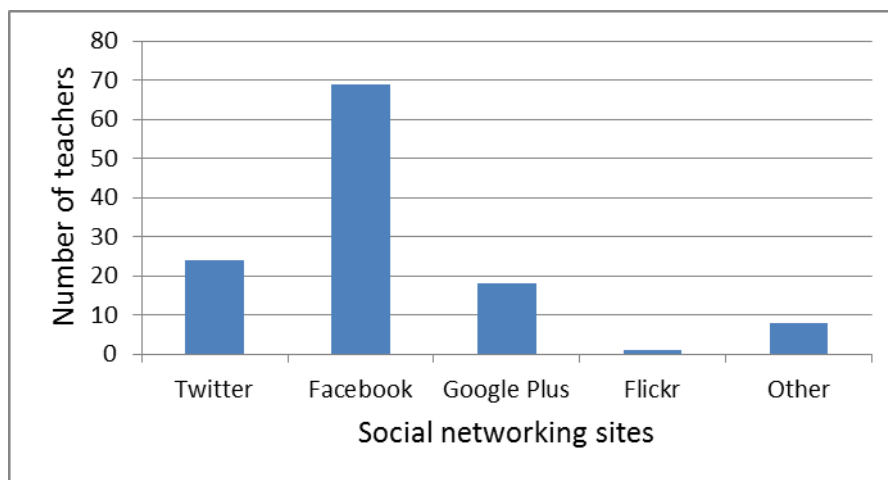
Figure 7: Social Networking Sites Used

Figure 7 indicates that Facebook emerged to be the most popular social network site which is used by 82.1% of the teachers, Twitter came next with 28.6%, followed by Google plus with 21.4% and some teachers 9.5% indicated that they used other networks besides these ones such as Badoo, Nimbuzz. There was only one teacher (1.2%) who used Flickr. The simplicity together with its good features, Facebook attracted a very good number of teachers. Unlike students, some teachers became attracted by the services offered by Twitter and Google Plus where as others used other social networks besides those listed.
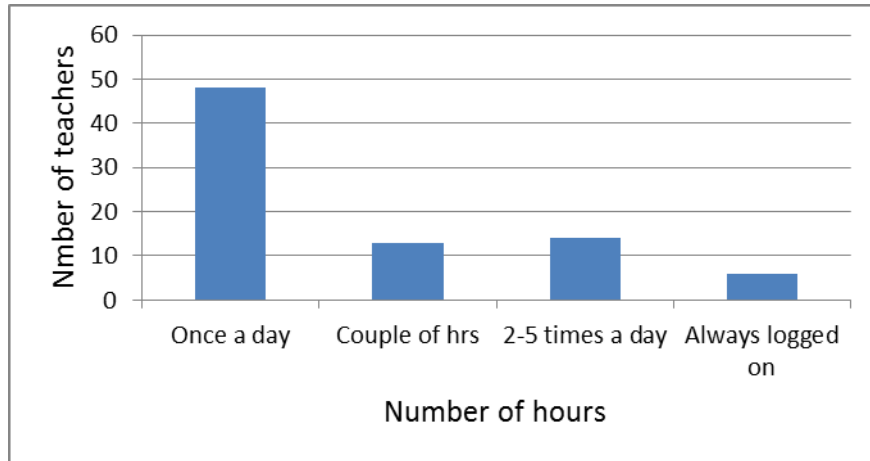
Figure 8: Frequency of Using Social Networking sites

