

EFFECTS OF SOCIAL NETWORKING SITES ON RESEARCH SCHOLARS AND LIS STUDENTS OF LIBRARY AND INFORMATION SCIENCE IN LUCKNOW

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Abstract: In this context Social Networking Sites (SNSs) allows LIS student as well as research scholar to access information at a very fast time as well as it also allows remote access of information and knowledge. The student and research scholar were examined in this study. This research was mainly focused on questionnaires. Social Networking Sites (SNSs) are a good breaking idea with a very bright future and further possibility for progressions. In this context, Social Networking Sites allows LIS student and well as research scholar to access information at a very fast time as well as it also allows remote access of information and knowledge.

Keyword: Social Networking Sites (SNSs), Online platform ,Personal and professional sharing ,Social relations, Evolution of social media, Facebook, YouTube ,Wikipedia, Instagram, WhatsApp

1.0 Introduction:

Social Networking Sites (SNSs) are online platforms or focal points where people can share anything, be it personal or professional. Individuals can also build social relations with others interested in sharing life events or career connections. Life activities and real-life connections are established through these platforms.

The evolution and immense popularity of social media networks, such as Facebook, YouTube, Wikipedia, Instagram, WhatsApp, Pinterest, MySpace, Tumblr, Skype, Reddit, Quora, etc., constitute a recent phenomenon. These networks collectively form online communication channels dedicated to community-based input, interaction, content sharing, and collaboration. Social media also serves as a powerful advertising platform, allowing individuals to promote their products for free. Nowadays, social networking sites are influential platforms where a significant portion of the population is active daily.

Social media provides a platform for people to express their opinions, give advice, and make suggestions on various topics, whether through text or graphical images. In the current trend, social media also offers live video broadcasting to connect with others.

The use of social networking sites and the internet has an impact on the physical, mental, and spiritual health of individuals. Despite potential drawbacks, social networking offers an indispensable method of communication that transcends geographical and cultural barriers. On a positive note, it contributes to improved health and professional life by providing information on health, enhancing eye-hand coordination, offering insights into career options, and facilitating timely work-related data transmission.

The world has witnessed a shift in web applications towards social interaction, collaboration, and networking, influencing various aspects of life, including education. Social media applications have become integral in the field of education, with scholars and technocrats identifying ways to incorporate these tools into the learning process in higher education. These tools range from general-purpose applications for a diverse community of interest to highly specialized tools supporting learning in higher educational environments.

1.1 Popular Social Networking Sites include:

- a) Facebook - The largest social media network with over 1.59 billion monthly active users.

- b) Twitter - With more than 320 million active monthly users, businesses utilize its 140-character limit for information dissemination.
- c) LinkedIn - The most popular site for professional networking, boasting over 400 million registered users.
- d) Google+ - Though not as prominent as Twitter, Facebook, or LinkedIn, it has SEO value and registered 418 million active users by December 2015.
- e) YouTube - The largest video-based social media website, acquired by Google in 2006, with over 1 billion monthly visitors.
- f) Pinterest - A visual platform with 100 million users, particularly popular among women.
- g) Instagram - A visual platform with over 400 million active users, owned by Facebook.
- h) Tumblr: Tumblr is one of the most difficult-to-use social networking platforms, but it's also one of the most interesting sites. The platform allows various post formats, including quote posts, chat posts, video and photo posts, as well as audio posts, so you are never limited in the type of content you can share. Like Twitter, reblogging, which is more like retweeting, is quick and easy. The social networking website was founded by David Karp in February 2007 and currently hosts more than 200 million blogs.
- i) WhatsApp: WhatsApp Messenger is a cross-platform instant messaging client for smartphones, PCs, and tablets. The app relies on the Internet to send images, texts, documents, audio, and video messages to other users who have the app installed on their devices. Launched in January 2010, WhatsApp Inc. was acquired by Facebook on February 19, 2014, for about \$19.3 billion. Today, more than 1 billion people use the service to communicate with their friends, loved ones, and even customers.
- j) Quora: Capitalizing upon human curiosity is an ingenious idea that led to the creation and launch of Quora in June 2009. The website, co-founded by two former Facebook employees, Charlie Cheever and Adam D'Angelo, now claims that it receives more than 80 million monthly unique visitors, with half of them coming from the U.S. So far, the question-and-answer website has managed to raise \$141 million in venture capital funds, and while it doesn't look ready to go public yet, it's definitely a company to watch.

