

**IMPACT OF SOCIAL NETWORKING SERVICES ON
EDUCATION: A CASE OF INDIAN OVERSEAS
STUDENTS #**

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Abstract:

In this research paper we tried to examine how highly educated Indian overseas students interact with Social Networking Services (SNS) and does SNS has direct impact on Education .A 19 items questionnaire was made to collect data from two different perspectives (Social and Educational) of using SNS. Samples were collected carefully from different parts of world namely South Korea, United States, United Kingdom and Taiwan by email and face to face interview. The result shows that students use SNS not only to keep in touch with their friends and families but also they use SNS to gather and disperse valuable education related information, namely, scholarship information, finding better universities and other opportunities from their friends and community members.

Key Words: Social Networking Services, SNS, Education, Indian Students

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Introduction

When people hear the term social networking services (SNS) they often think of sites that are popular with teens and young adults such as MySpace or Facebook and are used only to keep in touch with friends and families. But those are not just the case. SNS sites are communities of people who share common interests and activities, information, data, knowledge, and many more by using Web-based tools. SNS remove geographic barriers. People are able to easily share interests and exchange ideas with like-minded individuals worldwide. But there concern about social networks as well. Adults often worry that teen and even younger adults share too much personal information in these social networks. Employers and college or university admission officers now routinely review Facebook pages and other social networking sites when making hiring and admission decisions.

It is not surprising that SNS sites such as Facebook, MySpace, Orkut Twitter, Friendster are the very popular websites among today's college students in every part of world, as these sites offer a variety of functions, applications and entertainment. Practically, the internet is playing an increasing important role in not only students' social life but also academic life. Educators are now turning to Web 2.0 tools, drawing upon their ability to assist in creating, collaborating on and sharing content. Social networking isn't going to go away anytime soon. Educators owe it to themselves and their students to explore ways these sites can be used to enhance instruction and teach students safe, appropriate internet use. A simple example is Ning, which is a free social networking site that is popular with educators. This platform allows members to create their own customized social networks. Features include photo video sharing, discussion forums and personal member profile pages and blog. TeacherTube is a free online community for sharing instructional videos.

Social networks can dissolve classroom walls and provide good learning experience for students and teachers. Social Networking Sites (SNS) are web based services that allow individuals to construct a public or semi-public profile within a bounded system. It also articulate a list of other users with whom they share a connection (Boyd & Ellison, 2008). Facebook, specially, has been found to be used to reinforce current offline relationships (Lampe, Ellison & Steinfield,2006). According to Hargadon, the founder of Classroom 2.0 social network site, ' the conversations that used to happen in the hallways or teacher's lounges or at conferences are now happening all the time on the Web, and develop your specific professional interest,' he says." Putting these tools together in an environment that encourages community and collaborating creates enormous potential for history teachers, or Latin teachers, or music teachers to build a network of colleagues at their fingertips". As previous communication technologies, like email, bulletin, online chat and so on, have been integrated into the way normally teach and administer courses, social network sites may also have a place in for classroom. To date, the reactions of using social network sites for educational purposes are mixed. Concerns related to privacy and anxiety in interaction with professors in this environment (Hewitt & Forte,2006), a belief that it does not

serve an academic purpose (Charnigo & Barnett-Ellis, 2007). Yet other studies have supported that notion of using social network sites in education. For instance, two-thirds of students surveyed in one study were "comfortable" with faculty on Facebook (Hewitt & Forte, 2006) and another study found that 39% of college students surveyed wanted regular on-line discussion with faculty (Fischman, 2008). Sherry D. Ryan and Michael J. (2010) conclude that Facebook aided in various types of knowledge exchange, providing a conceptual map that facilitated greater adaptation and Facebook group was useful fostering socialization and community among the students.

