

IMPACT OF SOCIAL NETWORKING SITES ON LEARNING ATTITUDE AND SOCIAL INTEGRATION AMONG COLLEGE STUDENTS

**SYNOPSIS OF THE REPORT SUBMITTED TO THE UNIVERSITY GRANTS COMMISSION
FOR THE MAJOR RESEARCH PROJECT IN THE FIELD OF MANAGEMENT**

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Synopsis

INTRODUCTION

The advent of internet and its use in education and training has revamped the scenario. The advancements in its capabilities and innovative styles of using it have generated new opportunities and spaces for students to share their learning experiences, ideas, and research findings through interactions. Such interactions and sharing are carried out through internet technology and the capabilities which facilitate (such interaction/communications) are referred to social media. Social media is Internet based technology which promotes opportunities to social interaction; among its users. It is enhanced through new communication tools and sites that are called; social networking sites.

CompuServe was the first major commercial Internet service provider for the public in the United States. Using a technology known then as dial-up, it dominated the field through the 1980s and remained a major player until the mid-1990s. In 1971, first email was delivered. Social networking began in 1978 with the Bulletin Board System (or BBS.) The BBS was hosted on personal computers, requiring that users dial in through the modem of the host computer, exchanging information over phone lines with other users. This was the first system that allowed users to sign in and interact with each other, although it was quite slow since only one user could be logged in at a time.

The first version of instant messaging came about in 1988 with Internet Relay Chat (IRC). IRC was Unix-based, limiting access to most people. It was used for link and file sharing, and generally keeping in touch with one another. Geocities was among the first social networking sites on the internet, launching its website in 1994. Its intent was to allow users to

create their own websites, dividing them into “cities” based on the website’s content. In 1998, Google came as a major Internet search engines, followed by Wikipedia in 2001. Then in 2002 came Friendster, a social networking website and it grew to 3million users in 3 months As a competitor MySpace was launched in 2003 and in the same year LinkedIn was started but with a business-oriented site for professionals. By 2008, Facebook surpassed MySpace in the the total number of monthly unique visitors and was ranked as the most-used social network worldwide with more than 200 million. The site's traffic was twice that of MySpace. By 2010 Facebook’s users moved to 400million while Myspace users declined to 57 million users. Smart phones and tablets has encouraged trend of social networking sites. Facebook reached a billion users in 2012. Twitter had 500 million users Twitter is a kind of social media in which researchers can verify their hypotheses, and practitioners can mine interesting patterns and build real world applications.

Definition of SNSs

Defined by Boyd, social networking sites as web-based services that allow individuals to: construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. Social Networking Sites allow users to connect, share information and other contents, chat, play games, and even add comments. Some social networking sites may require specific protocols to allow interaction among members , while other social networking sites allow open interaction among all site members. At any point, users should be informed of the information security threats and challenges they could be exposed to, including the potential loss of private and personal information.

Academic Use of Social Media

The use and benefits of social media particularly for academic gains appears to be an area of interest for many researchers in education and social sciences. Different researchers have addressed different areas of using social media at various academic and social levels. The

available literature on social networking media put forward useful ideas for implementing in higher education. It mostly emphasized on creating contents with focusing a little on the way of sharing, interacting and collaborating and socializing through social media sites. Social media is used for various reasons and purposes in higher education justifiably and it was confirmed by upholding the stance that it is exploited for enhancing the study experiences of learners by providing them with students support services, including e-mentoring, e-feedback and other e-facilities. Social media is being used to enhance communication among and between learners and their communities. Academicians can use it in different styles. The Facebook was suggested as a means of communication for interacting with students.

The present era is an information age with open access to all. The younger generation seems to be inclined towards information through technology and they have their unique mindset. Professional use of social media seems significant for almost all professions but preparing novice teachers for coping with Net-Generation/learners having an information age mindset and for working in increasingly digital educational environments is of greater importance. Social media is described to be communication facilitator and learners of the day wish their higher education institutions using social networking media for supporting classroom work. They take initiatives for using social networking sites for academic interactions. In addition, such networking may bridge up the learning gap informally between “digital native” students and “digital immigrant” faculty

Social Networking and Education

Due to the fact that many students are using social networking sites, teachers on the other hand have started adjusting themselves in this pattern by using it as the tool for communication with their students. Teachers and lecturers involve themselves in creating chat rooms, online groups and forums for the sake of academic discussions, posts assignments, tests and quizzes as well as assisting with homework.