While asked about the number of times the teachers access their social network sites a day, majority of the teachers (57.1%) showed that they accessed their sites once a day, 16.7% of the teachers accessed their sites 2-5 times in a day, 15.5% of them every couple of hours and 7.1% of them were always logged on. Most of the teachers always had classes to conduct during the day which meant that they had very little free time during the day. This explained why majority of them could only login in to their social networks once a day. A given number of teachers cancelled some classes so as to create some time in order to login to their social networks for several hours during the day.
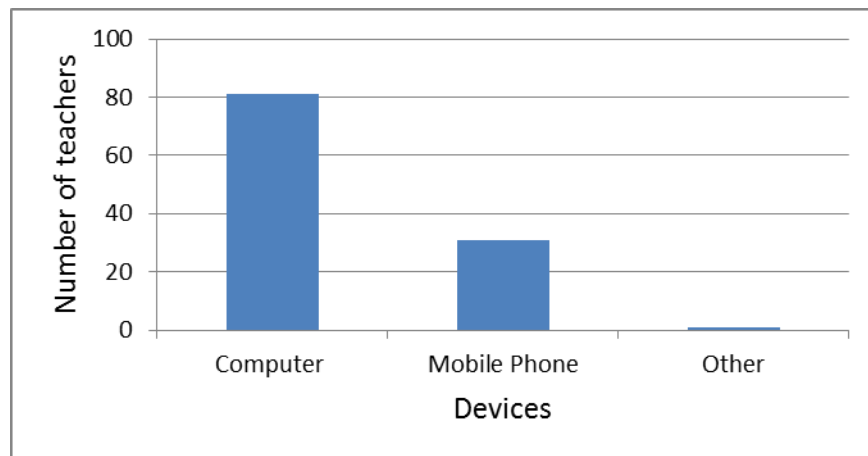
Figure 9: Device that is used for accessing Internet

In order to access their social network sites, most of the teachers (96.4%) used computers, other teachers (36.9%) used mobile phones to access their sites while the least number of teachers (1.4%) indicated that they used other devices. It was found that some teachers were using two

devices such as a computer and a mobile phone. Despite the fact that most institutions provided computers to their staff members in their respective offices, it clearly explained as to why majority of the teachers accessed the internet using their computers. With some teachers having mobile phones that could access the internet, they made use of them. While some teachers used other devices to access the internet such as laptops.

4.5 Impacts of Social Network Sites to Teachers

The table below shows the findings about the positive effects of social networking sites to teachers. Different points were raised to teachers as shown by the following data.

As seen by the analysis, majority (29.8%) of the teachers responded favorably that they strongly agreed or (40.5%) agreed with the claim that social networks help them to share information and resources with their students. Few of them were unable to give an opinion or disagreed with the statement. According to the teacher's responses, the weighted average shows that they agreed with the statement. This indicates that the teachers' responses on this statement are statistically significant. Teachers and students are connected to each other on these social networks. So it becomes simpler and easier for the teachers to pass any information to their students at any time. It is also easier for teachers to share course related materials with their students at any time of the day. Therefore it can be concluded that social networks can be used by the teachers to share resources with their students.

Accessing teachers outside school hours by their students is hard but with the help of social networks, it might seem to be simple. Responses show that 42.9% of the teachers agreed or (23.8%) disagreed with the statement. Few of them strongly agreed or were not able to give an opinion about it. The weighted average shows that the teachers were not able to give an opinion about it. This indicates that the statements are statistically significant. In most cases, teachers are always occupied with lots of work such as conducting classes during the day. This means that it might be a bit very hard to spare sometime and attend to student class related problems. But with the help of social networks, students can contact their teachers and present their problems to them outside school hours.

Table 5: Positive effects of social networks to teachers

Statement	SA	A	UD	D	SD	WA
Share information and resources with students	25 (29.8%)	34 (40.5%)	8 (9.5%)	14 (16.7%)	3 (3.6%)	3.76
Improve institution wide communication with students	20 (23.8%)	32 (38.1%)	13 (15.5%)	8 (9.5%)	7 (8.3%)	3.45
Learn how social networking can be incorporated into teaching	6 (7.1%)	38 (45.2%)	27 (32.1%)	10 (11.9%)	3 (3.6%)	3.40
Creates student groups to collaborate on projects	11 (13.1%)	39 (46.4%)	21 (25.0%)	12 (14.3%)	1 (1.2%)	3.56
Creates direct instruction even when not be able to explain it in classroom	7 (8.3%)	29 (34.5%)	22 (26.2%)	18 (21.4%)	7 (8.3%)	3.09
Increases teachers availability to students outside school hours	7 (8.3%)	36 (42.9)	17 (20.2%)	20 (23.8%)	3 (3.6%)	3.25
Send message to students about marks or work	7 (8.3%)	29 (34.5%)	14 (16.7%)	18 (21.4%)	11 (13.1%)	2.86
Enables research through the exchange of different materials	11 (13.1%)	42 (50.0%)	14 (16.7%)	14 (16.7%)	3 (3.6%)	3.52