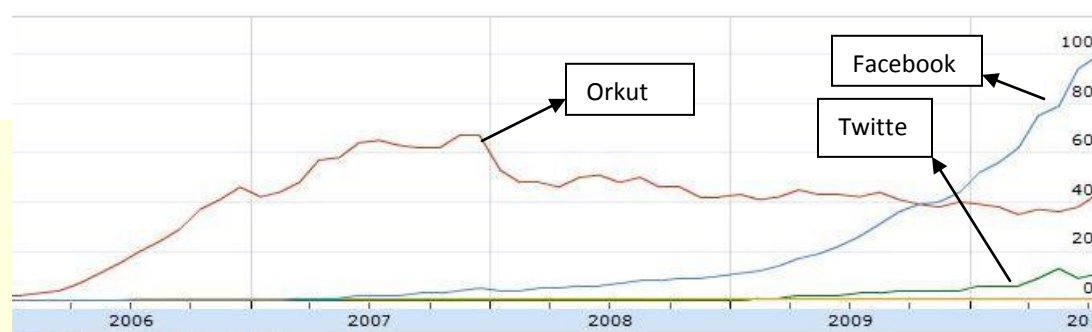
According to Voithofer (2007), instructing teacher education students on social networks encourages them to consider the technical and pedagogical characteristics of educational technology, and the social aspects of educational technology. Orkut is another social network site which was the most popular SNS in India till October 2009 (fig.1) in compare to Facebook, Twitter, MySpace or others. Later on Facebook took over the virtual social networking world in India. Facebook was developed by a group of students at Harvard University at the beginning of 2004 and designed for college and university students, although its use has transferred quickly into business, domestic and school settings. "MySpace, it's the site where most students hang out online, and it's also a place for "old people like me who are regressing and listening to Led Zeppelin in their Volvo wagons," says Minnesota middle school teacher Brock Dubbels. SNS can help facilitate the meeting of strangers, however, individuals are also using social networking sites to maintain and or strengthen their current, offline social networking (Boyd & Ellison, 2008)

A section dedicated to 'Educational Info' allows users to list their 'grad school' and 'college' details and courses in Facebook, Orkut, MySpace or other popular social networking websites. As if these activities did not suffice, users can also exchange virtual 'gifts' between each other, embed one of 7000 mini web applications in their pages and join user-created 'groups' or 'communities' on particular themes or topics. Perhaps the most revealing and most used feature of many students' Facebook page is the Facebook 'wall' (Pew 2007), similarly 'Scrapbook' for Orkut - essentially an asynchronous 'chat' facility owned by each user. Here users can exchange short text messages with their nominated 'friends', with 'wall-to-wall' or 'scrapbook to scrapbook' exchanges then visible to other users. As Smith and Peterson (2007) reason, "knowledge is not constructed in an individual vacuum, but in the communication and exchanges embedded in social networks". This paper mainly focused on few popular social networks website (Facebook, Orkut, Twitter and MySpace), as these sites are the most popular SNS in India (fig.1) and in all Indian communities staying abroad.

Based on some research works, it found that social networking systems, which make use of Web 2.0 technologies, have received much attention in higher education in UK as increase numbers of younger people (mainly below 30 years old) have made use of the public systems such as

Facebook and MySpace. This system collaborates with other web 2.0 technology and help individuals or groups to create and share knowledge (Selwyn, N. 2007).

Figure 1. *Shows the browsing behavior of most popular Social Network sites in India*



Source: Google insight.

The purpose of this research work is to provide descriptive information about the use of social networking sites by Indian overseas students for their education. Despite the fact that most of research proved that people use social networking sites to keep in touch with friends and families, share pictures and videos but our point of interest is on education specially users Indian abroad students. Our focus is do social networking websites have any contribution in higher education or study abroad? Do Master and PhD or Post Doctorial students interact with SNS differently in compare to undergraduate students or high school students? We believe the research finding will contribute to understand the impact of SNS on education for overseas students and will give more insight on SNS users and also future perspective of SNS in education world.

