Usages of Online Social Networking Sites in Relation to Certain Personality Traits and Demographic Characteristics among Undergraduates

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ORIGINAL ARTICLE

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USAGES OF ONLINE SOCIAL NETWORKING SITES IN RELATION TO CERTAIN PERSONALITY TRAITS AND DEMOGRAPHIC CHARACTERISTICS AMONG UNDERGRADUATES Abstract: In the present day, social networking is a most important online platform in our life. Social Networking Sites have emerged as the Web 2.0-based Internet platform for people to interact with each other, such as friends, family, academic performance.

Abstract

In the present day, social networking is a most important online platform in our life. Social Networking Sites have emerged as the Web 2.0-based Internet platform for people to interact with each other, such as friends, family, academic performance. The present study aims to evaluate the usage of online social networking sites in relation to certain personality traits and demographic characteristics among under-graduates. The sample size was 250 under-graduate students studying in various faculties of Aligarh Muslim University. The data collected through questionnaire. The data was tabulated and systematically analyzed, with the help of the Microsoft Excel, using different operations like converting the data into percentage etc. and interpreted on the basis of objectives of the study. The results of the present study show that the use of online social networking site had a significant role on teaching-learning process of the students. As they spent more time on social networking sites, the socialization, campus life, academic performance of students also increased.

Key Words

Social Networking Site, Personality Traits, Demographic Variable.

Introduction

Social Network Sites (SNSs) such as Google+, MySpace, Facebook, WhatsApp, Twitter, and You tube have attracted millions of users, many of whom have integrated these sites into their daily practices. As of this writing, there are hundreds of SNSs, with various technological

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1396

affordances, supporting a wide range of interests and practices. While their key technological features are fairly consistent, the cultures that emerge around SNSs are varied. Most sites support the maintenance of pre-existing social networks, but others help strangers connect based on shared interests, political views, or activities. Some sites cater to diverse audiences, while others attract people based on common language or shared racial, sexual, religious, or nationality-based identities. Sites also vary in the extent to which they incorporate new information and communication tools, such as mobile connectivity, blogging and photo/video sharing.

Social networking sites are varied. They can incorporate a range of new information and communication tools, operating on desktops and on laptops, on mobile devices such as tablet computers and smart phones. They may feature digital photo/video/sharing and "web logging" diary entries online (blogging). Online community services are sometimes considered by whom. Social-networking services, though in a broader sense, a social-network service usually provides an individual-centered service whereas online community services are group-centered. Social networking sites allow users to share ideas, digital photos and videos, posts, and to inform others about online or real-world activities and events with people in their network. While in-person social networking such as gathering in a village market to talk about events has existed since the earliest development of towns. The Web enables people to connect with others who live in different locations, ranging from across a city to across the world. The way people communicate has undergone a substantial shift since the popularization of social network sites. Moreover, SNS allow users to post personal information and to communicate with others in an innovative ways such as sending public or private online messages or sharing photos online. Since the users of these sites form a virtual community to share interests, social networking is growing and is one of the web's top activities.

Review of the literatures

A number of research studies have undertaken on the perceptions, roles, usability, and benefits of Social Networking Site. Social Networking Site plays an important positive role to interact individual with family, friends, and culture (Hajli. N et al, 2014).Social Networking Site and digital technologies have negative impact on students studying and habits (Got. t, 2016).Social Networking Sites, also effective of the personality and subjective well- being (Mahajan.R, 2014). The use of Social Networking Sites Facebook virtual environment help teachers' online classes and it also helps students improve their team work and learning skill also using (Bicen. H et al, 2013). The use of social networking sites the students interact and socialize with their friends (Hamad. A and Embi et. al 2012). Social Networking Sites also use the communication for the research work (Madhusudhan, M. 2012). Social Networking Sites creates forming new relationship with others (Muscanell. L.N et al, 2012). The Social Networking site uses education as well as entertainment (Nirmali. C, 2012).Social Networking Sites are negative impact of the students (Hamburger. A.Y, et. al 2010).

Rationale of the study

The present study will be helpful to know the SNSs in the scenario of awareness and its usage in teaching learning process among undergraduate students, there is a need to assess familiarity of SNSs and to determine their attitude and perception towards these technologies. Social Networking site helps teachers' to be connected to their students off campus as well as with their students. This aspect has to be studied well. The present study was designed to study the differences in the use of social networking site by undergraduate males, females, introverts and extroverts and identify the advantages as well as adverse effect of social networking site. In addition, the findings of the study will be helpful for the other universities and colleges to know the implication of the social networking sites within the teaching-learning process as well as others.