“The National School Boards Association reports that almost 60 percent of students who use social networking talk about education topics online, and more than 50 percent talk specifically about schoolwork. Yet the vast majority of school districts have stringent rules against nearly all forms of social networking during the school day — even though students and parents report few problem behaviors online.” (US National School Board Association) 96% of the young people surveyed by the US National School Boards Association to explore into the online behaviors of US 9 to 17 years old reported to be using some form of social networking technology. The findings indicated that education-related topics are the most common, with 60% talking about education-related topics and 50% discussing their schoolwork. What is clear is that young people regard social networking services as just another part of their social and often school-related activities. (National School Boards Association, 2007).

RELATED REVIEW OF LITERATURE

Manjunatha (2013) done a research work titled “The Usage of Social Networking sites Among the College Students in India” stated that, today in India particularly among the Indian college students the usage of Social Networking Sites (SNS) has significantly increased and it certainly has far reaching impacts on the academic and other activities of the students. And these impacts are so widespread that they caught the attention of social scientists worldwide. However, the range of studies conducted to deal with the usage of SNS among college students is negligible in India. Hence, this study is placed in this context, aimed at presenting usage pattern of SNS by the Indian college students. For the said purpose a survey has been conducted among 500 students in various colleges and universities throughout India.

Ana and khurram (2010) article titled “Student Attitudes Toward Using Facebook For Education: A Survey” stated that, Although there is a growing literature base on the potential of social media to enhance student learning, there is little guidance on practical implementations of social media, or empirical evidence that these interventions produce expected results. In that study they surveyed undergraduate students with regard to their social media usage and attitudes

toward social media in general, and Facebook in particular. They simultaneously conducted an experiment on the use of social media to encourage student engagement and participation in an introductory Operations Management course. While students report high comfort levels and usage of social media in their personal lives, they find that the willingness to use Facebook as an educational tool varies depending on the student's chosen field of study.

Liu (2010) article titled "Social media tools as a learning resource" opined that social media tools have become ubiquitous. The study investigated student's use of different social media tools, their perceptions and attitudes towards these tools, and their preference of social networking groups. The results show that the three top-used social media tools are Facebook, Wikipedia and YouTube. The top four reasons for using social media tools are for social engagement, direction communication, speed of feedback, and relationship building. Regarding social networking group, they preferred a group of civically engaged and no membership required as well as a group based on contemporary topic that may not last long. Based on their input, the author suggested some educational implications of some of these tools as a valuable resource for teaching and learning.

Sunitha and Shankar (2010) stated in their article title "The Impact of Social Networking Websites on the Education of Youth" that Social networking websites like Orkut, Facebook, Myspace and Youtube are becoming more and more popular and has become part of daily life for an increasing number of people. Because of their features, young people are attracted to social networking sites. It also explore the impact of social networking sites on the education of youth. The study argues that these social networking websites distract students from their studies, but these websites can be useful for education based on sound pedagogical principles and proper supervision by the teachers. Moreover, the research concludes that social networking websites have both positive as well as negative impact on the education of youth, depending on one's interest to use it in a positive manner for his or her education and vice versa.

McCroskey and McCain (2010) empirically tested a theoretical model of the orientation of students toward interpersonal communication in online social network sites which according to literature constituted by three dimensional constructs and confirm that the orientation of students towards interpersonal communication in online social network sites is a multi-dimensional construct consisting of social attraction, physical attraction and task attraction. In addition, since substantial numbers of research studies have been reported to have employed one or more of these measures, this research was therefore examined to evaluate their reliability and validity. It is concluded that all these measures are reasonably reliable and valid. However, since the reliabilities found in literatures have been highly varied, it was therefore determined that improved measures should be used in the future. Thus, a revised and improved version of these measures using Confirmatory factor Analysis (CFA) are reported and recommended in this study for future research.

Limitations of social networking sites in relation to teaching and learning

The amount of information shared between users of SNS can vary greatly. This information can be collated and data mined for illicit use. Many young people can be victims of “sexual predators” as well as “cyber bullying”. At times the appeal of a “global stage” can lead people into revealing details about themselves which may seem harmless for friends to view, however each user of SNS must be aware of the permissions they set on these sites for public viewing. In FaceBook, most of the permissions set as default enable friends of a user to view everything in a person’s profile. Of course a person can choose the amount of information to disclose but each permission set needs to be reviewed so that the user understands how much information is released. Mazer et al. (2007) suggest that Facebook can be a potential hazard for teachers as some applications allows users to communicate through the SNS network. “The Wall” which is an application within FaceBook, is similar to a discussion-board. The content can lead to discrediting or defamatory messages on a users FaceBook site. It is further suggested that teachers must also determine the type of information presented to students via a SNS to avoid

any negative ramifications and to protect their credibility in the classroom. Mazer et al. (2007) argues that teachers need to be aware of how they approach a student – based domain, as their level of participation may have a negative effect on the students because of the connotations already associated with FaceBook (e.g., FaceBook contains defamatory student websites).

