2 CHAPTER
REVIEW OF LITERATURE

2.0 Introduction

Literature Review was not only written summary of published and acknowledged works but also documentation of embodied works within the research theme of importance and noted if there were any knowledge gaps. The reviews on SNS impact, SNS sociability and SNS academic performance justified the aspects of the virtual technology and provided rationale for the research question and hypotheses.

2.1 Studies related to SNS

Studies conducted on Facebook by Cliff Lampe, Nicole Ellison and Charles Steinfield (2007) explored that there is positive correlation exist between profile structure and number of friends in social network sites. Further, they noted that profile fields of the users’ locality, school, subject, music interest, relationship status, etc., highly responsible for connectedness between college users as an online social networking community. They used Facebook sites automated data script to elicit the information from around 30,773 profiles of the users. Their aim was to articulate how online users’ profile entry associated with social network users’ sociability and familiarity.

Research study conducted on Social network site (Adamic, Buyukkokten, & Adar, 2003) looks into the underlying face-to-face or real world social network from online community. The model reveals spread of ideas on network and the way people can find each other through their contacts can be traced and analyzed easily in cost effective and effortless way than doing it through phone or live interviews. At the same time, the size of
the network allowed them to study phenomena such as the small world effect and the strength of weak ties, while the richness of the profiles allowed them to characterize social ties and identify those factors that influence friendships under this model. The population for the study comprised of Stanford university students club nexus.

Stutzman’s (2006) pilot study \( (N=200) \) explored an evaluation of identity-sharing behavior in social network communities and its need. It recommends future course of research to strengthen identity protection of student users of social networking communities so to avoid the problem of secrecy and to extend protection to the user’s information from the non-members accessibility.

A study on social networking sites as an effective strategy to communicate brands \( (N=100) \) shows that this platform is cost-effective platform to communicate and develop brand information in an interactive fashion with the users than in the traditional fashion of advertising to all category of users. However, the study highlights its own limitation. (Jothi, Neelamalar, & Prasad, 2011).

Fu, Jaelen, & Seng (2012) explored the bandwagon effect on participation in and use of social networking site such as Facebook among adolescent college students. The study \( (N=378) \) using snowball sampling confirms the bandwagon tendency in Facebook. Here users’ perception of activity, offline participation and penetration of such activity, friendship network, and its usefulness positively associate and leading to bandwagon effect with usage.

Jolene Zywica, James Danowski’s (2008) Study on social enhancement and social compensation of SNS users revealed that those more popular offline augment their popularity by increasing it on Facebook. The
sample \((N=614)\) survey conducted on university students explain that those more extroverted and with higher self-esteem, support the social enhancement hypothesis, being more popular both offline and on Facebook.

The web based survey on Facebook usage and the social capital conducted by Valenzuela & Park (2008) shows a positive relationship between Facebook usage and social confidence among college students \((N=2,603)\) in Texas. In other words, the report highlights “moderate, positive relationships between intensity of Facebook use and students' life satisfaction, social trust, civic participation and political engagement.”

Explorative study with Multistage sampling technique \((N=1000)\) was conducted by Ahmed & Qazi (2011) investigates into social networking sites impact on the studying habits of college students. The findings conclude that social networking sites do not adversely affect the studying habits of college students. The reason ascertains that college students at the graduate level know how to proportionate their time between internet usage and their studying habit without getting problem of time management.

Goldenberg & Zheng (2007) explorative study developed a model that resembles the social interaction of real time. Social network sites that affirm the contention that web interactions modeled after the real life social network pattern. Hence, studying the interaction patterns both offline and online of social network situation will be helpful in identifying the differences in the effectiveness of social network sites to the users’.
Richard E West (2010) shows how to use online social technologies for 
educational purpose to students in his research. It also highlights how to 
build successful online learning community and its advantages.

How much of use electronic media for the college students’ social and 
academic life? This question was of research interest to the Department 
of Sociology, Brigham Young University, Utah. Using time diary and 
questionnaire online survey (N=30,000) they found from regression 
analysis there is a negative relationship between use of types of electronic 
media and grades of first semester students, and while, on the other hand, 
there is a positive association between social networking site use, cellular 
phone communication, and face-to-face interaction (Jacobsen & Forste., 
2011).