Literature Review

“What I like about social networking is that I can stay in touch with other teaching professionals to share materials, ideas, teaching stories, and sometimes even my gripe of the day,” says Brock Dubbels, a language arts and literature teacher at Richard Green Central School in Minneapolis, Minnesota. What distinguishes online social networking sites from other forms of virtual communities is that they allow users to articulate and display their social connections (Donath & Boyd, 2004), similar to allowing others to view your Rolodex, or contact list, and interact with it online. Recent conference symposia, papers and journal articles within the CSCL community have demonstrated keen interest in learning from students’ everyday out-of-school socio-technical practices about how to better develop future technology-powered contexts for learning (Barron, 2006; Fields & Kafai, 2007; Forte & Bruckman, 2008; Gardner & Kolodner, 2007; Halverson, 2007; Miyake et al., 2007; Pepler & Kafai, 2007; Steinkuehler, 2007; Yardi & Perkel, 2007). Online social networking that is transforming our society in important ways and

has vast implications for educational research and pedagogy (Greenhow, 2009). Boyd & Ellison (2007) suggest that interactions through social networking sites can result in more and different types of connections that would not otherwise be made. In addition to individual profiles, SNS may include profiles of bands, companies, events, non-profit organizations or political parties. Social networking sites can serve a range of purposes, including helping users maintain existing friendships (Ellison, Steinfield, & Lampe, 2007) or forge new relationships based on shared professional goals, political views, a common language or shared racial, sexual, religious, or cultural identities (Boyd & Ellison, 2007).

The majority of online teens (55%) in the U.S. have created a personal profile within an online social networking system (Lenhart & Madden, 2007) and visit their SNS daily or several times a day, devoting an average of 9 hours a week to the network (National School Boards Association, 2007). The percentage of college students, ages 18-24 that are using these technologies may be even higher than the U.S. teen data. A study of undergraduates enrolled in four- or two-year colleges and universities in the U.S., released in October 2008, found 85% of respondents use social network sites, and most used these on a daily basis to communicate with others (Salaway, Borreson, & Nelson, 2008). Students used their online social network to fulfill essential social learning functions, including obtaining peer support for creative endeavors and help with school-related tasks. Within their SNS, students engaged in a complex array of communicative practices. They believed their regular use of social networking sites was developing their creativity, communication skills, technology skills, and openness to divergent viewpoints (Greenhow & Robelia, 2009). Educators who have used social networking technology are more positive about the benefits than those who have not (edweb.net,2010)

According to Stutzman (2005), Facebook enjoyed between 85 to 95 percent take-up by US freshmen, with these students tending to make high-frequency use of the site. Thus, as Stutzman (2006, p.2) concludes: “Facebook is truly a killer app for incoming (students) – as they prepare to start a new life in a new place, surrounded by a new social network, the Facebook presents a highly interactive way to explore this new space”. For university students, SNS have an equalizing effect in that people often feel the freedom to express themselves in ways not possible through other outlets. SNS have even been identified as increasing self-esteem among younger people (Ellison, N. B., Steinfield, C., & Lampe, C.(2007). “Leveraging the networking capabilities of the Internet to develop social networks beyond the classroom may give teachers and students access to a different culture that helps them clarify their beliefs about teaching with technology and revise their behaviors” (Greenhow, 2007, p.1991).

According to Panckhurst (2008) the value of ‘specific, focused tasks’ when trying to effectively use a social network for direct educational benefit. It is commonly felt that the future of learning lies in a carefully planned and integrated network designed to give autonomy to learners, whilst involving tutors in a facilitating role, stressing the importance of guidance rather than management in forming “communities of practice” (Lave, Wenger, 1991). Facebook is success

among college students; Facebook launched a high school version in early September 2005. In 2006, the company introduced communities for commercial organizations; as of November 2006, almost 22,000 organizations had Facebook directories (Smith, 2006). In 2006, Facebook was used at over 2,000 United States colleges and was the seventh most popular site on the World Wide Web with respect to total page views (Cassidy, 2006).

In a social network especially Indian individuals generally share a common bond whether it may be hobbies, religions or politics. The profiles of individuals describe the entire person of an individual, which includes their areas of interest, their thought process, thereby allowing individuals of the same or even different interest trends to build up a community. By socializing online, people not only exchange contacts but also exchange identities thereby creating a much stronger bond between more and more individuals. The community building aspect of online networking is becoming very popular and has become a stronger force in shaping public opinion. Online networking by the means of Internet is gaining immense acceptance over the years providing a global exposure. So, get connected and make your views, thoughts and opinions reach worldwide. According to a research work sponsored by edWeb.net, MCH strategic data and MMS education(2010) showed that most of the principals think that social networking is valuable to educators as a means of sharing professional knowledge. According to Reitsma, R (2010) "I feel the time I spend on twitter definitely balances out the knowledge I gain. Twitter makes it easy for me to stay up to date on trends in different regions, on a wide range of organizations and topics. It helps me to get multiple opinions on a topic and gain a lot of new insights."