Another area, which may affect the learning experience for students, is the type of advertisements, which appear in the SNS page. As students disclose information relating to studies on the SNS the level of marketing may appear intrusive or inappropriate. This is a factor beyond the control of the academic community, and is a service which each user agrees too when signing up for an account with the SNS service.

NEED FOR THE STUDY

While nobody can deny that SNS have altered the landscape of social interaction, particularly among young people, solid research is required to demonstrate the existence of negative impact also. The prime reason for carrying out this research is that most of the research works are oriented towards the students of western countries and there is dearth of studies involving Indian students. Data indicates that from 4.2 million users in 2009, the number of users has grown to 43.5 million users in 2012. India has become the second country in the world with highest number of users. This is a clear sign that SNS are widely used and this warrants a detailed study to probe into the positive and negative impact of using SNS by students.

This study focuses on the effects of being a member in social networking sites could have on student's study habits. Researchers yearn to contribute to better understanding and explanation of the issues arises about social networking sites especially when it comes to student's learning attitude. This study will attest whether social networking help student in their way of studying or not. Does it apply to all or only to a few students? What are the effects of it to their study habits? The second motivating factor to propose this study is the fact that students are getting addicted to SNS which harms their studies, social life and health. The outcome of the study can help us to devise strategies to help students to overcome this mania and use SNS for

productive purposes only. The third important factor that justifies the research is it can help in exploring ways in which the educational institutions might subtly use SNS and other web-based platforms to enhance the student experience, without making students feel like their virtual social space is being invaded.

OBJECTIVES OF THE STUDY

1. To find out the influence of SNS on the learning ability and social behavior of students.
2. To examine how SNS facilitates new students' social integration into college life compared to old students
3. To identify the influence of students' specialization on various study variables based on their year of study

METHODOLOGY

This part of the chapter explains the research methodology adopted to find out the impact of social networking sites on learning attitude and social integration among college students.

Research Design

The research design used in this study is exploratory research. In this study the general opinions and preferences about social networking sites have been identified by asking questions related to the usage of internet by the students, usage of social networking sites, preference of social networking sites, hours of work, reasons for using SNS, source of information about SNS, most visiting sites, etc. In addition to this, the main variables related to this study have also been included to identify the impact of social networking sites on learning attitude and social integration.

Variables used in this Study

The variables used in this study are Learning Pedagogy, Motivation, Interaction with co-student, Interaction with mentors, Technology, Initiating, Maintaining, Social information

seeking, Social attraction, Physical attraction, and Task attraction. Among the variables the learning attitude is considered as dependent variable while other variables are treated as independent variables. With these variables questionnaire was prepared, and pilot survey was carried out to know the difficulties of respondents while answering the questions.

Questionnaire Design

The variables for this research have been identified based on the review of literature. The questionnaire for the exploratory research was prepared using different variables to measure the impact of SNS on learning attitude and social integration. The questionnaire has undergone validity and reliability test (mentioned in pilot study). In order to know the respondents' knowledge about leaning attitude and social integration of SNS, questions on social networking sites have been asked in Section A of the questionnaire. In Section B, questions relating to learning attitude and social integration are asked in five point Likert scale, where 5 denotes strongly agree and 1 denotes strongly disagree.

Pilot Study

A detailed questionnaire was prepared which included questions like dichotomous, objective type, ranking, and opinion measuring questions using 5 point Likert scale. After preparing the questionnaire, validity test was performed.

Validity: The questionnaire was subjected to Lawshe's (1975) content validity test whose determination was judgmental. In this study, the researcher has subscribed to a perspective where quantitative assessment of the content validity has been followed. The content validity is conducted with 9 experts. The experts were first encouraged to gain deeper insights into the items originally decided by the researcher and then requested to offer their feedback on each of the items. Based on their feedback, few items were slightly modified, reworded and repositioned to make them appropriate for use. The experts also suggested a 5-point rating scale for all the items. The content validity ratio (CVR) was applied to each items and overall content validity is found to be 88.16%.