Similarly, the teachers' responses on the remaining statements were the same as those explained above. Majority of the teachers either agreed or disagreed with the statements and few of them were undecided or strongly agreed with the statements. The responses of those statements fall in the categories of Undecided and Agree. This signifies that the teachers' responses on those statements are statistically significant. Teachers were in support that they use social networks to conduct their research and exchange different materials with their fellow teachers in other institutions, send message to students about their marks, create student groups to collaborate on projects etc.

Table 6 shows the findings about the negative effects of social networking sites to teachers. Different points where raised to teachers as shown by the responses in the table.

When responses were obtained about the too much time spent on social networks without any purpose, majority (21.4%) of the teachers strongly agreed or (31.0%) agreed with the statement. Few of the teachers were not able to give an opinion about it or disagreed with the statement. Teachers were unable to give their opinions on this statement as indicated by the weighted average. It's very hard for a teacher to give any satisfactory reason as to why they spent so much time on social networks. Sometimes, teachers end up missing to conduct classes because of their

addiction to social networks whereby they spend most of their time during school hours while chatting and browsing these sites. This indicates that the responses on this statement are statistically insignificant hence teachers spent most of their time on social networks without genuine reason.

Table 6: Negative effects of social networks to teachers

Statement	SA	A	UD	D	SD	WA
Devotes little time to attend to students class related problems	12 (14.3%)	28 (33.3%)	10 (11.9%)	24 (28.6%)	10 (11.9%)	3.09
Get little time to research on course related materials due to SNS	18 (21.4%)	18 (21.4%)	14 (16.7%)	23 (27.4%)	11 (13.1%)	3.11
Spending a lot of time on SNS without any purpose	18 (21.4%)	26 (31.0%)	14 (16.7%)	14 (16.7%)	12 (14.3%)	3.29
Reduction in face-to-face human contact due to SNS	18 (21.4%)	25 (29.8%)	14 (16.7%)	17 (20.2%)	6 (7.1%)	3.53
Teacher-student relationship hampered	6 (7.1%)	17 (20.2%)	12 (14.3%)	33 (39.3%)	14 (16.7%)	2.55
Reducing the time of doing research to improve on your profession	5 (6.0%)	27 (32.1%)	12 (14.3%)	26 (31.0%)	14 (16.7%)	2.79
Affects profession reputation and career	4 (4.8%)	11 (13.1%)	15 (17.1%)	25 (29.8%)	25 (29.8%)	2.19
Causes stress and affects your health	8 (9.5%)	27 (32.1%)	12 (14.3%)	23 (27.4%)	10 (11.9%)	2.86

Postings made on social networks can affect teacher's professional reputation and career. In response to this query, majority of the teachers (29.8%) disagreed or (29.8%) strongly disagreed and few of them strongly agreed or disagreed with the statement. According to the weighted average, students disagreed with this statement which indicates that the teachers' responses on this statement are statistically significant. Teachers make postings on social networks like students do. But the postings of the teachers always count much on their reputations. According to the findings, teachers denied that their postings do in anyway affect them. Therefore, the postings made by the teachers on their pages have no effect on their reputations and careers.

Similarly, the teachers' responses on other statements were the same as those explained above. Majority of the teachers either agreed or disagreed with the statements and few of the teachers were undecided or strongly agreed with the statements. The responses of those statements fall in the categories of Undecided and Agree. So the teachers' responses on those statements are statistically significant. Teachers approved that social networks causes stress and affects your health, reduces face-to-face human contact with their students, devotes little time to attend to students' class related problems etc.

4.6 Qualitative Analysis regarding the use of social networking sites

4.6.1 Students' opinions regarding the use of social networking sites

Some open ended questionnaires were used to ask the students how social networking sites affected their studies. They gave their opinions and discussed the positive and negative effects of social networking sites in their life style.