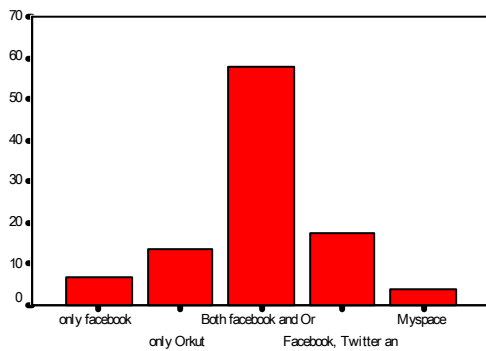
Method

This study covered 102 Indian overseas students out of those students' 21 undergraduate, 30 master students, 28 PhD and 23 Post Doctorial students from different universities of different countries (namely South Korea, UK, Taiwan and US). About 79.5% of the participate are doing or already done Master, PhD or Post Doctorial. Approximately 20.5% are only doing undergraduate of our whole sample. This clearly indicate that these participate are highly educated and moved abroad too for their higher study. The interaction with the social networking sites of these participate could be interesting to explore. Quantitative data were collected by creating 12 items questionnaires. All items mentioned in the questionnaires gave respondents various purposes for using Social Networking websites. A 5-point Likert-type scale was used for ratings, where 1= strongly agree, 2=agree, 3=neutral, 4=disagree and 5= strongly disagree. A pilot study was first conducted with 32 respondents. Then 134 Indian overseas students took the survey, but 102 questionnaires were properly answered and incorporated in this research work. Out of those 102 subjects 23 of them were female and 79 were male. Number of female respondents were lower as Indian female students studying abroad is also comparatively less.

From all of the respondents 75.3% use more than one social networking site. Majority of them use Facebook and Orkut(57.8%). 17.6% users use more than two Social Networking Sites . Myspace(3.9%) users are comparative less in India(fig.2)

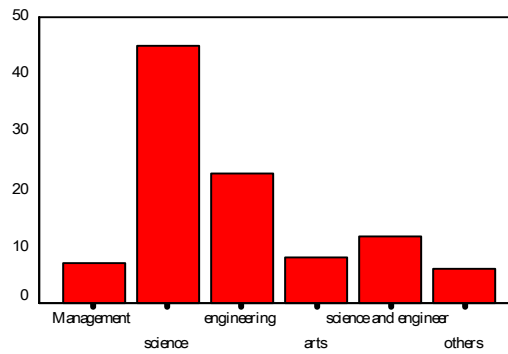
More than 45% of the total participate are from Science background, followed by Engineering (22.5%), background from Science and Engineering are approximately 12%. About 7% are from Management background and approximately 6% are from other subjects (fig.3)

Fig_2.What are the SNS you normally use?



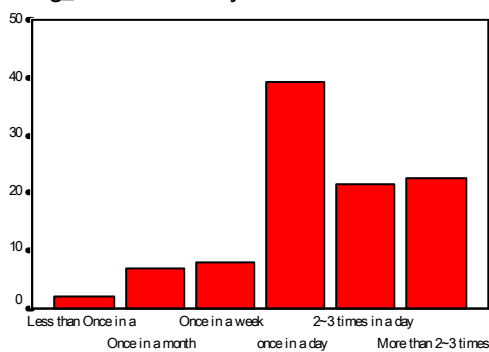
What are the social networking websites you normally use?

Fig_3.Major Subject studying



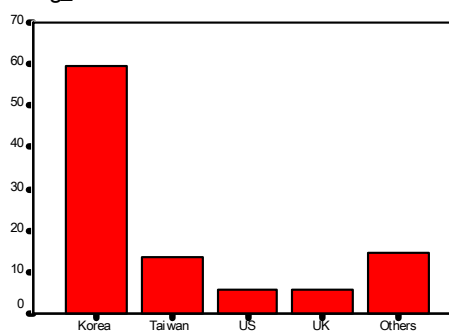
Major Subject studying

Fig_4.How often do you use SNS?