All those items, which have scored less than 0.50 on the content validity ratio, have been removed from the study. Based on the content validity ratio, the final number of items in each of the factors used in this study was decided.

Pilot Survey: The pilot study was done with respondents who are the students of engineering colleges from Chennai, Trichy, Madurai, Coimbatore and Annamalai nagar. From each region one college is selected randomly and 50 questionnaires have been distributed to the final year students. Hence, a total of 200 questionnaires were distributed and responses have been collected. During the pilot study difficulties faced by the respondents in filling the questionnaires were identified and the following modifications were made:

1. Since the number of questions was more, respondents got tired when they filled 70 percent of the questionnaire and hence few questions were eliminated.
2. In order to reduce the difficulty in understanding the topic, meaning for SNS, learning attitude, and social integration were specified at the beginning of the questionnaire.
3. Detailed notes with examples were given at the beginning of technical terms used in this study.

Reliability: After completion of pilot survey, the data were entered into the computer and analyzed for reliability test using Chronbach alpha coefficient. The Chronbach alpha values for learning pedagogy, motivation, Interaction with co-student, Interaction with mentors, Technology, Initiating, Maintaining, Social information seeking, Social attraction, Physical attraction, and Task attraction are 0.8762, 0.8470, 0.7613, 0.7546, 0.8337, 0.7574, 0.7988, 0.7941, 0.8462, 0.8179, and 0.7962 respectively. All the Chronbach alpha coefficient values are found to be more than acceptable level of 0.7 mentioned by Nunnally (1978).

Main Study

The respondents for this study are the college students and teachers. This study proposes to collect the required information from the students of **engineering colleges** only. Five colleges situated in Chennai, Trichy, Madurai, Coimbatore and Annamalai nagar were taken as study

area. From each college two hundred students were selected from each of four departments namely civil, mechanical, electrical and computer science which are the core engineering specialization. The data have been collected from both first year and final year students from all the four branches of engineering. Therefore, totally 200 students were approached in one college. Similarly the data have been collected from five colleges which put together 1000 students. Equal representation of male and female students was given.

Statistical tools to be used in this Research

In order to analyze the data, the following tools will be used by the researcher.

1. Arithmetic Mean
2. Friedman Rank test
3. t-test
4. ANOVA

MAJOR FINDINGS

1. Most of the students taken part in this study are male (56.4%). Majority of the students are in the age group of more than 22 years (31.1%), while 27.7 percent of the students are in the age of 21 years. More than half of the students (56.3%) are from urban area, and around 70 percent of the students' family has less than five members. Nearly half of the students (46.3%) are the first child in their family.
2. Most of the students use Laptop to connect to the internet which is followed by smart phones, desktop computers and ipads.
3. Majority of the students access internet in their home while almost the same percentage of the students access internet in computer lab on campus. However, nearly half percentage of the students use the advanced technological communication device called Wi-Fi. However, very few of them use hotspot.
4. Nearly 50 percent of the students access internet several times in a day. Around one fifth of the students access internet once in a day, while 14.4 percent of the students access

internet several times in a month. The percentage of students who rarely access internet is negligible.

5. As facebook is widely used social media, majority of the students use this social media regularly (87.6%). Next to facebook many students use Google Plus which is followed by Youtube, twitter, and LinkedIn.
6. More than 70 percent of the students use facebook daily, because nowadays checking facebook has become part of routine schedule in a day. Youtube is the next frequently used social media which is followed by Google plus, LinkedIn, and Myspace. Twitter is frequently used by few students.
7. It is found that most of the students check their personal social media accounts many times a day, and only one fifth of the students check once in a day. However, 13.6 percent of the students check their personal social media accounts whenever need arises.
8. As far as time spent on social networking sites is concerned, majority of the students spend 16 to 30 minutes in a day, while one fourth of the students spend more than half an hour in accessing social networking sites. However it is interesting to note that less than one fifth of the students use SNS for more than 2 hours.
9. Majority of the students use SNS to communicate with their friends, while less than half of the students share photos to their friends which is followed by getting general updates, sharing personal updates, paying games and searching for information about products or services.
10. It is revealed from the result that the students in the age group of 19 years and below 19 years are showing interest towards technology aspects of social networking sites compared to the students with the age of 21 years.
11. It is concluded that the students in the age group of 19 years and below 19 years are having more initiatives to use social networking sites compared to others.