Reblogging, similar to retweeting on Twitter, is a quick way to share content on Tumblr. Overall, these social media platforms cater to diverse preferences and contribute to the dynamic landscape of online communication

2.0 Review of Literature

Blackshaw (2006) worked on the consumer-generated surveillance culture. Social media can be generally understood as internet-based applications that carry consumer-generated content, which encompasses "media impressions created by consumers, typically informed by relevant experience and archived or shared online for easy access by other impressionable consumers." In the next step, we will study the Hypothesis.

Liccardi et al. (2007) carried out a study on the role of social networks in computer science education and observed that social media had enriched the learning experience of the students. The scholars found a significant association between learning practices and social networks. The scholars suggested that students should be enabled to enrich their learning experience through healthy social media habits and use patterns.

Dwyer et al. (2007) examined the privacy concern and trust influence social interactions within social networking sites. The scholars noted that Facebook and MySpace were rated as trustworthy channels of communication by the students. The study emphasized that in online interaction, trust is not as necessary in building new relationships as it is in face-to-face encounters. The scholars suggested that online relationships could develop in sites where perceived trust and privacy safeguards are weak.

So and Brush (2008) expressed the social media habits, students' perceived levels of collaborative learning, social presence, and overall satisfaction in a blended learning environment. The scholars pointed out that student perception of collaborative learning had statistically positive relationships with perceptions of social presence and satisfaction. The scholars found that students who perceived high levels of collaborative learning tended to be more satisfied with their distance course than those who perceived low levels of collaborative learning.

Junco et al. (2010) measured the effects of Twitter on college student engagement and grades. The scholars pointed out that social media exposure had a significant impact on engagement compared to the control group. The study conferred that students and faculty were both highly engaged in the learning process in ways that transcended traditional classroom activities. This study provides experimental evidence that Twitter can be used as an educational tool to help engage students and mobilize faculty into a more active and participatory role.

3.0 Hypothesis

1. There is an effect of the use of social networking sites on LIS students.
2. There is a significant relationship between the time spent on social media and LIS students.
3. There is a perception of academic performance among LIS students.

- There is a significant difference between the positive and negative impacts of social networking sites on LIS students.

4.0 Objectives:

- To identify social networking sites and their usage among LIS students.
- To ascertain the amount of time invested by LIS students on social media networks.
- This study aims to explore the faculty's perception of Social Networking Sites on the academic performance of LIS students.

The study also focuses on assessing the positive and negative impacts of Social Networking Sites (SNSs) on LIS students' academic performance.

5.0 Research Methodology

Research methodology is the most important component in its own right in the context of a particular research study. This chapter describes and explains the methodology used in the present study. It explains the research objectives and a suitable methodology to achieve those objectives. The objectives of this study are identified and explore the Effect of Social Networking Sites on LIS students and research scholars in the field of library and information science in Lucknow.

5.1 Selection of the Problem : The problem of the present study is the Effect of social networking sites on students and research scholars in the field of library and information science in Lucknow. The problem was selected to get an idea about the use and effects of social networking sites on the academic performance of PG students and research scholars of library information science in Lucknow.

6.0 Scope of the Study

The scope of the study is limited to the use of Social Networking Sites by LIS students and research scholars belonging to the library and Information Science discipline in Lucknow. The study is geographically confined to Lucknow.