How often do you use Social Networking Sites?

Fig_5.Present Location



Present Location

Majority (44.1%) of the respondents are using SNS more than 2 to 3 times in a day, where as 39.2% are using once in a day. Only a few are using once in a week (7.8%) or once in a month or less (8.9%) (fig.4). Most of the respondents take for this research are from South Korea (59.8%), followed by Taiwan (13.7%) and rest are from US,UK and others (fig.5).

Results

We believe that there are two constructs: Education and Personal socialization in using Social Networking Sites (SNS). This research work tried to examine if the items that were written in table-1 actually fall together, that is we wish to determine empirically whether participants' responses to the education questions are more similar to each other than personal socialization items. The survey questions were developed to identify the reason behind using SNS, and whether overseas Indian students are using SNS to collect and disseminate information related to education, scholarship or current issue?

Table 1: Descriptive Statistics

Factor 1: Education	Strongly Agree + Agree (%)	Neutral (%)	Disagree + Strongly Disagree (%)
<i>Total number of sample=102</i>			
1.Social Networking Sites help(directly or indirectly) who plan to study abroad	67.6	22.5	9.8
2.SNWs helped a lot keep me update with current issue which helps me to understand some part of studies.	55.9	33.3	10.8
3.Communities in SNWs helped to find some valuable information for my higher studies.	59.8	25.5	14.7
4.SNS helped me to improve my grades in my education.	17.6	43.1	39.2
5.SNS members used to share valuable information related to education with other friends in SNS.	62.7	23.5	13.7
6.Valuable scholarship information can be gathered from other SNS members or communities.	67.6	21.6	10.7
7.SNS help members to find out good information about particular universities or institution from that particular university community or forum.	68.7	23.5	7.9
Factor 2 : Personal Socialization			
1.I use social network to make new friends/contact	72.5	14.7	12.8
2.I use SNS to stay in touch with family/friends whom I contact rarely in person.	93.3	3.9	8.8
3.I use SNS to flirt with someone	25.5	19.6	54.9
4.I use SNS to get help from other Members of SNS	56.9	30.4	12.8
5.I use SNS to get in touch with likeminded people across the globe	57.8	33.3	8.8

As can be seen in the table 1 a large majority of the students reported using SNS to communicate with other friends to collect valuable information. About 68% of the respondents agree with the fact that SNS help them to collect information that plan to study abroad. Around 56% of the total

respondents agree that SNS helps them to keep update with the current issue, where as only 11% oppose this opinion. Approximately 69%, 68% and 63% of the all participate believe that SNS help members to find out good universities or institute from communities, valuable scholarship information and members other information related to education correspondingly. On the other hand the majority believe that SNS does not help them to improve their grad. Only 17.6% believe that it help them to improve their grade but rest remain either neutral (43.1%) or disagree (39.2%) with the fact. This is really exciting that even though students believe that they gather information and SNS helps in their education but data also shows they believe that it has no direct impact on increase their grade. This is may be because SNS are not taken as an education tool in most of the cases. Basically most of the popular SNS are focused on Socialization rather than education but unknowingly users are getting information which they never noticed. Last part of the table-1 also proved that about 93% of the respondent use SNS to stay in touch with family or friends whom they rarely contact physically. Few of the respondent use SNS to flirt with someone.

A factor analysis has been adapted for this research work. As we know that there are two most popular types of factor analysis (i) Principle Axis Factor (PAF) and (ii) Principle Components Analysis (PCA) are widely used for research purpose. PAF analysis has been done as it is more appropriate than PCA because we believe that PAF will reflect our research work more accurately, Principal components analysis is used to find optimal ways of combining variables into a small number of subsets, while PAF analysis may be used to identify the structure underlying such variables and to estimate scores to measure latent factors themselves. In this research work education can be considered as a latent factor, hence PAF would give us better result.

