

## Utilization of Social Networking Tools in the Learning Process by Social Science Students at Aligarh Muslim University: A Survey

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**ABSTRACT:** This study intends to understand the utilization of social networking tools in the learning process by social science students at Aligarh Muslim University. As this is a descriptive research, survey method was chosen and questionnaire was used to collect the data. The questionnaire was distributed to over 70 respondents (Both boys and girls) at social science faculty, but managed to collect 60 of them. The finding revealed that 86.66% students that they were using social networking tools for academic/learning purposes. This study proved that social networking tools were made a great impact on the students learning such as opportunity to students that they can link with their peers through they were clear their doubts, opinions and thoughts about their subject matter.

**Keywords:** *Social Networking Tools; Learning; Information Technology; Social Science Student; Aligarh Muslim University*

### 1. INTRODUCTION

We are living at the top of our civilization because of the development that we achieved through the Information Technology. Information Technology has its own niche in every aspect of life in the society. The backbone of present day communication is Internet and the Internet communication consists of a large number of computers linked through computer networks which form a global network. It is spread in every place in our society. Changes in society and technology made variations in the life style of Indian people and their views and attitude towards the libraries. Because of that libraries have witnessed a great metamorphosis in recent years; the print medium is increasingly giving way to the electronic form of materials. Highly used of information technologies has marked a tremendous impact overall on the functions and services catered by the libraries. In this situation new means of communication practices are necessary to keep in touch with library users. Now users are acquiring knowledge by new manner of learning. Internet acting as a medium in which learners can access quickly and it has plenty of resources related with their required topic of user interest. From the past few years' social networking tools performed as a learning tool for learners to gain knowledge by the new techniques.

Jeff Cobb defined that "Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviours, and attitudes". Learning is a lifetime process. It arises at every stage and everywhere. Humans have always gathered in groups to learn, communicate and socialise in communities with common goals, needs and interests (Martinez & Jagannathan, 2010). As a human continuously learn something new from the surroundings at each and every

moment of their lifetime for better survival. Learning updates human's knowledge via both forms which is formal and informal. Learning is social activity, formally it connected with education. Teaching is educated aided process in which knowledge transferring from experts to learners. So, teaching is formally guiding the students to expand their knowledge and experience.

### 2. BACKGROUND OF THE STUDY

Zainuddin, Abdullah, & Downe (2011), Haneefa, & Sumitha, (2011), Wagner (2011) and many of them supporting that the social networking tools using as a learning tools for students. So reviewed some of the literature related with this interested area of social networking tools for learning. In which realized many of them explored through their research that a good number of students using social networking tools for their learning purpose daily or occasionally they are updating their status to keep touch with friends and many of the students directly keeping their link with mentors to clear their doubt regarding the class work such as assignment, seminar etc. Many of the students are posting their views and content public regarding with their study and getting feedback for their post, finally accessing new result to their content. They can also share their ideas or suggestions for others content. So, through by each ones will get mutual benefits. So, those facilities are absolutely make students to improve their skills acquire knowledge from various subject. This skills and know ledges will help students to improve their learning modalities. Supe (2007) as he said that social networking tools using to make education as broad and effective by share views, ideas, and resources as well as to work together for various tasks, publications and programs. Social networking tools happen many changes in the education field by allow students studying at their

own place and convenient time. Lemley and Burnham (2008), a useful feature of Web 2.0 technology is that it makes online collaboration possible. Users themselves (instead of the web page author) are able to edit, comment, create, and share content with other users. This collaborative feature of Web 2.0 comes along at a propitious time, because many sources are increasingly considering collaboration to be an important factor in the success of educational, social, and technological endeavours, especially those pertaining to the web.

### 3. SOCIAL NETWORKING TOOLS

In the past few years social networking tools made notable changes in the educational environment. At present many of peoples have profile on social networking tools. Pew Internet & American life project 2007 found that "More than half of all the American youth ages 12-17 use online social networking tools". According to Boyd & Ellison (2007), "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 with whom they share a connection and view and traverse their list of connections and those made by others within the system". So peoples can consider social networking tools as a platform to build a profile for individual or community within the organization through they can share their connection with everyone. "Social networking tools helps to the people communicate more efficiently with their friends, family and coworkers". (Facebook, 2008). It allows users to communicate with each other in chat rooms either by synchronous or asynchronous messages as well as share music, photos, internet links and other contents. "Social networking companies updating their applications to apply the learning purpose" (Ellison, 2007). This innovations and growth of social networking tools impress the users and connect them together through online. "As human societies are connected through complex social networks (Granovetter, 1973). There are several kinds of ties relating individual to each other: emotional, authority, reputation, communication etc. (Waserman & Faust, 1994). In present context, many social networking tools are available that are facilitates a great opportunity to connects the people through online which are Facebook, Twitter, YouTube, MySpace, Hi5, Blogger.com, Flickr, Google Buzz. Gunawardena & et al defines "Social networking as the practice of expanding knowledge by making connections with individuals of similar interests, Social networking refers to sites such as Facebook, MySpace, and LinkedIn, where users set up a profile, create formal connections to people they know, communicate, and share preferences and interests".