Regarding positive effects of social networking sites different opinions were raised but majority of the students stated the following reasons on how social networks positively affect them-

Social networking were helpful to them during discussions on class related issues, matters concerning assignments given by the teacher and other information about class routine, exams etc. It also helped them to join different forums and groups related to different courses, get more information and solutions via groups and carry out group discussions. Moreover, social networking sites gave them the opportunity to exchange ideas, sharing homework and knowledge on information regarding their courses. These sites also helped them in downloading lecture notes and other course related materials from their groups as well as copying of different documents from others. Not only that, social networking sites enabled students to obtain the latest news around the world so as to become updated with the current information. Nowadays an important issue in every student's life is about obtaining information from different students and scholars from famous universities around the world so as to share their views and thoughts which become possible through the social networking sites. Getting information about quizzes, class tests, assignments, and ask for notes provided by the teacher is also done through social

networking sites. In fact social networking sites make the life and communication easier among each other.

Regarding how social networks negatively affects students in their studies are discussed below:

Social networking sites causes students to loose full concentration on their studies which leads to possible chances of dedicating little time to their books even during examinations time. Students' access to different web pages has affected their moral behaviors because of getting access to pornographic pictures on those sites. The morale of reading the books is lost which finally leads to poor performance (low grades). A lot of precious and valuable time is spent while surfing these social networks hence ignoring to do other pieces of work and failure to do important work. Social networks destructs students from their studies thereby making them delay in submitting their coursework's and assignments due to much time spent on them. Students' minds are always taken up by these social networks and therefore, they fail to effectively plan and utilize their time efficiently. Moreover, students end up coming late to class and sometimes missing them having spent the whole night on these sites while chatting. Getting addicted to these social networks is very common to students thereby affecting their studies. They are expensive in cases where students cannot get access to them within the institution and they have to incur some costs while accessing them from outside their institutions.

While answering to the question as to why they joined social networking sites. Many students raised the following points:

Students wanted to socialize with people from different parts of world by befriending those who might be useful to them in their lives. Seeking, helping others and sharing daily work and ideas with friends which is helpful in their studies by providing education related information. Friends play an important part in someone's life therefore, students wanted to get and meet new friends from different parts of the world. With communication being a key factor in our daily lives, students wanted to communicate with their relatives/family members, and also stay connected with their old friends to know where they are. Academically, the students joined social networks for study purposes such as getting help to complete assignments, sharing ideas with friends and getting solutions to do their homework's as well as communicating to their teachers.

Furthermore, it was also for entertainment and enjoyment most especially during the period of boredom by chatting with their school, college and university friends. Social networking sites play an important role in student's life by keeping updated with various issues such as news prevailing in the world, getting more knowledge and updates about the current word affairs.

4.6.2 Teachers' opinions regarding the use of social networking sites

The teachers were asked to make an overall evaluation on social networking sites and give their opinion's regarding teaching-learning in higher education institutions. The following are the main positive and negative points that majority of the teachers stated.

*Positive effect***:** Social networking sites increase the scope of communication between students and their teachers and between teachers themselves as well. It also enables the teachers to share course materials with their student's. Social networks further enhance mutual interaction and cooperation which enables people to know each other thereby broadening their knowledge regarding various professions, races etc. The bond between the teachers and the students plays an important role towards students success, therefore social networks strengthens the relationship between teachers and students. The availability of the teacher to students outside class hours is increased. The creation of groups facilitated by social networks enables students to exchange ideas, share information so as to help each other. The institution-wide communication between students and teachers is improved. It encourages doing extensive research regarding any subject in any area of study through consulting different research personnels.

Negative Effect: There is too much wastage of time in reading and answering unnecessary posts to both students and teachers. Social networks possess an interactive nature which causes students failure to concentrate on their studies simply because they waste a lot of their valuable time on them. In most cases, students use the social networks to chat on non-academic issues. Teachers dedicate little time to concentrate on teaching which makes them finish the course syllabuses very late or even failing to finish them. Becoming addicted to social networks can lead to teacher's failure to perform his/her daily duties which can affect his/her professional life and career. Because of too much addiction, some students eventually spend whole nights on them and at the end get poor results. Social networks contain a lot of information but not all of it that's found on these sites can be relied on because different people use wrong information to

fulfill their ill-will by spreading false and misleading information. And finally, they have an adverse effect on teacher's personality if the conversation goes beyond the academic matters.