PAF was done to describe variability among observed variables in terms of a potentially lower number of unobserved variables. The total variance explained Table-2 shows how the variance is divided among 12 possible factors. Factor 1(5.139) and factor 2(1.353) have eigenvalues greater than 1.0 which is a common criterion for a factor to be useful. The total variance in table-2, accounted for each of the two components explains approximately 45.5% of the variability in the original 12 variables.

Table 2.Total Variance Explained

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.139	42.826	42.826	3.377	28.142	28.142
2	1.353	11.278	54.104	2.051	17.095	45.237
3	.948	7.901	62.005			
4	.819	6.828	68.833			
5	.706	5.882	74.716			
6	.650	5.414	80.130			

7	.556	4.632	84.761		
8	.524	4.364	89.125		
9	.480	3.997	93.122		
10	.355	2.957	96.079		
11	.260	2.164	98.242		
12	.211	1.758	100.000		

Extraction Method: Principal Axis Factoring.

The factor matrix (Table 3) is a matrix of loadings or correlations between the variables and factors. Pure variable have loading of .3 or greater on only one factor. In the table 3 we can see that variables from 1 to 8 shown only one loading except variable 6. This clearly indicated that these variables can be put into one factor where as some variable shown high loadings on more than one factor, these variables are considered as complex variables and they make interpretation of the output difficult. Variable 6, 9 and 10 shown more than one high loading therefore Rotation(Table 4) may be necessary to interpretation more clearly.

Table 3:Factor Matrix^a

	Factor	
	1	2
1.SNS helped a lot keep me update with current issue which helps me to understand some part of studies.	.802	
2.Communities in SNS helped to find some valuable information for my higher studies	.754	
3.SNS helped me to improve my grades in my education	.727	
4.SNS help members to find out good information about particular universities or institution from that particular university community or forum.	.725	
5.SNS members used to share valuable information related to education with other friends in SNS.	.701	
6.Valuable scholarship information can be gather from other SNS members or communities	.648	-.330
7.I use SNS to get help from other Members of SNS	.630	
8.Social Networking Sites help(directly or indirectly) who plan to study abroad,	.625	
9.I. use social network to make new friends/contacts.	.546	.496
10.I use SNS to get in touch with likeminded people across the globe	.427	.344
11.I use SNS to flirt with someone.	.363	
12.I use SNS to stay in touch with family/friends whom I contact rarely in person.		

Extraction Method: Principal Axis Factoring.

a. 2 factors extracted. 9 iterations required.

Varimax rotation, where the factor axes are kept at right angles to each other, is most frequently chosen. Ordinarily, rotation reduces the number of complex variable and improves interpretation. However in table 4 the rotated solution still includes few complex variables. Factor 1 comprises six items with factor loadings ranging from .59 to .76. Factor 2 comprises also six items with factor loading of .33 to .72. Some items have dual loadings greater than .3 on more than one factor. Item 1,5, 6, 9 and 10 shown dual loading but item 1, 6 and 7 shows significantly higher loading in factor 1 than factor 2. So these three items are placed under factor 1 where as items 9 and 10 shows comparatively higher factor loading in factor 2 and are placed under factor 2.

Table 4: Rotated Factor Matrix^a

	Factor	
	1	2
1.SNS helped a lot keep me update with current issue which helps me to understand some part of studies.	.766	.305
2.Valuable scholarship information can be gather from other SNS members or communities	.721	
3.SNS help members to find out good information about particular universities or institution from that particular university community or forum.	.719	
4.SNS members used to share valuable information related to education with other friends in SNS.	.703	
5.Communities in SNS helped to find some valuable information for my higher studies	.678	.346
6.SNS helped me to improve my grades in my education	.590	.425
7.I use social network to make new friends/contacts.		.720
8.I use SNS to get in touch with likeminded people across the globe		.527
9.Social Networking Sites help(directly or indirectly) who plan to study abroad,	.406	.510
10.I use SNS to get help from other Members of SNS	.451	.453
11.I use SNS to flirt with someone.		.417
12.I use SNS to stay in touch with family/friends whom I contact rarely in person.		.331

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Correlation table (Appendix A) showed how each of the 12 items is associated with each other 11 items. Correlation between two questions is higher than 0.4 indicate that both questions are highly correlated. For example, question “Social Networking Sites help (directly or indirectly) who plan to study abroad,” is highly correlated (0.54) with the question “SNS helped a lot keep me update with current issue which helps me to understand some part of studies.”Same wise most of the question found significant correlation with others except few.