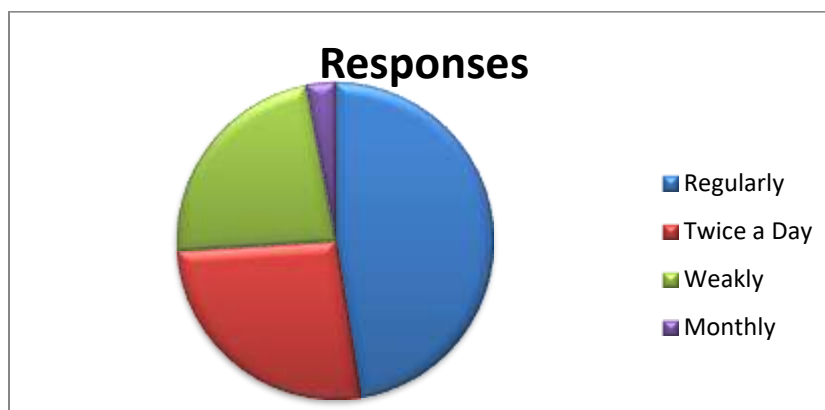
7.0 Data Analysis

The study analyzed the feedback collected from LIS students and research scholars of Lucknow through the interpretation of data collected from the questionnaire. It contains responses received from LIS scholars and students under the study regarding the frequency of use of SNSs, time spent accessing SNSs, SNSs used in disseminating information, etc.

7.1 Frequency of use Social Networking Site By LIS Research Scholar and Student can be evaluated through

Table -1 Frequency of Use SNSs

Frequency of SNSs	Responses	Percentage
Regular	190	47.5%
Twice a Day	106	26.5%
Weakly	92	23%
Monthly	12	3%
Total	400	



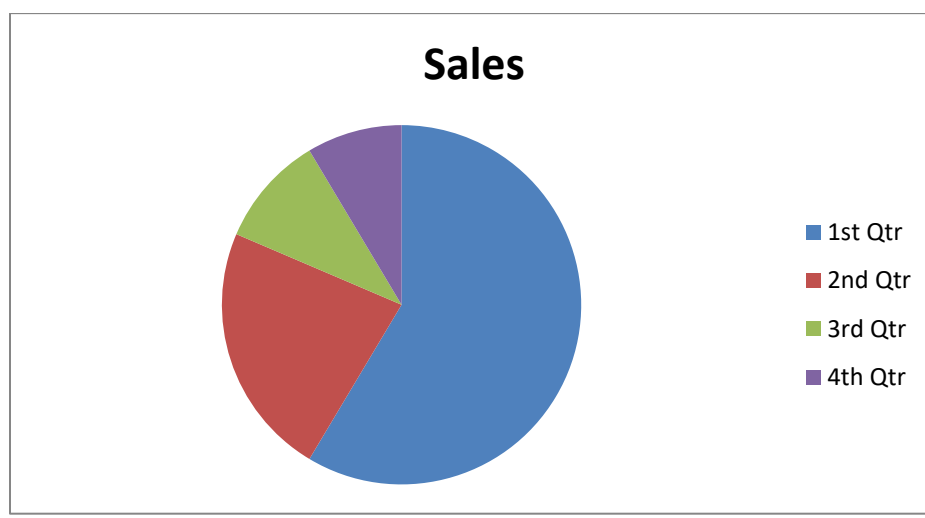
The data provided in table and figure. I show the frequency of use of SNSs, regularly, twice a day, weekly and monthly at all. The 47.5% of LIS student and scholar used SNSs Regularly 26.5% used Twice a day 23% used weekly and 3% used Monthly.

7.2 Time spent in Access of Social Networking Sites

The total time spent for access information through social networking sites can b evaluated through the following data.