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1397

Objectives of the study

The objectives of the study are as under:

1. To identify the number of introverts and extroverts in the sample of the study.
2. To explore the various advantages of using social networking sites as identified by the undergraduate students.
3. To find out the use of social networking sites in teaching and learning by the undergraduate students.
4. To study the motives of undergraduate students to use social networking sites (SNSs).
5. To study the effect of social networking sites as identified by the undergraduate students.

Methodology of the study

The methodology is the general research strategy that outlines the way in which research is to be undertaken and, among other things, identifies the methods to be used in it. Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, the oretical model, phases and quantitative or qualitative techniques.

Participants

The sample of this study consisted of 250 undergraduate students studying in various faculties i.e. Faculty of Science, Faculty of Arts, and Faculty of Social Science, of Aligarh Muslim University. Out of 250 students, male students were 151 while female students were 99.

Research Instruments

To test the hypothesis, data must be gathered in a systematic way. Many different methods and procedures have been developed to aid in the acquisition of data. For collection of Data and for the testing of the hypothesis, the investigator has used two tools namely:

1. Social Networking Sites Scale.
2. Personality Traits scale by James McCroskey was administered.

Procedures

The data collected through questionnaire were scrutinized by the experts of the university, especially from the Department of Education, AMU Aligarh. The data was tabulated and systematically analyzed with the help of the Microsoft Excel, using different operations like converting the data into percentage etc. and interpreted focusing the objectives of the study based on the analysis of data.

Data analysis and Interpretation

Number and Distribution of Sample

Respondents	Personality Traits	Total	Number of Respondents	Percentage (%)
Male	Extroverts		104	41.60
	Introverts	250	047	18.80
Female	Extroverts		075	30.00
	Introverts		024	9.60

(Source : Primary Data)

The above table clearly states that 41.60% male students were extrovert whereas only 30% female students are found to be extrovert. The table also shows that 18.80% of male students were introvert and 9.60% female students were introvert.

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1398

SHODH SAMAGAM

Israil Saikh,
Page No. 1396 - 1405

Use of Multiple Social Networking Sites

Respondents	Personality Traits	Number of Respondents		Percentage (%)	
		Yes	No	Yes	No
Male	Extroverts	84	20	46.92	11.70
	Introverts	31	16	43.66	25.53
Female	Extroverts	59	16	32.96	8.93
	Introverts	17	07	23.94	9.85

(Source : Primary Data)

From the perusal of the above table it was found that extrovert students used multiple SNSs more frequently and rigorously than their introvert counterpart.

Effect SNSs on teaching and learning

Respondents	Personality Traits	Number of Respondents			Percentage (%)		
		(-) Effect	No Effect	(+)Effect	(-) Effect	No Effect	(+)Effect
Male	Extroverts	15	22	67	8.37	12.29	37.43
	Introverts	03	15	29	4.22	21.12	40.84
Female	Extroverts	10	11	54	5.58	6.14	30.16
	Introverts	00	03	21	00.00	4.22	29.57

(Source : Primary Data)

It was found that 8.37% of extrovert male felt 'negative effect' of SNS on teaching and learning in comparison to 5.58% extrovert female students. It was found that 12.29% extrovert male said 'no effect' SNSon teaching and learning in comparison to 6.14% of extrovert female. It was also found that 37.43% of extrovert male felt 'positive effect 'of SNS on teaching and learning and 30.16% of extrovert female felt positive effect of SNS use on teaching and learning. It was also showed that 4.22% of introvert male felt the 'negative effect' of SNS on teaching and learning in comparison to 00% introvert female students. It was found that 21.12% of introvert male expressed 'no effect' of use of SNSs on teaching and learning in comparison to 4.22% of introvert female. It was also found that 40.84% of introvert male felt 'positive effect' of SNS on teaching and learning and 29.57% of introvert female had positive attitude for SNS use in teaching and learning.