We can see in table 5 that Bartlett test of sphericity is significant and that the Kaiser-Meyer-Olkin measure of sampling adequacy is far greater than .6. Kaiser (1974) recommends accepting values greater than 0.5 as acceptable (values below this should lead you to either collect more data or rethink which variables to include). Furthermore, values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and value

0.9 are superb (Hutcheson and Sofroniou, 1999). From our data Kaiser-Meyer-Olkin value (0.835) is greater than 0.8 which clearly indicate that the items taken for this research work is sufficient for each factor.

Table -5 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.835
Bartlett's Test of Sphericity	Approx. Chi-Square	481.080
	df	66
	Sig.	.000

The significant level(.000) is less than 0.05 representing that the correlation matrix is significantly different from an identity matrix, in which the correlation between variables are all zero.

Discussion

In this study we intended to identify the impact of SNS on education for overseas students. In addition, we intended to identify the degree to which highly educated Indian overseas students interact with the Social Networking Sites. Our generally knowledge says that highly educated students are more concern about their time and most of the Indian students think that using SNS might waste their time and will not have direct or indirect positive impact on their career. Surprisingly it has been found that majority of the students are using SNS to not only keep in touch with their families and friends but also gathering information related to scholarships or better universities. According to Selwyn (2007), Facebook can function in different ways depending on the preference of the user, this research works also accept the fact that SNS can be use in different ways and it can have different impact on user. Most principals indicated in the survey that social networking sites have value in education as a way for educators to share information and resources (edWeb.net,2010). This research particularly focused on highly educated students those were in PhD or Post Doctorial course, who are very competitive and able to manage some kind of scholarship to study abroad. This sample might consider representing the behavior of post graduate and PhD students with Social Networking.

Conclusion

The result of this research shows that SNS has positive impact on education. This research revealed a unique relation between SNS and educated students. The purpose of interacting with SNS is not only to share photos or keep in touch with family and friends but also gather and disseminate valuable information to their social groups. Previous research (Salaway G., Caruso

B.J.(2008) shows that age below 24 years are mostly very active in SNS and more likely to share photo, play games, post scraps, etc. The results presented that students can benefit in a variety of ways from the availability of Social Networking Sites as evidenced from the wide range of activities that they engaged in. However it is also clear that one size does not fit all in the sense Selwyn (2007) notes how Facebook can function 'in different ways depending on the preference of the user' this degree of personalization seems to be fundamental to its popularity and is an important factor to consider when seeking to offer students a competing technology.

Though quite a few research works has been done on Social Networking Websites and education however very little research has emphasized the role of SNS on overseas students. The result of this study clearly explained that there are significant differences in the usage of SNS based of educational qualification. Highly educated students interact with the SNS in different perspective. Present study provides some insights in the social behavior of Indian students living abroad, which might help the virtual firms (SNS) to incorporate some new apps to keep their user and improve their service. This study invites a more realistic look at the student community who are the future leader of this world, and their attitude towards virtual world. The fact that high range of students using SNS, it would be certainly a good platform for the universities to promote their university to attract qualified students.

There are several limitations of this study. First of all, sample size of this research work was not that big, even though 102 are enough to draw a conclusion. Larger sample sized could have given broader picture. Secondly samples were collected only from four different countries, US, U.K, Korea and Taiwan. Countries like Australia, Canada, and China were not included even though a huge number of Indian students pursue their higher studies there. Finally, a more typical diary research approach (Anderson et. al.,1985) may have provided a broader measure of impact of SNS on education. Such a method was not used in the present study because some students appear to use SNS for short period of time and also some research students stay short period of time in abroad.