In contrast, longitudinal study (N=483) age group around 18 years that 
was conducted by Jennifer L. Walsh (2013) examines associations 
between media use and academic outcomes. The result reveals that there 
is negative correlation between social networking usage and academic 
performance of the students.

Yet another study conducted by Junco (2011) from Lock Heaven 
University from the academic development and counseling department 
using large survey sampling(N=1839) investigating Facebook use with 
overall GPA(Grade point average). Using the hierarchical regression 
analysis shows that time spent on Facebook negatively related to 
academic performance while for collecting and sharing information 
positively related to the students’ performance.

This research investigates pedagogical impacts of social networking sites 
on undergraduate students from Oman. As an analytical study 
(N=100;N=650) using purposive sampling data shows that students
started using these platforms for the academic purposes and some for career opportunities as well, but majority of them use it for the sake of information gathering on various issues which can be at time distraction to their students studies (Mehmood & Taswir, 2013) (Jabr, 2011).

This is a different form of research that studies student alienation correlate to academic achievement and web communication technology that explores inverse relationship between learning and course alienation attribute to web communication technology, further the relationship is curvilinear from the population of \(N=80\) from western Canadian college (Johnson, 2005).

Usage and implication of social networking sites on college students conducted in the department of mass communications in Wisconsin and Minnesota reveals that female college students use these web platforms more than male and as the age group of the college students advanced the time spent on these sites reduced drastically among them. These findings became known as they surveyed non-random sample of \(N=445\) using the regression model of data analysis for the purpose. The other findings were that significant correlation between students’ class rank, field study, and the influence of SNS, while, positive correlation on student’s usage rate and networking with friends against negative correlation to student’s voluntary opportunities and so on (Tham & Ahmed, 2011).

This study highlights part played by Facebook in multitasking and negative correlation to academic performance that somehow covered up in their multitasking situation. It is a study that investigated between SNS users and non-SNS users of Croatian students using \(N=277\) undergraduate level students responses. (Golub & Miloloža, 2011).
On the contrast, study conducted in University of Georgia, USA reveals different findings to the Facebook usage of college students. It says it built up community sentiment, team spirit and valued appeal within classmates to discuss issues of academic importance. This study used pre-test and post-test design with the sample of \(N=107\) in public university level. It suggests that it may enhance students’ interest in discussing their academic interest when used it appropriately (Riley, Domizi, & Camus, 2012).

There is a relationship between Facebook popularity and personality trait. People who are popular on Facebook do show certain personality in real life situation in their behavior with others. This is evident from the studies. (Quercia, Lambiotte, Stillwell, Kosinski, & Crowcroft, 2012) (Staiano, Lepri, Aharony, Pianesi, Sebe, & Pentland, 2012) (Canales, Wilbanks, & Yeoman, 2010).

Research conducted by Kabre and Brown (2011) on Facebook influence on academic performance and quality of life of college students \(N=209\) using Structure Equation Model have revealed that Number of hours spent per week on Facebook do not significantly correlate with academic performance. However, the same research found significant correlation with smoking behavior and self-efficacy as indicators of academic performance.

Kirschner & Karpinski (2010) conducted study on Facebook on academic performance and there research \(N=219\) seem to show that Facebook negatively relate to academic performance but has increased the multi-tasking ability of the student community.

This research is from the Master degree student from Southern University of Utah whose research reveals that Facebook’s effect on subtle emotion
decoding, academic performance, and identity protection have positive correlation that makes Facebook contribute to academic performance in a subtle manner (Bjerregaard, 2010).

Social network sites increase student’s familiarity when they newly enter into college. The study conducted in Michigan state university ($N=265$) shows the conclusion that importance of social media to student’s familiarity with others (DeAndrea, Ellison, LaRose, Steinfield, & Fiore, 2011).

The study conducted by Gabre and Kumar (2012) from university of Alabama and Arkansas shows that female accountant student ($N=95$) use of Facebook lead to stress and that in turn lead to negative academic performance.

This is first Social network study that affirmed that social relationships not affected by technological changes in the society. Rather it strengthens the community relationship, which made offline to compensate for online relationships. Moreover, Wellman well known sociologist of social network long before social network site came into existence (Wellman, Boase, & Chen, 2002).