Effect on Grades and Performance in Studies

Respondents	Personality Traits	Number of Respondents			Percentage (%)		
		(-) Effect	No Effect	(+) Effect	(-) Effect	No Effect	(+)Effect
Male	Extroverts	27	22	55	15.08	12.29	30.72
	Introverts	06	13	28	08.45	18.30	39.43
Female	Extroverts	18	26	31	10.03	14.52	17.31
	Introverts	03	09	12	04.22	12.67	16.90

(Source : Primary Data)

It was found that 15.08% of extrovert male mentioned 'negative effect' of SNS use on performance in their studies in comparison to 10.05% extrovert female. It further showed that 12.29% of extrovert male felt 'no effect' of SNS use on performance in comparison to 14.52% of extrovert female students. It was also found that 30.72% of extrovert male found 'positive effect 'of SNSs use on performance and 17.31% of extrovert female found 'positive effect' of SNS use on academic performance. In comparison to the extrovert, 8.45% of introvert male students mentioned 'negative effect' of SNS use on their academic performance in comparison to 4.22% introvert female. It was found that 18.30% of extrovert male felt 'no effect' of SNSs on grades and performance in comparison to 12.67% of extrovert female students. It was also found that 39.43% of extrovert male found 'positive effect 'of SNS use on their performance in studies and 16.90% of extrovert female found 'positive effect' of SNS use on their academic performance.

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1399

Use SNSs to do Educational work with Friends or others

Respondents	Personality Traits	Number of Respondents			Percentage (%)		
		Most of the time	(-) Effect	Some Time	Most of the time	(-) Effect	Some Time
Male	Extroverts	27	13	64	15.08	7.26	35.75
	Introverts	13	07	27	18.30	9.85	38.02
Female	Extroverts	23	02	50	12.84	1.11	27.93
	Introverts	07	01	16	09.85	1.40	22.53

(Source : Primary Data)

It was found that 15.08% of extrovert male students choose SNSs 'most of the time' to do educational work with friends or others in comparison to 12.84% extrovert female. It was found that 7.26% of extrovert male participants mentioned that they 'never' use SNSs in educational work with friends or others in comparison to 1.11% of extrovert female. It was also found that 35.75% of extrovert male students sometimes used SNSs to do educational work with friends or others in comparison to 27.93% of extrovert female. Contrary to the extrovert, 18.30% introvert male used SNSs 'most of the time' to do educational work with friends or others in comparison to 9.85% introvert female. It was found that 9.85% of introvert male mentioned that they 'never' use SNSs in educational work with friends or others in comparison to 1.40% of introvert female. It was also found that 38.02% of introvert male used SNSs sometimes in educational work with friends or others in comparison to 22.53% of introvert.
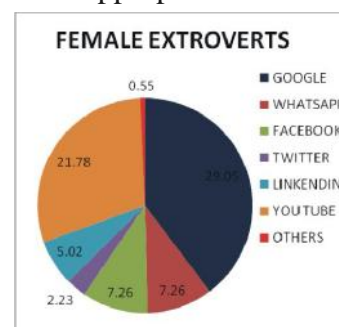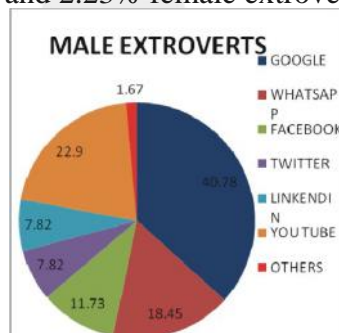
Connecting with teachers and faculty on SNS

Respondents	Personality Traits	Number of Respondents		Percentage (%)	
		Yes	No	Yes	No
Male	Extroverts	69	35	38.54	19.55
	Introverts	32	15	45.07	21.12
Female	Extroverts	61	14	34.07	7.82
	Introverts	13	11	18.30	15.49

(Source : Primary Data)

It was found that 38.54% of extrovert male students were connected with teacher and faculty member on SNS in comparison to 34.07% of extrovert female. It was also found that 19.55% of extrovert male did not connect with teacher and faculties on SNS in comparison to 7.82% extrovert female. It was also found that 45.07% of introvert male students were connected with teacher and faculties on SNS in comparison to 18.30% of extrovert female. It was also found that 21.12% of extrovert male did not connect with teacher and faculties on SNS in comparison to 15.49% extrovert female.