#### 3.1 FACEBOOK

Facebook will first strike our mind while we are thinking about social networking tools

which was first introduced in the year of 2004, recently 845 million active users have a profile on Facebook. Cain, C (2010) explained that "Facebook platform seems basic to the user, but the components supporting it are very complicated and complex. Facebook has extended beyond just a place for social gathering and has become a collaborative tool. Facebook integrates games, applications and quizzes which can be used in groups to share information". Students are using social networking tools for education Munoz, Caroline L. Towner, Terri L. (2009) defined "Facebook is equipped with bulletin boards, instant messaging, email, and the ability to post videos and pictures. Most notably, anyone can post information and collaborate within the system. Recently, Facebook has opened up development of downloadable applications, which can further supplement the educational functions of Facebook".

#### 3.2 TWITTER

Twitter is a combination of social networking tools and micro-blogging tools that allow users to send and read text-based posts of up to 140 characters, known as "tweets". It was launched in the year of March 2006. It has 340 million users around the world and they are using it daily. Users generating 65 millions of tweets handling over 800,000 search queries per day. Twitter allows users the ability to update their profile by using their mobile phone either by text messaging or by apps released for certain smart phones. Twitter is sometimes explained as the "SMS of the Internet".

#### 3.3 YOUTUBE

YouTube is a video-sharing website, created by three former PayPal employees and YouTube is emerged on the Internet in February 2005, since its birth it has the global repository for videos on the web on which users can upload, view and share videos. The company is based in San Bruno, California, and uses Adobe Flash Video and HTML technology to display a wide variety of user-generated video content, including movie clips, TV clips, and music videos, as well as amateur content such as video blogging, short original videos and for educational purposes by allowing educators to show videos that relate to lessons in class. YouTube allows users to upload content in various formats, for example, one could upload a PowerPoint, make comments, use the voice over feature as well as highlight important concepts for distribution through YouTube as opposed to email.

Most of the content on YouTube has been uploaded by individuals, although media corporations including CBS, the BBC, VEVO, Hulu, and other organizations offer some of their material via the site, as part of the YouTube partnership program. Unregistered users can watch

videos, while registered users can upload an unlimited number of videos. Videos considered to contain offensive content are available only to registered users at least 18 years old. In November 2006, YouTube, LLC was bought by Google for US\$1.65 billion, and now operates as a subsidiary of Google. YouTube alone cannot stand as an educational tool, but can supplement other tools to enhance their multimedia reach to students.

### 3.4 MYSPACE

Before MySpace was the occupied in the first position of social networking tools, but after 2008 suppressed by Facebook. MySpace was never known for its innovation in the realm of education, nor does its layout promote education usage. MySpace has always been known for a type of personal website but that does not mean it cannot be used as a type of educational tool. MySpace can be used effectively in the design realm, users can create free accounts then look at sample pages, those that follow good design and those that do not. Users could also look at pages that employ a good color scheme and those that do not. Next users could learn how to modify background colors and text colors, then explorer web safe fonts and readable fonts. Then the user could learn to use boxes, borders and experiment with divisions. The culmination of the aforementioned topics results in a well designed MySpace page since MySpace is essentially a personal HTML editor. Not only does the user learn the basics of web site design but the MySpace page, if wanted, is an added bonus by accomplishing two tasks at once.

### 3.5 HI5

Hi5 was developed 2003 by Ramu Yalamanchi and which has many features common to social networking sites, such as friend networks, photo sharing, user groups, and status updates. Since the site's redesign in 2009, hi5 has added a number of features oriented toward gaming and entertainment. The site features over 200 games in a variety of genres, and has been adding games at a rate of 2-3 per week. At hi5, users can create an online profile in order to show information such as interests, age and hometown. Users can also upload photos and create personal photo albums where other users can post comments. Hi5 also allows the user to play online games and set up a music player in the profile.

### 3.6 BLOGGER.COM

Blogger is a blog-publishing service that allows individual can disseminate the information to lots of people at one time. Blogs are powerful tool, especially when combined with RSS. It was created by Pyra Labs, which was bought by Google in May 1, 2003. Blogger allowed users to publish blogs on other hosts, via FTP. All such blogs had (or still have) to be moved to Google's own servers, with domains other than blogspot.com allowed via Custom URLs.

### 3.7 FLICKR

Flickr is an image hosting and video hosting website, web services suite, and online community that was created by Ludicorp in 2004 and acquired by Yahoo! in 2005. In addition to being a popular website for users to share and embed personal photographs, the service is widely used by bloggers to host images that they embed in blogs and social media. Yahoo reported in June 2011 that Flickr had a total of 51 million registered members and 80 million unique visitors. In August 2011 the site reported that it was hosting more than 6 billion images and this number continues to grow steadily according to reporting sources. Photos and videos can be accessed from Flickr without the need to register an account but an account must be made in order to upload content onto the website. Registering an account also allows users to create a profile page containing photos and videos that the user has uploaded and also grants the ability to add another Flickr user as a contact.