12. Students in the age group of 19 years and below 19 years are maintaining their friendship in social networking sites compared to others age group of students.
13. Students in the age group of 19 years and below 19 years are using social networking sites mainly for social information seeking compared to 20 years and 21 years of age groups.
14. Students check their E-mail accounts for which they give most preference which is followed by checking of social networking sites, going to online shopping sites, reading online newspapers and finally visiting other sites. Hence, it is concluded that checking of E-mail accounts and visiting social networking sites are frequently performed by the students when they get unrestricted access to internet.
15. It is found that the students who are studying the civil, electrical and computer science are showing interest towards social information seeking through social media compared to others.
16. Study reveals that civil and electrical engineering students are showing interest towards social attraction aspects of social media compared to mechanical engineering and computer science engineering students.
17. Final year students who are studying in electrical are highly motivated through social media compared to others department students.
18. It is found that the final year students who are studying computer science, electrical and civil are having more interaction with co-student because of social media compared to mechanical engineering students.
19. Result revealed that the final year students who are studying in computer science and electrical are showing interest towards technology aspects of social media compared to other department students.

20. Final year students who are studying in civil and electrical engineering are showing interest towards social information seeking through social media compared to others department students.
21. It is concluded that the final year students who are studying the civil and electrical are showing interest towards physical attraction through social media compared to others.
22. It is identified that the final year students who are studying the computer science and civil engineering are showing interest towards task attraction through social media compared to others department students.

SUGGESTIONS AND CONCLUSION

Social Integration and learning attitude are the fundamental reasons for the variety of social networking sites in students perspectives. Without social networking sites there are paucity of integrative opportunities in the social set up of Gen z students. Modern era continuously spreads golden opportunities for the students community to attain greatest social integration and learning excitement. Such constructive power of social networking sites spins the 'students globe' as 'Techno Savvy', their multi-tasking and creative minds can bring some destructive impacts also.

College administrators need a careful attention on the destructive impacts such as wastage of productive time, psychological disorders like post traumatic stress disorders etc. They should rake around the psychological attachment of their students towards SNS and the key factors fag them out should be properly managed. Students have been laid up for plenty hours per day in SNS, but their intention towards SNS may vary from person to person. This effective visual social media is intentionally utilized by first year students to bring familiarity in new college atmosphere. They run after new friends and seek social security through SNS. They enrich their knowledge and improve their technical skills with the help of SNS.

In every first year student's net timing, large volume of time and considerable effort are allotted to find new friends especially on gender attraction. But when they get into final year

they blow hot and cold about the motives of using SNS. They intend to enrich their frequency of learning through SNS as this attitude is highly predominant to embark successful career development. These psychological set up of the various segments of the students, viz, first year, final year, Age wise and Gender wise can be discretely analyzed by the college administrators in all their heart while enhancing constructive utilization of SNS. This research attempts to suggest effective ways to create skill packed students who show stronger affinity with SNS.

Suggestions to College Administration

To enhance Learning Attitude

Establishment of exclusive FB Communities with Mentors

As majority of the students show interest in face book, college administration is suggested to make separate FB communities for every class, on subject basis. The respective professors, handling those subjects are capable of playing the role of mentor in that community. College administration is suggested to train the staff members to play the “Lead player” role in FB community by educating them about the SNS teaching pedagogy. All the staff members should be trained effectively by professionals to serve this new generation students by interesting, pleasing and dignified utilities of SNS.

Providing supplementary study materials

Assignment questions, additional notes and contemporary reading materials can be posted through these distinct communities by the mentors. These voluntary services will certainly induce the subject familiarity among the students which will result on favourable academic excitement. Doubts and conceptual questions may be posted by any member in FB community and this e – practices will create a golden platform for sharing knowledge globally.

Creation of global link

As SNS media today place too much of emphasis on video education, appropriate ‘You tube links’ which contain International lectures, seminars and presentations should be included in FB communities. Relevant articles derived from management databases like Proquest, Ebsco,

Science direct, SAGE and Emerald may be posted in these communities for enabling the students to attain a clarity about the concepts in global perspective view.

Orientation towards SNS usage for first year students

As the major intention for first year students for being in SNS is to make new friends. College administration itself can create constructive SNS friends set up to improve their learning standards. If this continuous care is not taken by college administration, students may generate their friendship on physical attraction. Such practices may affect their constructive reading time and they meant to be in the middle of work and emotional stress. Bombarding by lot of media effects, college students may attain hallucination about the real college studying scenario. College administration may indicate good habits and practices in the minds of the students by posting relevant articles and videos in their SNS communities.