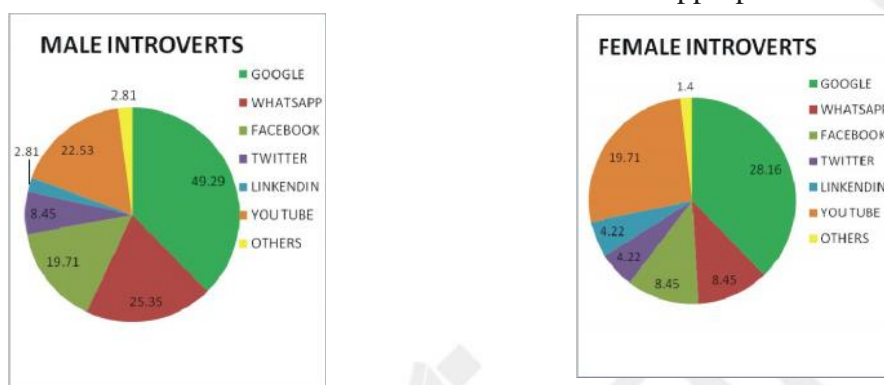## Most appropriate SNSs for Teaching-Learning

The findings of the study indicated that 40.78% male and 29.05% female extrovert students choose Google+ as the most appropriate SNSs for teaching-learning. It was also found that 18.43% male and 7.26% female extrovert students favoured to use WhatsApp as the most appropriate SNSs for teaching-learning. The data show that 11.73% male and 7.26% female extrovert students find Facebook as the most appropriate SNSs for teaching-learning. The study also brought to light that only 7.82% male and 2.23% female extrovert students find LinkedIn as appropriate for teaching-learning.

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1400

The findings indicated that 40.78% male and 29.05% of female extrovert students choose Google+ as the most appropriate SNSs for teaching-learning. It was also found that 18.43% male and 7.26% female extrovert students favoured to use WhatsApp as the most appropriate SNSs for teaching-learning. The study showed that 11.73% male and 7.26% female extrovert students find Facebook as the most appropriate SNSs for teaching-learning. The data analysis also brought to light that only 7.82% male and 2.23% female extrovert students find LinkedIn as appropriate for teaching-learning.

Most appropriate SNS for Teaching-Learning

The findings indicated that 49.29% of male and 28.16% of female introvert students choose Google+ as the most appropriate SNSs for teaching-learning. It was also found that 25.35% male and 8.45% female introvert students favoured to use WhatsApp as the most appropriate SNSs for teaching-learning. The study revealed that 19.71% Male and 8.45% Female introvert students find Facebook as the most appropriate SNSs for teaching-learning. The data analysis also brought to light that only 8.45% male and 4.22% female introvert students find LinkedIn as appropriate for teaching-learning.

The findings of the study indicated that 49.29% of male and 28.16% of female introvert students choose Google+ as the most appropriate SNSs for teaching-learning. It was also found that 25.35% male and 8.45% female introvert students favoured to use WhatsApp as the most appropriate SNSs for teaching-learning. The study showed that 19.71% male and 8.45% female introvert students find Facebook as the most appropriate SNSs for teaching-learning. The data analysis also brought to light that only 8.45% male and 4.22% female introvert students find LinkedIn as appropriate for teaching-learning.

Motives of Students to use SNSs

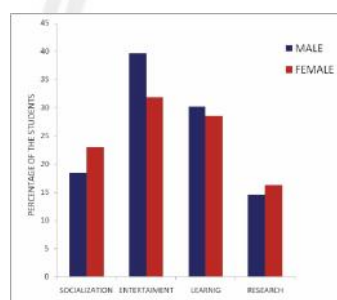| Motives to use SNSs	Number of Respondents		Percentage (%)	
	Male	Female	Male	Female
Socialization	33	41	18.43	22.90
Entertainment	71	57	39.66	31.84
Learning	54	51	30.16	28.49
Research	26	29	14.52	16.20

(Source : Primary Data)

Fig 3. Motives of the extrovert students to use SNSs.

It was found that 18.43% of extrovert male students considered SNSs as a means of socialization as compared to 22.9% extrovert female students. This study also revealed that 39.66% of extrovert male students considered SNSs as the medium of entertainment while 31.84% extrovert female agreed with male students. The finding indicated that 30.16% extrovert male students are supportive of learning as compared to 28.49% extrovert female students. It was also found that 14.52% of extrovert male and16.20% female extrovert students liked SNSs as a medium of research.

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1401

Motives of the students to use SNSs

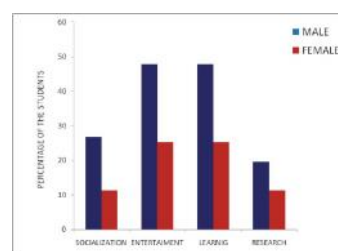| Motives to Use SNSs	Number of Respondents		Percentage (%)	
	Male	Female	Male	Female
Socialization	19	08	26.76	11.16
Entertainment	34	18	47.88	25.35
Learning	34	18	47.88	25.35
Research	14	08	19.71	11.26

(Source : Primary Data)

Fig 4. Motives of the introvert students to use SNSs.