### 3.8 GOOGLE BUZZ

Google Buzz is the newest social networking site designed to integrate the googles web-based program, G-mail in which Users are able to share their links, photos, videos, status messages and comments organized in "conversations" and visible in the user's inbox. On October 14, 2011, Google announced that it would be discontinuing the service and that the existing content would be available in read-only mode. Buzz was discontinued on December 15, 2011.

Buzz enabled users to choose to share publicly with the world or privately to a group of friends each time they posted. Picasa, Flickr, Google Latitude, Google Reader, Google Sidewiki, YouTube, Blogger, Friend Feed, identi.ca and Twitter were integrated. The creation of Buzz was seen by industry analysts as an attempt by Google to compete with social networking websites like Facebook and microblogging services like Twitter. Buzz also included several interface and interaction elements from other Google products such as the ability to "like" a post.

## 4. FEATURES AND CHARACTERISTICS OF SOCIAL NETWORKS

A review of the literature on social networks has revealed there are numerous features and characteristics associated with this concept. These are given below:

1. Most of the social networking sites provide multiple services to the users such as email, instant messaging, chat, video, blogging, file sharing, photo-sharing, etc. Students can easily interact with each other. It also provides updated information.
2. Social networking sites provide a database of users so people can find their friends,

form communities, discusses and connect with others who share similar interests with them.

3. Most social network services allow users to create their profiles online and articulate their social networks.
4. The majority of social networking services are free of charge. Users can connect with each other at a very low cost.
5. Most of the social networks regularly add new features based on user feedback. In the same line, open source versions allow users to develop their own applications and incorporate them into the social networking site.
6. Most services allow users to set up their own access and privacy rules. To what degree users would like to share their information with the outside world is based on users' choice.
7. Boyd and Ellison (2007) argue that the rise of social networks shifted the focus from content, topic or interest based first generation online communities to individual-focused, personal online communities.

## 5. CHANGING TECHNOLOGY

As rapid technological development and innovations progress continually, along with this, students' needs and expectations also undergo a change. Now, education styles have become important in providing students to participate actively, communicate in a flexible environment, share information universally, personalize education and environment for their self and learn independently aside from place and time. In accordance with these expectations, it is supposed that effectiveness will be increased when social networks, one of the emerging technologies, start to be used actively and reasonably in the educational field. Zaidieh (2012) "Social networking has become one of the most important communication tools among people nowadays. However, social networks exist on the Internet websites where millions of people share interests on certain disciplines, and make available to members of these networks various shared files and photos and videos, create blogs and send messages, and conduct real-time conversations. These networks are described as social, because they allow communication with friends and colleagues study and strengthen the ties between members of these networks in the space of the Internet. The most famous in the world of social networks are Facebook (Facebook.com) and Twitter (Twitter.com) and MySpace (myspace.com) and others."

## 6. HISTORICAL BACKGROUND OF SOCIAL NETWORKING TOOLS

Since the introduction of social networking tools have attracted millions of users,

whereby many people incorporated with these tools into their daily exercises to update their profile or status, to view other's post and give the feedback and to share their own content to others. First social networking tool was introduced in the year of 1995 Classmates which was created by Randy Conrad. The website helps members find, connect and keep in touch with friends and associates from school life. In 1997 the next social networking tool was introduced called as Six degrees of separation concept and allowed users to list friends, family members and associations and see their connection with any other user on the site. It was one of the first manifestations of a social networking websites in the format now seen today and which was ceased in 2007. At its height, the website had about a million of users. In 2003 Friendster.com was introduced and it has over 115 million users and over 61 million unique visitors per global month. The website is also used for dating, discovering new events, bands and hobbies. MySpace was introduced in the year of 2002 while at the introduction which attracted the more peoples around the world. In 2004 Facebook.com was introduced, which was started out as a social networking website for college kids. It is the most popular social networking site boasting 350 million users around the world. The original concept for Facebook came from the colloquial name for books given out at the start of the academic year by universities designed to help students get to know one another better. In 2005, Bebo.com is an acronym for "blog early, blog often". It is similar to other networking sites; the site must include two specific modules, a comment section and a list of users' friends. The site claims 40 million users around the world. In 2006 Twitter.com was introduced generally which is called as "tweets and which was widely popular with about 5 million users. In 2010 Google.com/buzz is the newest social networking site designed to integrate the googles web-based program, G-mail.

## 7. APPLICATIONS OF SOCIAL NETWORKING TOOLS IN HIGHER EDUCATION

Innovations, adoption, acceptance, and dissemination are common process of education. In education students are learning new innovations what already existing in the world from their teachers. Innovations are sometimes adopt and accepted by everybody but sometimes which is not like that because its usefulness.

Dissemination is a big deal in the field of education, students and teachers are following many ways to disseminate their knowledge or innovations among their communities. In this digital age, dissemination is not a big deal, teachers and students connected through network such as social networking tools and interact with each other post their content and make it as visible to

everybody and access a feedback from their communities.