The study conducted in University of Malaga, Spain shows that student use of social network sites are very high. Student show favorable attitude to lecturers using Facebook as academic resource, nevertheless prevalence of academic activity in Facebook predict low-level comparison to other activities. Academic activities such as answering queries, doing course work are the things student did in social networking sites. The study took survey method for collecting data ($N=939$).

Among the many studies looking into the Facebook usage in college education, study conducted (Magro, Sharp, Ryan, & Ryan, 2013) shows
delphi technique with three rounds in exploring the way Facebook use in universities, the results predict Facebook use has not penetrated into learning arena and it is a substitute for traditional management system.

Facebook also used as a tool to disclose information. Study shows that number of people disclosing information in Facebook is increasing and to the same extent disclosing partially damaging information increasing as well. This was evident from the postgraduate students research study (Hall, 2013).

Facebook has positive correlation to narcissism is the hypothesis by the study using the descriptive statistical analysis (Panek, Nardis, & Konrath, 2013).

Study exploring student’s motivation and experiences in online communities such as Moodle to Facebook shows (N=14) pre-school teachers how online discussions can be created the social networking site (Deng & Tavares, 2013).

How to manage stress in academic performance innovatively using Facebook is the study conducted in Penn state college shows some positive correlation (Georgea, Dellasega, Whitehead, & Bordon, 2013).

Use of Facebook by students help them build interpersonal relationship with their friends virtually while at the same time reduce the interpersonal relationship with their parents in real time. This study was conducted by using (N=740) junior high school students from Taiwan (Liu, Yin, & Huan, 2013).

Among the numerous researches on social network site, why and how people leave using social network service by alluding to privacy, breach of trust, third party users and other reasons are the main reason says study
conducted by communication department of Cornell University (N=400) (Baumer, et al., 2013).

A study that explores the motives in the usage of social network site through social antecedents, usage metrics, and personal network metrics are the means though which we can know them (Spiliotopoulos & Oakley, 2013).

A study conducted by Raval (2013) shows among the factors knowledge, communication and entertainments age group of people between 15-20 years use social media predominantly for entertainment while people aged between 20-30 years use for education purposes related to social media usage as her sample (N=100) shows some ideas to usage issue.

A study that explores use of Facebook related to social loneliness and social avoidance as the reason and not necessarily affinity seeking. This was conducted on (N=313) college students. Female students log on to Facebook more often than male students and male students have contents more embarrassing when compare to their counterpart female students (Lemieux, Lajoie, & Trainor, 2013).

A study that explores how cyber bulling continues through Facebook affects college students academic performance (N=44) (Salinas, Coan, Ansley, & Bar, 2011). Study conducted on how Facebook helpful in problem solving skills on the research level shows some correlation between these variable (Wesseling, 2013). Study explores the academic use of online social networks especially marketing world. It explains how social network online affect various aspects of life and especially how to use it academically (Elmannai, Odeh, & Bach, 2013).

Study explores the SNS adoption and its factors done by Harsha Gangadharbatla (2010). (Staines & Lauchs, 2013) Findings - The study
found that the unit Facebook page was useful in achieving most learning objectives for the unit. This included enhancing students’ knowledge and understanding of unit content, as well as their ability to critically analyse unit materials. Students also indicated that they found the Facebook page better than the university’s central learning management system across a range of areas. It was particularly useful for facilitating unit-related discussions. SNS can create social capital through sociability, study (Francis & Scaria, 2013) shows positive correlation between impact of social network site and social capital (N=120) from Bangalore city.

2.2 Studies Related to SNS Sociability

Sociability tool evaluating social performance of adolescent students (Berent, 2011) and ASBBS (American Society of Business and Behavioural Sciences) 18th Conference report (Stollak, Vandenberg, Burklund, & Weiss, February, 2011) examines social network media use has an impact on how students interact with others, and on grades.

The study (Keenan, 2009) from the University of Alberta explores sociability on the social web and details how different social websites encourage their users to interact; the report reveals that social websites use a number of different approaches to encourage sociability amongst their users. Facebook promotes privacy and representing “real world” networks in web environment, while MySpace promotes publicity and representing both real world and virtual networks in a web environment. Niche websites like LinkedIn and Twitter focus on more specific aspects of community and technology, respectively.