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Appendix A. Correlation Matrix

	Social Networking Sites help(directly or indirectly) who plan to study abroad,	SNWs helped a lot keep myself update with current issue which helps me to understand some part of studies.	Communities in SNWs helped to find some valuable information for my higher studies	SNWs helped me to improve my grades in my education	SNWs members used to share valuable information related to education with other friends in SNWs.	Valuable scholarship information can be gather from other SNWs members or communities	SNWs help members to find out good information about particular universities or institution from that particular university community or forum.	I use social network to make new friends/ contacts	I use SNWs to stay in touch with family/friends whom I contact rarely in person.	I use SNWs to flirt with someone	I use SNWs to get help from other Members of SNWs	I use SNWs to get in touch with like minded people across the globe
Correlation	1.000	.543	.452	.545	.481	.377	.503	.512	.254	.272	.469	.274
Social Networking Sites help(directly or indirectly) who plan to study abroad, SNWs helped a lot keep myself update with current issue which helps me to understand some part of studies.	.543	1.000	.676	.634	.549	.595	.607	.350	.267	.336	.448	.285
Communities in SNWs helped to find some valuable information for my higher studies	.452	.676	1.000	.593	.604	.555	.522	.323	.295	.289	.444	.413
SNWs helped me to improve my grades in my education	.545	.634	.593	1.000	.535	.502	.491	.437	.259	.332	.486	.370
SNWs members used to share valuable information related to education with other friends in SNWs.	.481	.549	.604	.535	1.000	.579	.540	.269	.255	.285	.555	.325
Valuable scholarship information can be gather from other SNWs members or communities	.377	.595	.555	.502	.579	1.000	.685	.264	.110	.142	.336	.267

SNWs help members to find out good information about particular universities or institution from that particular university community or forum.	.503	.607	.522	.491	.540	.685	1.000	.261	.168	.284	.415	.362
I use social network to make new friends/cont acts.	.512	.350	.323	.437	.269	.264	.261	1.000	.107	.389	.570	.443
I use SNWs to stay in touch with family/frien ds whom I contact rarely in person.	.254	.267	.295	.259	.255	.110	.168	.107	1.000	.156	.233	.352
I use SNWs to flirt with someone.	.272	.336	.289	.332	.285	.142	.284	.389	.156	1.000	.437	.342
I use SNWs to get help from other Members of SNWs	.469	.448	.444	.486	.555	.336	.415	.570	.233	.437	1.000	.395
I use SNWs to get in touch with like minded people across the globe	.274	.285	.413	.370	.325	.267	.362	.443	.352	.342	.395	1.000



APPENDIX B.

Questionnaire for Social networking websites (SNSs)

Demographic Information

1. **Gender** (a) Male (b) Female
2. **Nationality** (a) Indian (b) Others
3. **Education** (a) Under Graduate (b) Post Graduate (c) PhD (d) Post Doc.
4. **Present Location (address)** (a) US (b) UK (c) Korea (d) India (e) Others
5. **Major Subject (field of study)** (a) Management (b) Science (c) Arts (d) Others
6. **What are the SNS(Social Networking Websites) you use?**
(a) Facebook (b). Orkut (c). MySpace (d). Twitter (e) Facebook and Orkut (f) Facebook, Orkut and Myspace (g) Facebook, Orkut and Twitter (h) Orkut and twitter (i) if other combination please write it down
.....
7. **How often you use SNWs?**
(a) Once in a Week (b). Twice in Week (c). Once in a day (d). 2/3 times a day (e). More than 3 times in a day

Education Perspective

1. Social Networking Sites help(directly or indirectly) who plan to study abroad.

- a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

2. SNS helped a lot keep me update with current issue which helps me to understand some part of studies.

- a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

3. Communities in SNS helped to find some valuable information for my higher studies.

- a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

4. SNS helped me to improve my grades in my education.

- a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

5. SNS members used to share valuable information related to education with other friends in SNS.

a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

6. Valuable scholarship information can be gathered from other SNWs members or communities.

a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

7. SNS help members to find out good information about particular universities or institution from that particular university community or forum.

a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

Personal Socialization

1. I use social network to make new friends/contact.

a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

2. I use SNS to stay in touch with family/friends whom I contact rarely in person.

a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

3. I use SNS to flirt with someone

a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

4. I use SNS to get help from other Members of SNWs

a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree

5. I use SNS to get in touch with likeminded people across the globe.

a) Strongly agree b). Agree c). Neutral d). Disagree e). Strongly disagree