Now many of the Schools, College, Institution and Organization have their own profile on social networking tools to advertise about their organization among the public. In which individuals also can create their own profile and add their communities and spread their valuable information among them. Hung & Yuen were investigates in their study that “social networking tools open up the opportunity for class members to interact beyond the walls of the Classroom, and such extended interaction can also lead to additional learning opportunities or enhance participation in the face-to-face classroom”. Students’ positive learning experiences with the use of social network were highly related to the information-sharing feature and the interactional function of technology.

Cobb (2008) was suggested to use social networking in educational context that broadcasting the important information (school announcements), Interviewing experts (news reporting scenarios), and Sharing conference sessions (professional development).

## 8. STRATEGIES FOR UTILIZING SOCIAL NETWORKING TOOLS IN EDUCATION

Zaidieh (2012), the social networking helps to reduce stress and increase satisfaction among students. It allows each student to study at their own pace and speed. Furthermore, it is easy to join bulletin board discussion any time, or visiting classmates and instructors remotely in chat room. It can provide stronger understanding and increase retention on the subject, due to using many elements which exist under e-learning, the social networking allows access to courses available in their sites, allowing the learner to follow-up online at any time it deems appropriate, and overcome the limitations of space and time in the educational process. As a result, it helps resolve timetable conflicts. Cheong, C. (2002), “The social networking is easy and quick in term of accessing accessibility, reviewing, updating, and editing learning material needs anytime and anywhere”.

## 9. STATEMENT OF THE PROBLEM

There are many different technologies are available for challenging to contribute the learner holds great potential for improving the quality of education to students, however, if the technology created is not designed with a user centre approach it will inevitably fail to achieve the desired effect.

Therefore, the topic of the present study is “Utilization of Social Networking Tools in the Learning Process by Social Science Students at AMU”. Students may face problems while using social networking tools in their learning purpose. As we found some of the problems to use social networking tools such as students may not aware

about the tools to use in education, students have no time to participate with these tools that they may busy with some other work like class assignment, seminar, test and so on. Some of students may disturb by unwanted content and unauthorized posting.

## 10. OBJECTIVES

The following are the objectives for the study:

- To find out the awareness and use of social networking tools in the social science students learning process.
- To understand the possibilities to apply the social networking tools in teaching learning process of social science student.
- To examine the interest and perception of learners in implementing the social networking tools in their learning process.
- To find out various problems faced by social science students in utilizing the social networking tools for their learning process.
- To recommend viable suggestions to maximize the utilization of social networking tools in their learning process.

## 11. SCOPE AND LIMITATION OF THE STUDY

The study focus on the exploitation of social networking tools by social science students at A.M.U. In Aligarh Muslim University many faculty are there but this study focusing only of social science faculty students. Aligarh Muslim University connected by Wi-Fi technology in some places and all halls reading room they provide LAN connection, students can access it within their campus freely.

## 12. REVIEW OF LITERATURE

Today, most of the Information is available in digital electronic mediums such as Radio, Television, and Internet and so on. Hence, this era is known as ‘Information Technology era’. Electronic media especially, the computer and Internet, plays an important role in this dominance of information technology (IT). Use of computer, Internet and other devices help the users to get up-to-date information in multi-media formats, which helps them to improve their knowledge and skills. This part makes an effort to present a review of most of the published literature on social networking tools in the learning process among different places. It gives a broad overview of earlier related studies conducted in the area of social networking tools research work.

### 12.1 Social Networking Tools

The December 2007 meeting of the Humanities e-Learning Network (2007), aims for conducted this meeting was that explain the users and features of some of the more popular social

networking tools, how these technologies can be used to support teaching, learning communication and how students use these technologies in support of the social aspect of their work. Through this meeting they were discussed some of the social networking tools and its application. Example, Facebook using for learning purpose, Elgg allows users to connect and collaborate and to discover and contribute resources and information through their connections. Ning, its unique feature is that anyone can create their own customized network for a particular topic or need, catering to specific audiences. Moodle is a course management system (CMS) which is similar to Blackboard. Blog sites can be used to quickly post thoughts and publish them on the web. Del.icio.us is a site where you can save, bookmark, and access and share websites. It can allow students to create a tagged, online bibliography which can, should the student choose, be accessed by other users either on a course unit or programme-wide basis. File sharing sites such as GoogleDocs allows user to upload existing documents, spreadsheets and presentations, or create new ones from scratch which can then be accessed and edited from a Web browser. Wikis are a type of website with pages which any user can easily contribute to and edit, including text, photos, videos etc.