Regarding how teachers see social networking sites in changing the education experience for teachers and students many points were raised that are discussed below:

For teachers: Social networks can help the teachers in sharing a lot of information regarding studies which is available on the web as well as course related materials with the students. Teachers can enrich their research activities by sharing ideas in research groups, forums as well as providing opportunities for research with other people. Social networking sites provide opportunity to teacher to communicate with their students in a quick and easy method. They also facilitate exchange of ideas and materials between teachers situated in different universities. Social networks can be integrated in teaching learning rather than sticking on only the conventional method. Due to the rapid technological changes, social networks can help students to cope with the latest technologies. Social networking sites can help them to improve the quality of education by organizing and providing updated information to students. As the teachers are so much concerned with any educational change, they can make different postings and sharing of their thoughts through the social networking sites which can be beneficial to students.

For students: Social networking sites provide students the chance to make them aware of the new teaching and invention related to education. Through this students can be able to get in touch with their fellow students from other universities. It facilitates students in doing their course works, assignments and research. Furthermore, social networks provide students to get access to their teachers outside the school hours. It also provides the ability to communicate to each other, sharing of information, ideas and materials amongst themselves which help them to improve on their studies. Due to the constant usage of social networks, their communication skills can be improved. It helps students to form different groups, forums from which they can get access to different resources. Interaction among students as well as with their teachers while seeking for help, advice and solutions on different class related issues is now very much possible due to social networking sites.

4.7   Summary

Since their introduction, social networking sites have attracted millions of users, many of whom who have integrated these sites into their daily lives. Teachers and students have especially embraced this new way of communicating and keeping in touch with each other. Though there may be benefits to keeping connected with others by use of these sites, there are also some dangers that are associated with them. This study has shown that although many students find their SNS memberships to be important in their lives, they are also aware of the benefits of education. Majority of them use Facebook as their favorite SNS and mostly access it on their computers while in their hostels. It can be clearly seen that students devote little time to these SNSs. The findings continue to show that students use SNSs for academic and non-academic purposes but with academic purposes outweighing the non-academic. However, there are some mixed blessings that SNSs come with such as spending a lot of valuable time on SNSs which results into poor performance, paying more attention towards SNSs than utilizing this time for their studies, reduction in face to face contact with their teachers, failure to meet their study targets etc.

Much emphasis must be placed on how educators can help students enjoy the benefits of social networking while also recognizing the problems they may create. According to the findings of this research, majority of the teachers prefer to use Facebook than any other SNSs. They mostly login once a day and they get access to the internet while using their computers. Teachers have integrated social networking sites into their teaching methods. They use SNSs to share course related materials with their students, communicate to their students regarding their coursework's, assignments or any upcoming event, and communicate with their fellow teachers. Based on the qualitative analysis of this study, teachers spend a lot of valuable time on SNSs while reading and answering unnecessary postings thereby devoting little time to attend to student class related problems, reduction in face to face contact with their students and causes stress and affects their health etc.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1   Summary

The purpose of the study was to investigate the effects of social networking sites to the lifestyles of teachers and students in higher educational institutions.

The objectives of the study were to:

i.   Find out the extent to which teachers and students are involved in Social Networking Sites.

ii.   Find out the effects of using Social Networking Sites to teachers and students in their teaching-learning.

The data was collected by the use of questionnaires as the research tool and administered to the students and the teachers by different volunteers in different institutions. The target population was all teachers and students in four private universities located in Bangladesh and one private university in Uganda. A sample size of 20 teachers and 20 students were selected from each university which finally made a total sample of 100 teachers and 100 students. A random sampling technique was used in the selection of the respondents. Descriptive statistics was applied and data was analyzed by using Statistical Packages for Social Sciences (SPSS).