It was found that 26.76% of introvert male students considered SNSs as a means of socialization as compared to 11.26% introvert female students. This data also revealed that 47.88% of introvert male students considered SNSs as a medium of entertainment while 25.35% introvert female students agreed with male students. The study also indicated that 47.88% introvert male students are supportive of learning as compared to 25.35% introvert female students. It was also found that 19.71% of introvert male and 11.26% female introvert students liked SNSs as a medium of research.

Advantages of using Social Networking Sites.

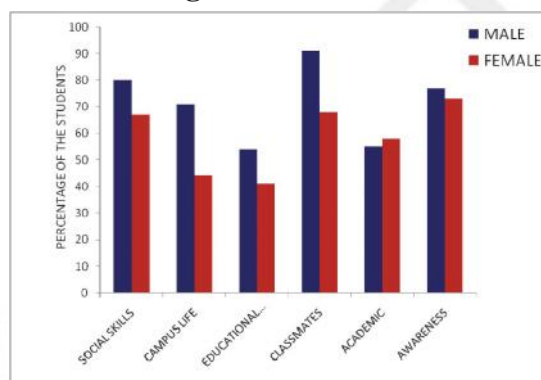| Advantages of SNSs	Extroverts	Number of Respondents	Percentage (%)
Developing social skills	Male	80	44.69
	Female	67	37.43
Helpful in campus life	Male	71	39.66
	Female	44	24.58
Keep in touch with classmates or colleagues	Male	91	50.83
	Female	68	37.98
Useful Academically	Male	55	30.72
	Female	58	32.40
Awareness of the world	Male	77	43.01
	Female	73	40.78

(Source : Primary Data)

Fig 5. Advantages of using Social Networking Sites by extrovert students.

The study indicated that 44.69% of male and 37.43% of female extrovert students choose Social Networking Sites which helps them to develop social skills. It was also found that 39.66% Male and 24.58% Female extrovert students favoured to use SNSs as it played important role in their campus life. The data showed that 50.83% male and 37.98% female extrovert students found SNSs helpful to keep in touch with their classmates or colleagues. The data analysis also brought to light that 30.72% male and 32.40% female extrovert students find SNSs very useful in their academic life. The findings also revealed that 43.01% Male and 40.78% Female introvert students identified SNSs as an important tool to increase awareness of the world.

Advantages of using Social Networking Sites

Advantages of SNSs	Introvert Respondents	Number of Respondents	Percentage (%)
Developing social skills	Male	24	33.80
	Female	17	23.94
Helpful in campus life	Male	15	21.12
	Female	11	15.49
Keep in touch with classmates or colleagues	Male	40	56.33
	Female	23	32.39
Useful Academically	Male	19	26.76
	Female	19	26.76
Awareness of the world	Male	30	42.25
	Female	24	33.80

(Source : Primary Data)

The study indicated that 33.80% of male and 23.94% of female introvert students choose Social Networking Sites which helps them to develop social skills. It was also found that 21.12% male and

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Impact Factor
SJIF (2020): 5.56

1402

15.49% female introvert students favoured to use SNSs as it played important role in their campus life. The further highlighted that 56.33% male and 32.39% female introvert students found SNSs helpful to keep in touch with their classmates or colleagues. The data analysis also brought to light that 26.76% male and 26.76% female introvert students find SNSs very useful in their academic life. The findings revealed that 42.25% male and 33.80% female introvert students identified SNSs as an important tool to increase awareness of the world.

Interacting with people preferred on SNS.

Respondents	Personality Traits	Number of Respondents		Percentage (%)	
		Yes	No	Yes	No
Male	Extroverts	48	56	26.81	32.28
	Introverts	28	19	39.43	26.76
Female	Extroverts	26	49	14.52	27.37
	Introverts	08	16	11.26	22.53

(Source : Primary Data)

It was found that 26.81% of extrovert male participant interact with people preferably on SNSs in comparison to 14.52% extrovert female. It was also found that 32.28% of extrovert male did not interact with people preferred on SNSs and 27.37% of extrovert female did not interact with people preferred on SNSs. On the other hand, it was found that 39.43% of introvert male sample preferred to interact with people on SNSs in comparison to 11.26% introvert female sample. It was also found that 26.76% of introvert male respondents did not interact with people on SNSs and 22.53% of introvert female respondents also did not interact with people preferred on SNSs.