**Parveen, Noushia (2011)**, the study was explore that social networking site (Facebook) as an effective tool for sharing information or knowledge and making awareness among Library and Information Science (LIS) Professionals. Social networking tools, Facebook allow users to acquire, store and disseminate the information through online and shows new information in the form of notification. Faculty may share their information to students and it helps to the students wide their knowledge behind the classroom. Facebook as a tool and it provide the opportunity for students they can interact with their teacher through online. He concluded by this study that most of the LIS professionals using Facebook at everyday for keep abreast of latest news. It helps to make awareness among the LIS professionals and it is works as a platform to interact beyond barriers of location and nationality. Most of the LIS professionals were of the view that they have a lack of time to use Face book.

**Lenhart, Amanda, and Madden, Mary. (2007)**, A social networking site is an online location where a user can create a profile and build a personal network that connects him or her to other users. Through his research, he concluded that most of teen agers aware about the social networking tools and they have profile on online in America. Most of the American teens frequently using MySpace for post information, manage friendship with others. Social networking tools allow users to communicate with others so it is playing as communication tool.

**Danah M. Boyd and Nicole B. Ellison(2007)**, they defined" Social network 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". It is not only place where peoples to meet one new peoples it also using they enable users to articulate and make visible their social networks.

## 12.2 Social Networking Tools in Higher Education

**Zainuddin, S.A. [et. al.] (2011)**, social networking tools playing as a learning tool because it providing services such as online group discussion and it allows chat between the learners for exchange their ideas through online. This collaborative learning or group learning will make learners as a critical thinker. These collaborative activities encourage the users to create groups and communicate with other peers on specified topic. It allows learner share their document and digital material positively influence discussion and peer reviewing to learners. Learner's posts, updates and comments on learning topic allows peer reviewing to be easier. In Nov 2007 survey views indicated that Facebook's extraordinary growth. Facebook is more suitable comfortable for maintain the non-professional communication between students and faculty. And Facebook has to be a platform for interacting and communicating with faculty or other student. Students who connect to Facebook help to build students-faculty relationship and maintain their connectedness to the faculty.

**Guha, Ishika (2009)** shows the impact of social networking sites on students. Facebook, one of the most popular social networking sites was considered in this paper. Users' views about the social networking sites were investigated using online and face-to-face ethnographic interview techniques, their views are highlighted and various learning technologies with social networking technology are discussed and compared. There are applications such as My Questions where students can ask any question they need to know, and other users can reply the question. During exams or assignment writing, peers or classmates, friends or teachers can support students by providing important feedback , ideas or notes through SNS. Facebook has different applications that are being used by the students in their learning. It has applications such as Notes, Wikimono, various study groups, Share homework, Courses, Pod class, etc. Using *Notes*, anyone can post notes to other Facebook users. This paper concerning privacy and consideration as the main problem for using social networking sites as learning.

**Pempek, Tiffany A. and others (2009)** examined the usage of social networking tools (Facebook) by college students. They are using social networking tools 30 min per day and they are

considering using of social networking tools as a part of their daily routine work for communicated with many at the same time and they are distributing their content through this. Students are spending their more time with observing others content than posting their own content. Final conclusion is most of the students using social networking tools for social interaction.

### 12.3 Feasibility of Social Networking Tools in Higher Education

**Ophus, John D. (2009)** established the feasibility of social networking tools specially Facebook as a study aid. Frequency of using social networking tools by students either daily or multiple times in a day for purpose of communicate with other students in their courses. Most of the students using social networking tool for access the course notes and other materials. Positive of using social networking tools is convenience and comfortable communication. Negatives are privacy and destruction.

**Wagner, (2011)** provided some of the tips for using social networking tools on teaching and learning. He was considered for his research two famous social networking tools Facebook and Orkut because these two social networking tools consumes hundreds of application for using this as a teaching and learning tool. Student can create group discussion, post class notes through Facebook. And also Facebook has hundreds of applications (apps) that can be used for educational purposes. *Worldcat.org* Cite I am an app that provides formatted citations for books. She gave some of tips on twitter also for using twitter as an educational tool. Students are more comfortable for using social networking tools in their daily lives, they have grown up with social networking tools because it provides the opportunity to connect with students from outside of the classroom and also it allows students for real time collaboration and everyday teaching and learning.

**Baran, Bahar. (2010)**, through his study he was concluded that most of the students signed up on Facebook before the course using every day. Many of them have a thought about Facebook that it is only a tool to teaching and learning. Facebook using for knowledge sharing and it allows students to share the school related knowledge and communicate with their classmates. It helps to students extends their learning. Students felt that Facebook allows maintain the contact with their teacher and that they were excited when the teacher commented on their postings but some of the negative expression will appear that teachers sharing their personal information and pictures on Facebook. All the students not agreed that the use of social networking tools for formal education.

**Wolfe, Alison M. (2007)**, in this study they were discussed that usage of social networking tools, student's knowledge about social networking

tools and their social networking attitudes towards learning experience at the college level. This study explores that major number of students using social networking tools in which 1/3 of students using multiple sites. Facebook occupied the first position, purpose of students using social networking tools to interact with friend and study in groups with fellow students. Most of the student felt about social networking tools, which cannot replace the traditional communication medium of electronic mail.