5.2 Major findings

Table 3 of chapter Four, shows the students' responses on the various points concerning positive effects of social networking sites. They indicated that they use SNSs for communicating to their teachers outside school hours. This claim is supported by Trzeszkowski (2007) who suggested that her profile on Facebook has allowed her to establish deeper relationships with and understandings of her students because she can communicate with them beyond the four walls of

the classroom. With the help of SNSs, students can receive information about homework, materials, projects, resources etc. as cited by Heavin (2007) and Pearson (2009) where a secondary school teacher reported to have successfully used SNSs in reminding students of upcoming homework deadlines.

This study shows that students can formulate group discussion and exchange ideas as depicted in education.au (2009) that SNSs can support the continuation and extension of learning and discussion outside formal classroom setting. This is likely to help the students to clearly understand what was taught in class through their discussions. Furthermore, this study reveals that students can utilize the SNSs which makes easier to communicate with their teachers. Berg et al, (2007) clarified that the University of Wisconsin-Madison documented the enormous potential of social networking technologies have to connect students, faculty and staff, and increase the efficiency and flexibility of campus services

Table 5 of chapter four presents teachers' responses on the various points concerning positive effects of social networking sites. The present findings show that with the help of SNSs, teachers can share information and resources with their students. Referring to previous research findings, Yan (2008) confirms that online learning communities give teachers and students the ability to personalize and share their content. The researcher also found that teachers can learn how to incorporate social networking sites into teaching. This is supported by further examples of teachers incorporating SNSs directly into their pedagogical practice which concludes that there may be benefits in carefully considered use of social network media (Carter et al, 2008). This present research continues to show that SNSs improves institution wide communication with students. The research conducted at Saugus Union School District in Santa Clarita, California found that 418 teachers and 700 students use the open source social networking software Elgg to share student generated sports articles, historical fiction and math podcasts across classrooms and across the district (Glitten, 2006). SNSs enable research through the exchange of different materials. In his findings, Alexander (2006) describes the value of social networking tools such as social bookmarking for collaborative information discovery and writing. Teachers use SNSs to create student groups so as to collaborate in projects and to send messages to students about their marks or work as cited by Heavin (2007). Pearson (2009) in his work indicates that he has

successfully used SNSs such as Twitter and Facebook, for a variety of reasons including reminding students of upcoming homework deadlines, marks etc.

In regards to students' response to negative effects of social networking sites, it is clearly shown in table 4 Chapter Four that SNSs reduces the face to face contact between students and their teachers which at times results to improper communication. Looking at the literatures it was found that Hameed et al, (2008) indicated that SNSs leads to miscommunication in that it does not afford the student with the same opportunities of explanation and clarification that occur in face-to-face interaction. Karpinski et al (2009) stated that Facebook users devoted lesser time to their studies than the nonusers did and subsequently had lower GPAs. They continued to explain that too much time is wasted while surfing these SNSs. This point is in line with the findings of this study where students showed that they pay more attention towards SNSs than utilizing this time for their studies which finally leads them to get poor grades. They further showed that most of their valuable and precious time is being spent while surfing these SNSs.

This present study shown that teachers' devote little time to attend to students' class related problems. The study continued to show that SNSs reduce the teachers' time of doing research so as to improve on their professions and careers. According to the research conducted by Greenfield et al, (2008) SNSs as well as other new forms of communication technology are a concern to many school professionals because of the level of distraction they create within the school. Teachers spend a lot of time on SNSs without any significant purpose thereby reducing face-to-face human contact with their students. At times, teachers' conversations may go beyond academic matters which are most likely to affect their personalities.