Orientation towards SNS usage for final year students

Involving practices managers in the communities connecting with corporate

Final year students, who have career developing intention utilize SNS for social interaction rather than learning intention. Their employment seeking position makes them to interact with job givers. College administration may educate the students through SNS communities by providing informations about the latest trends in MNC recruitment policies. By linking several corporate to the students through FB communities, college administration may boost up the placement, Internship training and project approvals in those respective corporates. Every class mentor should be instructed to include atleast three industrialists in their SNS communities to assist the final year students to strengthen their career.

Strengthening the soft skill

Every week, college administration may arrange a special training program in the field of “Pros and Cons of SNS in present era” by international experts. Entrepreneurial Training should be given enormous importance by the college administrators while designing teaching pedagogy through SNS. Such e-teaching method may contain interview handing techniques, attitude

development programmes and group discussion methods. Creating physical and digital forms of resume should be trained by the mentors through FB community.

Utilizing Alumni Net Work

College administration may create and maintain their alumni in a modern format by including them in separate SNS community. Such database may help the final year students to interact with this huge community to attain their career developmental opportunities. By maintaining students' individual records in SNS communities, college administration may effectively match the skill level of the students with the corresponding corporate expectation, and the ultimate goal of the institution to create "Successful Student Career" can be effectively reached.

Managing Gender attraction

While physical attraction and gender attraction are telling on their SNS utility, they run after opposite gender with lustful intention. Social networking sites enable "sexting,"(sending and receiving sexually explicit messages, primarily between mobile phones) which can lead to criminal charges and the unexpected proliferation of personal images. College administration should teach their students about the legal issues involved in SNS utility. All social-networking sites allow them to publicly reveal the interest and intentions of themselves. While this ability is not inherently bad, students can build a constructive social setup among themselves with positive outputs. As physical attraction plays major role in creating SNS relationship, their career development and psychological fit might be flawed. Unwanted contact behaviors such as online grooming and cyber bullying are some examples of unwanted online contact that college administration and care-givers should understand and help students' community to recognize and act on it.

Protecting constructive work time

Some social networking sites provide a huge courage and covert space to cybercriminals to feed the bad interests of the students and lock them with the closed loop of immoral e-activities. Social media enables the spread of unreliable and false information among the students

which can lead to stress and offline relationship problems. College administrations are suggested to introduce a periodical screening procedure about the overall SNS sites viewed by their students. Some social networking sites may yield a link to some unwanted adult sites which can badly induce the sexual aggression among the students. College administration can conduct some awareness programs to the students about the ways to protect their valuable times and their morality in character. College administration can tone up the psychological fit of their students by recovering them from strong SNS affinity through regular psychological counseling programs.

Educating Safety measures

Social networking sites can be a great tool for connecting with others. College administration should be reasonable for the positive usage of SNS among students community and try to set reasonable expectations about their career growth. Mentors should help them to understand basic safety guidelines, such as protecting their privacy (including passwords), not harassing peers, never talking about sex with people they don't know, avoiding in-person meetings with people they "meet" online, and taking care in what they post - because anything people put online can be grabbed, reworked, and used against them. College administration may support critical thinking and civil behavior of students. This way, College administration can encourage the students to access the SNS in a constructive way.

Implementing policies in institutions

The main step toward protecting young students using social media is to clearly articulate policies within college. Social media blurs the lines between professional and personal interactions, so engaging students through these fascinating channels must include very clear boundaries and calculated approaches of college administration about these issues should be wisely implemented. Posting pictures and other student information on social media sites consign the students' privacy in jeopardy and open the darker door for virtual bad opportunists with ulterior motives. College administration should regularly insist the students about the pros and

cons of ‘connecting with SNS friends outside the chat room’ and it must unfold deliberately, with very clear boundaries in-place.

Safeguarding psychological fit among the students

The over usage of social networking sites is correlated with personality and brain disorders among students. The richer vanity of SNS gives them the inability to have in-person conversations which can reflect in their family relationship. The instant gratification intensity and self-centered personalities, as well as addictive behaviors are the possible worst outcomes of the over usage of SNS. As social media causes students to spend less time interacting face-to-face, they are prone to social isolation. Through the appropriate student-teacher relationships, college administration can safeguard their students from these bad hallucination side effects of SNS.