## 13. METHODOLOGY

Research methodology is one of the most important parts in any research project. Research design is considered as a blueprint for doing research. It is very crucial to reach a conclusion at the end of the research.

### 13.1 Sources of Data Collection

Social networking tools are playing many roles in the educational environment. Many students are utilizing the advantages of social networking tools. In this study, briefly discuss about the awareness of social networking tools and its usage (teaching and learning) by social science students. So, the source of collecting the data is social science faculty students, research scholars of AMU.

### 13.2 Survey Method

The researcher selected survey method to complete the study, aiming to fulfil the objectives and to find out the answer for the research problem.

### 13.3 Data Collection Tool

Different kinds of data collection tools are available for conducting survey such as questionnaire, observation, interview etc. Here, questionnaire is selected as a data collection tool as it is easy to administer and analyze.

### 13.4 Study Sample

Aligarh Muslim University is the oldest University in India. It provides so many faculties with so many departments. This study focuses only social science faculty students. 70 students were considered as a sample to collect data and questionnaire were distributed among 70 social science students in different departments but 60 questionnaires only gathered again from the respondents.

## 14. DATA ANALYSIS AND INTERPRETATION

### 14.1 Demographic Representation

Total number of 70 questionnaire had been distributed and the investigator managed to collect 60 (85.71%) of them. Out of 60 responds 31(51.66%) responds are male and 29(48.33) responds are female. The same is furnished in the below provided table (Table: 1).

Gender	Frequency	Percent
Male	31	51.66%
Female	29	48.33%
Total	60	100.0%

**Table: 1 Gender wise classification of respondents**

### 14.2 Knowledge about social networking tools

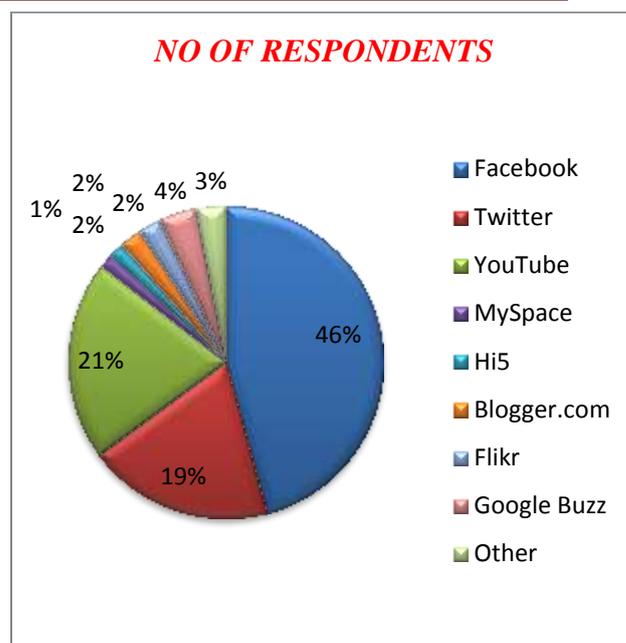
Variables	No of respondents	Percentage
Excellent	15	25%
Very good	21	35%
Good	24	40%
Poor	00	00

**Table: 2 Respondent’s knowledge level about social networking tool**

Table 2 demonstrates the knowledge and awareness of respondents about the social networking tools. Interestingly 24 (40%) of the respondents were having good knowledge about the social networking tools. 15 (25%) marked that they were having excellent knowledge whereas 21 (35%) of them mentioned that they possessed very good knowledge about the same.

### 14.3 User’s profile on social networking tools

The figure 1 shows the details about the respondents’ profile on social networking tools. Majority of them are having accounts in any one of the social networking tools. As it is very clear from the figure, some of them were having profile on many social networking tools. It is very clear from the figure that 60 (100%) of them were having profile on Facebook, 25 (41.66%) of them were having profile on Twitter, 27 (45%) respondents were having profile on YouTube and 5 (8.33%) of the respondents created profile on Google Buzz. Others were having profile on various social networking tools like MySpace 2 (3.33%), Hi5 2 (3.33%), and blogger.com 3 (5%), Flickr 3 (5%) and other 4 (6.66%) user are use LIS Link, whatsApp etc.



**Figure: 1 User profile on social networking tools**

### 14.4 Frequency of using social networking tools

Variables	Frequency	Percentage
Daily	38	63.33%
Twice in a week	12	20%
Weekly	6	10%
Fortnightly	0	0%
Monthly	1	0.16%
Occasionally	3	5%

**Table: 3 Frequency of using social networking tools**

Table 3 illustrates the frequency of the use of social networking tools by respondents. Majority of the respondents used social networking tools daily 38 (63.33%) and twice in a week 12 (20%). Only 3 (5%) respondents mentioned that they were using social networking tools in occasionally. Less number of respondents marked that they used social networking tools weekly 6 (10%), fortnightly 3 (5%) and monthly 1 (0.13%).