5.3   Conclusions

Social networking sites are gaining a lot of popularity these days with almost all the educators and educated youth using one or other such sites. These have played a crucial role in bridging boundaries and enabling them to communicate on a common platform. The aim of this study was to investigate the effects that social networking sites put to the lifestyles of teachers and students in higher educational institutions. The findings show that most of the students usually spend little time on their social networking sites by logging in once a day. Majority of them use Facebook as their favorite SNS and mostly access it on their computers while in their hostels. It can be clearly

seen that students devote little time to these SNSs. The findings continue to show that students use SNSs for academic and non-academic purposes but with academic purposes outweighing the non-academic. Students can formulate group discussions so as to exchange their ideas, share course related materials with their colleagues communicate to their teachers, appeal to their friends about assignments etc. However, there are some drawbacks that SNSs come with. Such drawbacks include spending a lot of valuable time on SNSs which results into poor performance, paying more attention towards SNSs than utilizing this time for their studies, reduction in face to face contact with their teachers, failure to meet their study targets etc. Their responses indicate that SNSs have a lot of positive influence on their lifestyle as compared to its negative side.

However, educators are also among the vivid users of SNSs. According to the findings of this research, majority of the teachers prefer to use Facebook than any other SNSs. They mostly login once a day and they get access to the internet while using their computers. Teachers have integrated social networking sites into their teaching methods. They use SNSs to share course related materials with their students, communicate to their students regarding their coursework's, assignments or any upcoming event, communicate with their fellow teachers from other universities something that has enabled them to improve on their research hence improving their careers. Much as social networking sites have been so beneficial to the teachers, to a lesser extent, they have also caused some drawbacks. Considering the findings of this study, teachers spend a lot of valuable time on SNSs while reading and answering unnecessary postings thereby devoting little time to attend to student class related problems, reduction in face to face contact with their students, causes stress and affects their health etc. Therefore this research study suggests that teachers as well as students should continue to use SNSs so as to exploit more benefits that are associated with them.

5.4   Recommendations

Due to the time constraints, the researcher could not conduct in depth study on this subject. To this regard he proposes that further in depth additional research should conducted on the effects of social networking to the teachers and students lifestyles in higher educational institutions. This study has provided some information on how the social networking sites benefit the students and teachers as

well as the drawbacks it causes to them. Further investigations on whether social networking sites positively or negatively affect teachers and students should be done in the following areas

(1) How to fully integrate social networking sites into teaching-learning, (2) How to minimize or eliminate the problems caused by social networking sites to students and teachers, (3) Identify measures on how to control students and teachers over usage of social networking sites and (4) How to motivate the teachers who are still resistant to this new technology (social networking sites).

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APPENDIX A

STUDENT QUESTIONAIRE

PLEASE READ FIRST

This questionnaire is a part of the research for a master thesis related to the impact of social networking sites (SNSs) (Facebook, twitter, Google Plus etc.) in teaching-learning in higher educational institutions. The results of this survey will be used for academic purposes only. The survey is anonymous and does not require any personal details to be submitted. The researcher greatly appreciates your help and support with this research and thanks you for your valuable contribution.

Please put a tick mark ☑ in any of the boxes provided.

PART A

1.   What is your educational level? Or In which education level do you belong?
   a) Diploma student   ☐
   b) Bachelor student   ☐
   c) Masters student   ☐
   d) Other (Please specify)   ……………………………………………………………

2. In which places do you access the internet from?

   a) Computer laboratory   ☐

   b) Hostels   ☐

   c) Library   ☐

   d) Class   ☐

3. Which multimedia do you use in your online communication?

   a) Computer   ☐

   b) Mobile phone   ☐

   c) Other (Please specify)   …………………………………………………………

4.   Which of the following social networking sites are you a member of?
   a) Twitter
   b) Facebook   ☐
                            ☐

c)   Google Plus
d)   Flickr   ☐
e) Other (Please specify)   ……………………………………………………………

7. How many times in a day do you visit your page on a social networking site?

a)   Once a day   ☐

b)   Every couple of hours   ☐

c)   2-5 times a day   ☐

d)   Always logged on   ☐

PART B
Please rate from 1 to 5 by putting a tick in a box corresponding to your choice on how the use of social networking sites (SNSs) positively and negatively impact your learning.

1. Strongly Agree   2.Agree   3.Undecided   4. Disagree   5.Strongly Disagree

Using social networking sites (SNSs) causes the following impacts towards learning in higher educational institutions.