Use of SNS against Parent's or Teacher's consent.

Respondents	Personality Traits	Number of Respondents		Percentage (%)	
		Yes	No	Yes	No
Male	Extroverts	55	49	30.72	27.37
	Introverts	27	20	38.02	28.16
Female	Extroverts	33	42	18.43	23.46
	Introverts	13	11	18.30	15.49

(Source : Primary Data)

It was found that 30.72% of extrovert male used SNSs against Parents or Teachers consent in comparison to 18.43% extrovert female. It was also found that 27.37% of extrovert male students did not use of SNS against Parents or Teachers consent and 23.46% of extrovert female did not use of SNSs against Parents or Teachers consent. It was also found that 38.02% of introvert male use SNS against Parents or Teachers consent in comparison to 18.30% introvert female sample. It was also found that 28.16% of introvert male respondents did not use SNS against Parents or Teachers consent and 15.49% of introvert female respondents also did not use SNS against Parents or Teachers consent.

Findings of the study

1. The first finding clearly states that (41.60%) male students were extrovert whereas only (30%) female students are found to be extrovert. The data show that (18.80%) of male students were introvert and (9.60%) female students were introvert.

2. After analyzing the data, it was found that the undergraduate students were very much aware about the use of social networking sites.

3. The investigation revealed that the use of multiple social networking sites was found to be highest among extrovert males (46.92%) and females (32.96%).

4. The investigator found that the undergraduate students are using social networking sites more in their teaching-learning process.

5. The present study revealed that students use of SNSs 'sometimes' for their teaching-learning process was found highest among extrovert males (37.43%) and females (30.72%).

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1403

6. The finding of the study explored that (40.84%) introvert male and (29.57%) female students have the opinion that SNSs has 'positive effect' on teaching and learning.

7. The finding of the study revealed that a great number of introvert male students (39.43%) and introvert female students (16.90%) think that SNSs have 'positive effect' on grades and performance in studies.

8. The finding of the study exposed that extrovert male (35.75%) and female students (27.93%) thought that 'sometimes' SNSs were very effective to help to do educational work with friends or others.

9. The researcher found that very high number of introvert male (52.11%) and introvert female students (18.16%) mentioned the use of SNSs in their education.

10. The investigation of the study exposed that great number of extrovert male (38.54%) and female students (34.07%) connected with teachers and faculties through SNSs.

11. The findings of the present study revealed that majority of the introvert male (49.29%) and female students (28.16%) are using Google+ as most appropriate SNSs for Teaching-Learning process.

12. The findings of the study explored the various motives of the undergraduate students to use social networking sites. It was found that a majority of the undergraduate introvert male (47.88%) and female students (25.35%) are highly motivated towards the use of social networking sites for the purpose of entertainment such as cartoon, movie, play, chatting and so on.

13. The investigation show that majority of the introvert male (56.33%) and female students (32.39%) considered social networking sites advantageous for keeping in touch with classmates or colleagues.

Implication in education

1. The higher educational institutions should achieve the goal of digital literacy in order to ensure optimum use of social networking sites for higher educational management.

2. The higher educational authorities should explore new avenues and opportunities for judicious and creative use of digital tools for knowledge management.

3. The use of social networking tools for teaching and learning is not systematically supported in most higher education institutions.

4. It is necessary to switch from the traditional lecture and questions/answers approach to better use the various social networking tools to meet students' needs and expectations in higher educational institutions.

Conclusion

From the present study it can be concluded that the social networking sites are found to be helpful for majority of undergraduate students. The popularity of the social networking sites like Google+, WhatsApp, Facebook, YouTube, Twitter, and LinkedIn was found to be high. Among social networking sites, Facebook and YouTube were usually most preferred. Regarding the usage of Search Engines, it was found that Google is used as default search engines by the majority of students. Most of the undergraduate students use Google+ site for the teaching-learning process. It was found in the study that social networking sites have attracted many of undergraduate students towards it. Students mostly use social networking sites for communicating with classmates and keep in touch with friends. Though there may be benefits to keep in contact with others by use of these sites, there is also the danger that they may negatively affect student's academic achievement. This study has shown that

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1404

although many students find their social networking sites memberships to be important in their daily life, they are also aware of its negative implication on their academic achievement.

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