Table : 2 Spent time on SNSs

Time Spent	Responses	Percentage
Always on	106	26.5%
1-2 Hours	150	37.5%
3-5 Hours	96	24%
6-8 Hours	48	12%
Total	400	



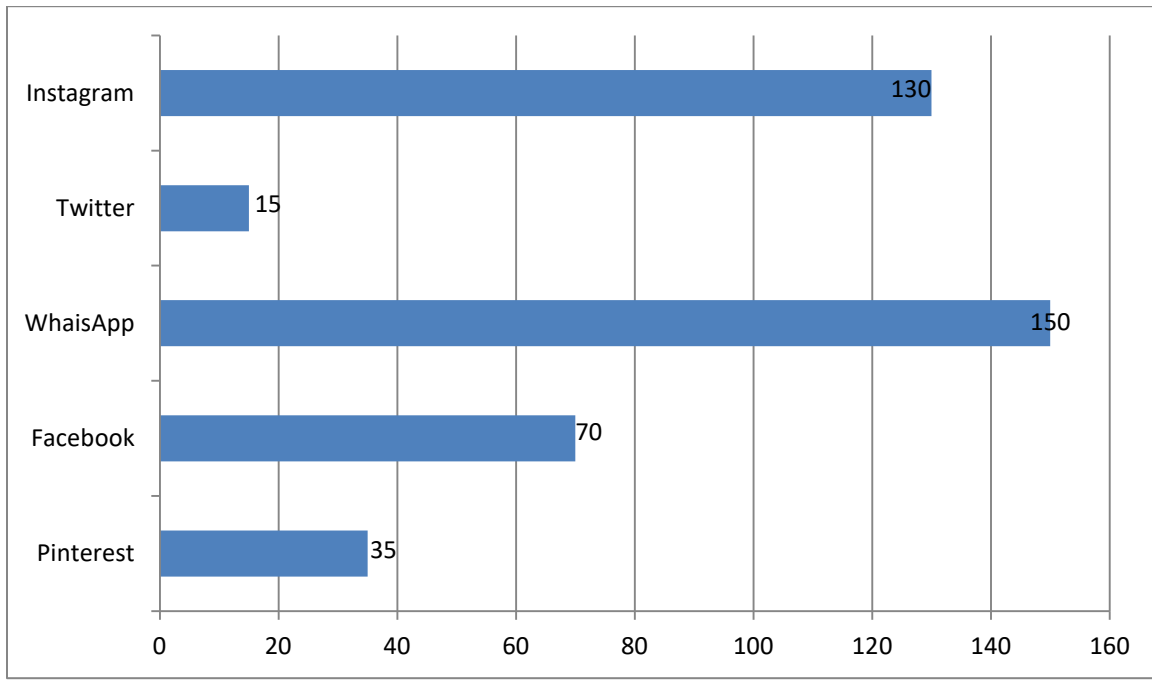
The time spent in accessing information through SNSs has been analyzed in table and Figure-II the 106% of LIS student and scholar spent always on in accessing information, 150% spent 1-2 hours, 96% spent 3-5 hours and 48% spent 6-8 hours to access in SNSs.

7.3 Most frequency used SNSs by LIS research scholar and student

There are different social networking tools such as INSTAGRAM, Facebook, WhatsApp, Twitter, Pinterest etc. in following Table and Figure the data of different SNSs used most frequently by LIS student and scholar.

Table : 3

Different SNSs	Responses
Pinterest	35
Facebook	70
WhatsApp	150
Twitter	15
Instagram	130