### 14.5 Using social networking tools for learning purpose

Variables	Number of respondents	Percentage
Yes	52	86.66%
No	8	13.33%

**Table: 4 Using social networking tools for learning purpose**

Table 4 shows that out of 60 respondents, 52 (86.66%) stated that they were using social networking tools for academic/learning purposes. On the other hand 8 (13.33%) reacted that they were not using the same for the academic/learning purposes.

#### 14.6 Social networking tools using to interact with peer group

The prime purpose of social networking tools is to promote interaction between the individuals. It is very relevant to find out that how effectively the social science students are making use of these tools in their learning process.

Variables	Respondents	Percentage
Yes	51	85%
No	9	15%

**Table: 5 Using social networking tools to interact with peer group**

Table 5 clearly indicates that majority of the respondents were strongly agreed that they were utilizing social networking tools to interact with the peer group and also with mentors. 51 (75%) of the respondents reacted very positively, they were using these technologies for interaction purposes. Similarly 9 (15%) of them reacted negatively that they were not using these tools to interact with either peer group or mentors.

#### 14.7 Most effective social networking tools in learning process

Variables	Respondents	Percentage
Facebook	30	50%
Twitter	5	8.33%
MySpace	0	0%
Hi5	0	0%
Blogger.com	2	0%
Flickr	0	0%
Google Buzz	2	3.33%
YouTube	13	21.66%
Wikipedia	33	55%
Others	1	1.66%

**Table: 6 most effective social networking tools in learning process**

Table 6 demonstrate that which is the most effective social networking tools opted by the respondents. Majority of them opted Wikipedia 33 (55%) as the most effective one followed by Facebook 30 (50%). YouTube, Twitter and Google Buzz also got good response as 21.66%, 8.33%, 3.33%. Others got very poor response.

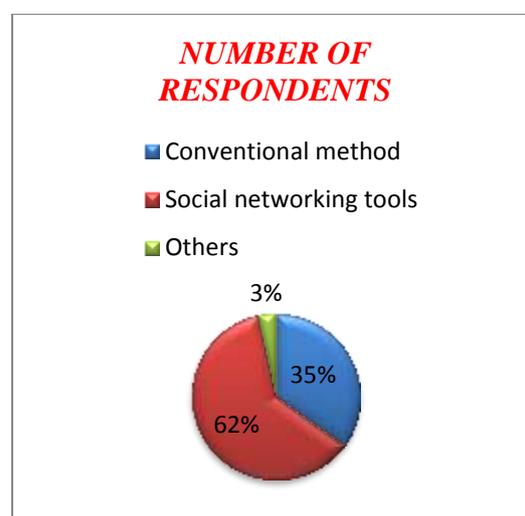
#### 14.8 Encouragement and support from academia to use social networking tools

Variables	Respondents	Percentage
Yes	51	85%
No	9	15%

**Table: 7 Encouragement & support from academia to use social networking tools**

The encouragement and inspiration provided by academia is very important to enhance utilization of social networking tools in academic exercises. Table 7 shows the fact that 51 (85%) respondents obtained encouragement and support from the academia to use social networking tools in learning process and only 9 (15%) of them seldom got any support or encouragement to use social networking tools in learning process.

#### 14.9 Methods preferred to communicate with peers and mentors



**Figure: 2 Methods preferred to communicate with peers and mentors**

Figure 2 reveal that 21 (35%) respondents were preferred conventional method for academic communication especially with peer groups and mentors. However, 37 (62%) respondents responded that they preferred to use social networking tools for communication particularly academic communication with peer groups and mentors.

#### 14.10 What do you think about the utilization of social networking tools in the teaching process?

Majority of them responded to this question very positively, which is elaborated below:

- This would make a paradigm shift in the teaching and learning process.
- It would be useful to share the knowledge acquired by peer or mentor.
- Necessary for improving the standard of education.

- This would help to find many new information and update oneself.
- It would be very helpful. Especially videos that would help us understand the concepts better.
- YouTube and Wikipedia are really useful in study.
- It can change the system of learning.
- A creative process for students to learn new concepts through a different medium.
- Easy to communicate and the transmission of information.
- Helps to update and gets current knowledge.
- Easy to communicate and use.
- One of the best tools for teaching.
- YouTube is very useful in the aspects of understanding concepts via visual images & videos.

#### Very few respondents reacted negatively to the question

- I don't think it would be helpful in teaching process.
- It requires more knowledge about information system and the web.
- Not that much effective for teaching process.

#### 14.11 Role of social networking tools to enhance the learning outcome

Variables	Total	Percentage
Yes	54	90%
No	6	10%

**Table: 8 Role of social networking tools to enhance the learning outcome**

Table 8 illustrates the fact regarding the role of social networking tools to enhance the teaching and learning process. There was a good response from the respondents viz. 54 (90. %) of them reacted that application of social networking tools in the conventional teaching and learning process would enhance the learning outcome. Only a very meager percentage of them reacted negatively. 6 (10%) of them opined that the deployment of social networking tools in the conventional teaching and learning process would not be changing the learning outcome.