No.	Negative Impacts	1	2	3	4	5
1.	Students are paying more attention towards these social networking activities rather than utilizing this time for their Studies					
2.	Poor performance (lower grades)					
3.	Failure to meet study' targets					
4.	Missing classes due to SNSs					
5.	Inability to compete well in studies with my class mates					
6.	Spending a lot of time					
7.	Reduction in face-to-face human contact					
8.	Failure to do course works due to SNSs					

Using social networking sites (SNSs) benefits the student towards learning in the following ways.

No.	Positive Impacts	1	2	3	4	5
1.	Appealing to friends for help about school-works					
2.	Getting information about homework, information, material, project, resources or ideas.					
3.	Sharing homework, information, material, project, resources or ideas.					
4.	Communicating to teachers in any class-related cases.					
5.	General group discussion and exchanging ideas.					
6.	Asking questions or responding to questions.					
7.	Assignment preparation and argument					
8.	Communication among students and their instructors, facilitating class discussions, following announcements about classes and courses.					

PART C

1. What impacts does the use of social networking sites cause to your studies?

Positive

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Negative

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2. Could you please provide me with some reasons as to why you actually use a Social Networking sites (SNSs).

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APPENDIX B

TEACHER QUESTIONAIRE

PLEASE READ FIRST

This questionnaire is a part of the research for a master thesis related to the impact of social networking sites (SNSs) (Facebook, twitter, Google Plus etc.) in teaching-learning in higher educational institutions. The results of this survey will be used for academic purposes only. The survey is anonymous and does not require any personal details to be submitted. The researcher greatly appreciates your help and support with this research and thanks you for your valuable contribution.

PART A

Please put a tick mark ✔ in any of the boxes provided.

Please give us a quick overview of your experience with social networking.

1. What is your level of education?
   a) Lecturer ☐
   b) Senior lecturer ☐
   c) Assistant professor ☐
   d) Associate professor ☐
   e) Professor ☐

2. Which of the following social networking sites are you a member of?

   a) Twitter ☐
   b) Facebook ☐
   c) Google Plus ☐
   d) Flickr ☐
   e) Other (Please specify)   …………………………………………………………

3. How many times in a day do you visit your page on a social networking site?

   a) Once a day ☐

   b) Every couple of hours ☐

   c) 2-5 times a day ☐

   d) Always logged on ☐

4. Which multimedia do you use in your online communication?

    d) Computer   □

    e) Mobile phone   □

    f) Other (Please specify)   …………………………………………………………

PART B

Please rate from 1 to 5 by putting a tick in a box corresponding to your choice on how the use of social networking sites (SNSs) positively and negatively impact the learning-learning in higher educational institution.

1. Strongly Agree   2.Agree   3.Undecided   4. Disagree   5.Strongly Disagree

Using social networking sites (SNSs) causes the following impacts towards teaching-learning in higher educational institutions.

No.	Negative Impacts	1	2	3	4	5
1.	Devotes little time to attend to students class related problems					
2.	Get little time to research on course related materials due to SNSs					
3.	Spending a lot of time to SNSs without any purpose					
4.	Reduction in face-to-face human contact due to SNSs					
5.	Teacher-student relationship hampered					
6.	Reducing the time of doing research to improve on your profession					
7.	Affects profession reputation and career.					
8.	Causes stress and affects your health					

The benefits of social networking sites in the teaching-learning in higher educational institutions include the following.

No.	Positive Impacts	1	2	3	4	5
1.	Share information and resources with students					
2.	Improve institution wide communications with students					
3.	Learn how social networking can be incorporated into teaching					
4.	Creates student groups to collaborate on projects					
5.	Creates direct instruction even when not be able to explain it in classroom					
6.	Increases teachers availability to students outside school hours					
7.	Send message to students about marks or work"					
8.	Enables research through the exchange of different materials.					

PART C

2. What is your overall evaluation to the social networking sites (SNSs) regarding teaching-learning in higher educational institutions?

Positive

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Negative

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2. What are some of the reasons as to why you joined social networking sites?

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3. How do you see social networking sites (SNSs) changing the education experience:

 For teachers?

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For students?

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