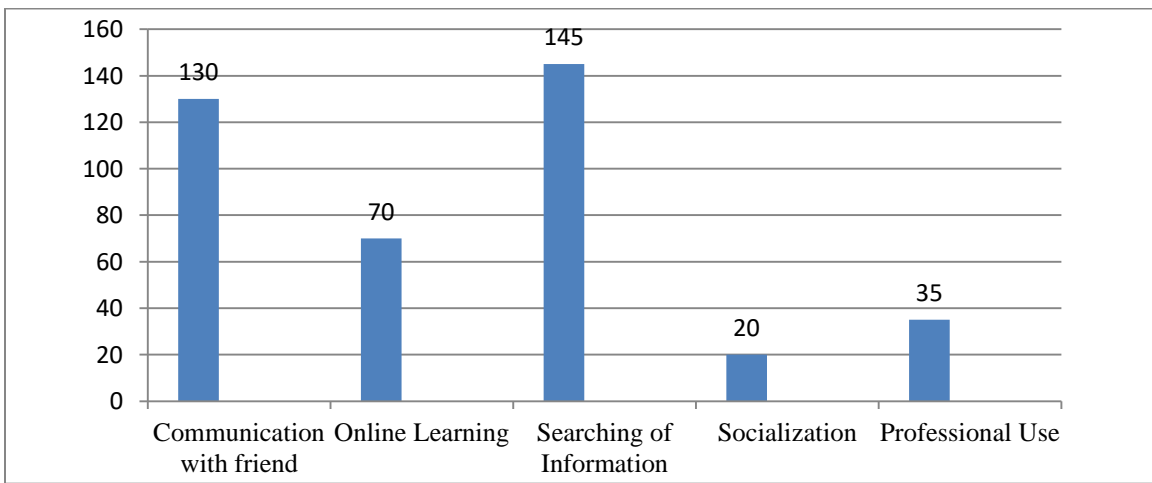
The table and figure shows that LIS students and scholar frequently used whatsApp, 150 used facebook, 70 used Instagram, 130 used Twitter and 35 used Pinterest, LIS student and research scholar used whatsApp most frequency.

7.4 How SNSs is used in Disseminating Information

Social Networking Sites has been used for disseminating information and knowledge people used it for various purposes like communication with friend, online learning, searching of information, socialization and for some other reason.

Table : 4 Disseminating Information

Purpose	Responses
Communication with friend	130
Online learning	70
Searching of information	145
Socialization	20
Professional Use	35



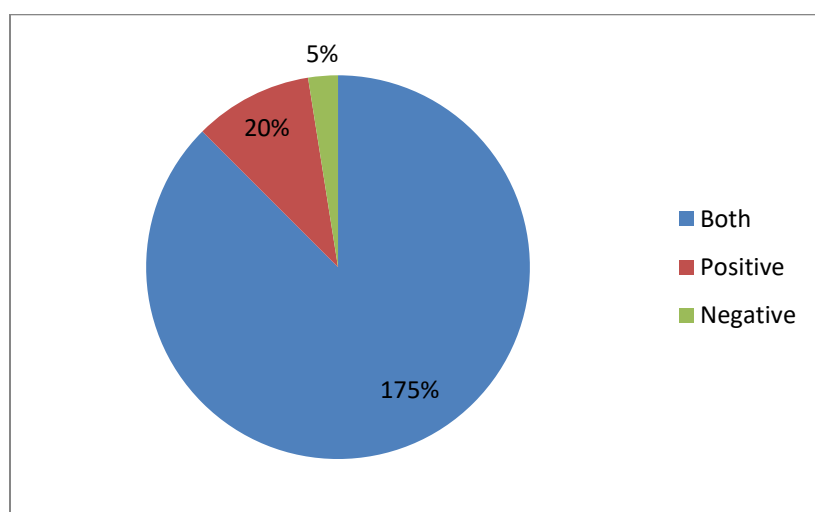
The table and figure show the data analysis of purpose of SNSs used 130 LIS student and Scholar disseminate communication with friend by using SNSs, 145 used for searching of information, 70 used for online learning, 20 used for socialization and 35 used for professional used.

7.5 SNSs effect of Library Profession

It is necessary to evaluate social networking sites has positive and negative both effect for library professional. The data collected through questionnaire to get the answer.

Table : 5

Purpose	Responses
Both	175
Positive	20
Negative	5



In this table and figure it is shown that 175% of LIS student and research scholar responded both, 20% is responded positive and 5% of LIS Student and research scholar is responded negative.

8.0 Conclusion

In this context Social Networking Sites (SNSs) allows LIS student as well as research scholar to access information at a very fast time as well as it also allows remote access of information and knowledge. The student and research scholar were examined in this study. This research was mainly focused on questionnaires. Social Networking Sites (SNSs) are a good breaking idea with a very bright future and further possibility for progressions. In this context, Social Networking Sites allows LIS student and well as research scholar to access information at a very fast time as well as it also allows remote access of information and knowledge.

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