#### 14.12 Disturbing conventional system

Variables	Total	Percentage
Yes	24	40%
No	36	60%

**Table: 9 Chances to disturb the conventional learning systems**

The question of commotion created in the existing teaching and learning process by the application of social networking tools is very important. The investigator attempted to gather

respondents' reflection regarding the same. In fact 36 (60%) of the respondents ruled out the possibilities of such turmoil created because of the deployment of social networking tools in the conventional teaching and learning process. On the other hand 24 (24%) reacted that there would be a possibility of such interruption.

#### 14.13 Suggestions/comments to improve the use of social networking tools

The questionnaire provided an open ended question to get respondents' valuable suggestions and comments regarding how to improve the application of social networking tools in the teaching and learning process. The below mentioned are collected respondents' reflections:

- Mentor should encourage the students to use these tools in their learning exercise and they should post their subjects in the blogs.
- There should be an awareness building programme on how to use social networking tools properly in the teaching and learning exercise.
- Unwanted content, posting advertising and tagging should not disturb while using social networking.
- Never cross your limits in social networking tools and never paste or tell your truth in public.
- There should be more learning oriented posting rather the general one.
- Don't use these networking in bad and illegal manner.

### 15. FINDINGS OF THE STUDY

The following are the findings of the study.

#### 15.1 Knowledge about social networking tools

All participants were responded for this question in which 40% out of whole population that they have good knowledge about social networking tools which means that they have profile on social networking tools and they are able to work on social networking tools without any hesitation. 25% marked that they were having excellent knowledge whereas 35% of them mentioned that they possessed very good knowledge about the same.

#### 15.2 User's profile on social networking tools

Almost half of the students using single tool social networking tools through they were participating with all kinds of activities both academic and social activities. It is very clear that 100% of them were having profile on Facebook, 41.66% of them were having profile on Twitter, and 45% respondents were having profile on YouTube and 8.33% of the respondents created profile on Google Buzz. Others were having profile on various social networking tools like MySpace 3.33%, Hi5 3.33%, and blogger.com 5%, Flickr 5% and other 6.66% user are use LIS Link, whatsApp

etc. So the study is focus that all the social science students in Aligarh Muslim University are using Facebook to their learning and communication purpose.

### 15.3 Frequency of using social networking tools by respondents

Majority of students 63.33% are indicated that they are using social networking tools at daily. And 20% of the student using social networking tools twice in a week. Only 5% respondents mentioned that they were using social networking tools in occasionally. Less number of respondents marked that they used social networking tools weekly 10%, fortnightly 5% and monthly 0.13%.

### 15.4 Social networking tools for learning purpose

This study clear that out of 100% respondents, 86.66% stated that they were using social networking tools for academic/learning purposes. They state that it is highly impact for their study with peer groups. Some of them 13.33% only not using social networking tools in their learning purpose in which some of mentioned the reason for not using that is they have no idea, no interest, no connection with studies and they preferring through books and other sources of information.

### 15.5 Most effective social networking tools in learning process

This study explore that majority of the students 55% are highly use Wikipedia in there learning purpose. They are saying that Wikipedia provide authentic information in their educational field and it is the source to provide different information in worldwide. Half of the students 50% are also prefer Facebook also provide current news. As well as Facebook is most important communication media in modern time. The study also focus that Youtube provide different type of educational videos etc.

### 15.6 Methods preferred to communicate with peers and mentors

Majority of students 62% responded that they preferred to use social networking tools for communication particularly academic communication with peer groups and mentors. So many features provide by social networking tools to connect their friends, teachers and discuss their learning purpose. And the study also explore that majority of 90% of students are voted for social

networking tools that tools are helps to improve their learning process.

## 16. MAJOR SUGGESTIONS

Through this research found some of the suggestions to maximize or improve the utilization of social networking tools by social science students which are:

- A good number of students using social networking tools for their educational purpose with satisfaction. However, they need any training program to use these tools effectively.
- Three fourth of students have a link with their mentors on social networking tools. However, they need encourage and support from the mentors and institution to use the tools for their learning purpose.
- YouTube is very useful in the aspects of understanding concepts via visual images & videos. So, they expect more tools as like as Youtube, Wikipedia etc.
- Some of the students were disturbed by unwanted content and posting so they expect that there should post only the items regarding their education work.

## 17. CONCLUSION

In this digital era, social networking tools proved to be feasible solution for online learning so which became as important for learning. Social networks have affected the modern society positively and have changed some of people's habits. Effective use of features and opportunities of social networking tools supports instructors' empowering of the educational process with active learning, creativity, problem-solving, cooperation, and multifaceted interactions as well as students' using and improving their academic performance, inquiry, and alternative thinking skills. This research throws illuminate on some interesting positive and negative aspects of social networking tools awareness and usage. On positive side, the findings of the survey denote that many of the students are aware about social networking tool and they are utilizing those tools in their academic learning process. This study proved that social networking tools were made a great impact on the students learning such as which provide the opportunity to students that they can link with their peers through they were clear their doubts, opinions and thoughts about their subject matter.

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