In another Study conducted by Peng and Zhu from Hong Kong University on internet adoption and internet usage on sociability reveals that internet use does not negatively influence users’ sociability (Peng &
Zhu, 2010). In an another study (kleinnijenhuis, Hooff, & Vermeulen, 2011) social influence in network of practice (NoPs) an analysis of organizational communication content, the results suggest network members’ exert more social influence on others in their utilitarian value.

On network learning, researchers M.C. Pettenati and M.E. Cigognini from university of Florence argue that “connectivism” (social networking applied to learning and knowledge contexts) can lead to a reconceptualization of learning in which formal, non-formal and informal learning can be integrated as to build a potentially lifelong learning activities to be experienced in “personal learning environments”. Bourdieu, Robert Putnam, Manuel Castellas and other social media experts support the contentions (Pettenati.M.C., 2006). Concerning SNS influence on socialization, Dijik (2006) observes that a shift from organic to virtual community in 1990’s created fear of network individualization among people. It is not due to the medium as supposed by the people, On the contrary, even lot of empirical studies prove this contention, and therefore, Internet connected people around the world as never before. Hence, he credits network for enhancing socialization.

This study aimed to assess college-student internet use using a real-time methodology, Experience Sampling Method (ESM). Study findings suggest that multitasking is frequent among college students, which may explain over-reported internet use. (Computers in Human Behavior, 2012)

Jolene Zywica, James Danowski’s Study on social enhancement and social compensation of SNS users reveal that those more popular offline augment their popularity by increasing it on Facebook (Zywica & Danowski, 2008).
In another study, social influence in network of practice (NoPs) an analysis of organizational communication content, the results suggest network members’ exert more social influence on others in their utilitarian value (kleinnijenhuis, Hooff, & Vermeulen, 2011).

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Ishfaq Ahmed and Tehmina Fiaz Qazi study describes the impact of social networking sites (SNSs) on the studying habits of students; the results reveal that usage of these networking tools does not adversely affect the studying habits of the student users. (Ahmed & Qazi, 2011)

Clinical Report on impact of social media on children, Adolescent, and families reveals that not all of SNS are healthy for children and adolescents. (O'Keeffe & Pearson, 2011)

Faudree’s review of relevant research yields five conclusions. (1) Facebook is a social network that often causes students to deviate away from other activities such as homework. (2) Facebook is a way for students and others to communicate with members. (3) Facebook is a place where most students feel “comfortable.” (4) Facebook allows students to promote themselves publicly and help define self-identity. (5) Facebook is a public space and can be closely monitored by people such as college admissions or other members. (Faudree M. R., 2010)

Current social networking technology provides users with little of the privacy that they expect and are promised. While some individuals may truly wish to be “open books,” violating most users’ privacy expectations leads to serious consequences for both the users and their network. (Anderson & Stajano, 2008)
Jayme Waddington, University of Colorado, May 2011 study provides social networking within the classroom can provide a valuable education on safe and constructive social networking, enabling teens to become responsible digital citizens. June Ahn study of impact of SNS on Social and academic development, the results highlight the challenges and potential of this technology when applied to school contexts (June, 2010)

Gülten hergüner’s, Sakarya University Education, Turkey, April 2011 research predicts that SNS interfere with the students’ private lives, the negative effects are more than the positive effects and it is not safe.

Social capital emanates from “surplus” concept of Karl Marx, discourses into social relations between social entities through the channels of “information, influence, social credentials and reinforcement” (Lin, 2001, pp. 1-20). “Social capital refers to the social networks that may provide access to resources and social support”, network based approach to social capital grapples with “nature of network, specific interactions, norms, trust, [etc.]” (Franke, 2005, p. 9). Sample data (N=2,603) from college students’ show SNS usages have positive relationship with social capital, there version of online social capital are “life satisfaction, social trust, civic participation and political engagement” (Valenzuela, Park, & Ke, 2008). Moreover, heavy SNS users experience “perceived bridging and bonding” as their social capital than non-users of SNS from the sample (N=614) (Lamp, Vitak, & Ellison, 2013). Further, Sociability, as a form of social activity, supports perceived bridging and bonding among online SNS community ties within the framework of “purpose, people and policies” of the social network sites (Preece J. a.-K., 2003). Hence, SNS generate social capital through sociability in our SNSs driven environment.
2.3 Studies Related to SNS Academic Performance

While providing online learning to the student community demographic factor must to considered says a study. Demographic factors like student’s age, gender, nationality, culture and context. The survey was taken through online from student community \((N=457)\) by Deakin University, Australia (Coldwell, Craig, Paterson, & Mustard, 2008).

A study conducted (Hammond, 2013) shows there does significant relationship exist between academic performance and social integration. Academic performance or achievement positively correlates to non-cognitive factors on African-American student (Loriann Sykes, 2005). Academic performance has strong positive correlation to facilities provided in the school or educational institution in general (Alimi, Ehinola, & Alabi, 2012). Academic performance has negative correlation to independence among the first generation college students in American setting, an unforeseen study (Stephens, Fryberg, Markus, & Johnson, 2012). Academic performance has positive correlation to behavioral pattern vis-à-vis eating, sleeping, study time, recreation, and family interaction based on a questionnaire survey on college students in Kingdom of Bahrain (George, Heidari, Vaithinathan, Mukhtar, & Al Basri, 2012).

Academic performance has positive correlation to online learning environment, participation among college students, whereas, not so significant relationship to age, performance and participation from the Australian study (Coldwell J. C., 2008). Academic performance has positive relationship to teacher’s effectiveness in the classroom a Nigerian Study (Akiri & Ugborugbo, 2009).
Academic performance positively correlates to ethnic differences in an American study, where Whites, Asian Americans, and Afro American students academic performance in the school attributed to “parenting practices”, “familial values about education”, and “youngsters beliefs about occupational rewards” (Steinberg, Dornbusch, & Brown, 1992).

Academic performance has positive significance to factors such as social economic status, admission points, and farmer school background conducted in the undergraduate level, a study at Uganda Christian University (Martha, 2009). Academic achievement has positive correlation to relationship, problem solving, general performance of the family, premature identity and successful interpersonal identity of the students, a study conducted at University of Tehran (Heidary, Roodbari, Naderi, Isanezhad, & Jalilvand, 2012).

Academic performance has positive relation to ethnicity and academic and social integration to the culture says a cross sectional study conducted in more than three European universities (Rientiesa, Beausaert, Grohnert, Niemantsverdriet, & Kommers, 2012).

Academic performance has positively differed between male and female gender due to non-linear dynamics in the cognitive formation in time (Jaffe, Mascitti, & Seguia, 2006).

The study shows how Facebook infuses identity in its users through interview methods this research analyses the issue as a step forward in the construction of self-identity (Hashim, Idrus, Ho-Abdullah, Yusof, Mydin, & Hamdan, 2013). Facebook has been used as instructional medium for college students and found it enhances academic performance of the students (Gregory, Gregory, & Eddy, 2014). Facebook use among college
students in Srilankan University studies reveal problematic to college student’s academic performance (Thuseethan & Kuhanesan, 2014).

2.4 Linkages and Conclusion

Actually, influence of SNS on students has been identified by researches. Number of hours spent on Facebook will influence sociability and academic performance (Kabre & Brown, 2011). More time given to SNS lower the other leisure activities - hydraulic effect (Granovetter, 1973). Higher the usage of SNS higher the energy spent on some activities of the student. More time given to academic purpose (either off or on SNS) better would be the academic performance (Rouis, 2012) (Moon, 2011) (Ahmed & Qazi, 2011) (Faudree R. M., 2009). More friends in the friendship list, Networks of practice, popularity on and offline better the sociability (Papacharissi, 2011). The use of SNS has got significant effect on sociability and academic performance of College students cannot be ignored.

The overall review of the research articles highlight clearly that equal number of points supporting and opposing use of social network sites to student community for various reasons. There is indecisive conclusion have been noticed leading to research to locate the issue according to the cultural setting and synchronize the study accordingly. The information also highlights development in the adoption, usage and perception of social network sites among the student community for number of purposes from connecting to friends to that of constructing society and its elements. Hence, investing on social network review enables in crating productive and net connecting society for the upcoming generations of civilization and cultural dynamism.