Impact of Social Media & Social Networking

Dr. Ramesh Kumar Chaturvedi[1], Amit kumar Sonkar[2], Priyanka Mishra[3]

[1]*Assistant Professor, Department of Rural Management,*

[2,3]*Research Scholar, Department of Rural Management*

Babasaheb Bhimrao Ambedkar University, Lucknow

Abstract:- The media I considered as fourth pillar of democracy .it makes us award various activities from fields like politics, sports, economic social etc. It is also like a mirror which show the bar truth and sometimes it may be hares. The impact of social websites can be good on students but if we have a closer look on the real impact of social networks. Today it is ruining the future and carrier of students. The social networking websites like https://www.linkedin.com, http://www.facebook.com/, https://twitter.com/ and https://www.orkut.com/ etc. are continuously distracting students from their studies. The main focus of student should be education but unfortunately today's student are emphasizing on such sites which can be a complete wastage of time. Social Networks was only an electronic connection between users but unfortunately it has become an addiction for students, teenagers and even adults. This paper presents impact of social networks on education, students and impact on life of teenagers, further it describes how social networking websites are auditory and dangerous for youth and teenagers

Keywords-, Networking sites, face book, impacts online harassment, Internet, ,

I.   INTRODUCTION-.

The role of the media is vital in generating a Internet is a very essential part of life from shopping to electronic mails and education, internet is very important. It is a very large community which is using internet for pure education but unfortunately we have also a very large number of people including majority of youth and teenager using Internet only for social networks. Internet is very big evolution of technology but when we talk about the social networks it is extremely dangerous for youth and become enormously common and widespread in past few years [2]. When talking about law and jurisdiction unfortunately we don't have any law for Social networks in INDIA as it is international law that user must be minimum 18 years old or more to register yourself in any social network website. We don't have any authority or third party to check the user if user is underage or acceptable age. After a survey it has been analyzed that one of very large number of underage users, using social network websites beside this, one user can have one ID (Identity) or profile at the samehe phenomena of social network is quite simple to understand, it is a web based facility which allows towards evolution.

 Impact of social Networking sites-Education is very essential part of an individual's life for every teenager education is more important than anything. Today teenager shows very much interest for using social networks but unfortunately Social Networks affect education badly [3]. Previous research has calculated that more than 90% of college students use social networks [9, 10]. Technology has shown a fast development by producing small communication devices but these small communication devices can be used for accessing social networks any time anywhere, these devices include pocket computers, laptops, iPads and even simple mobile phones (which support internet) etc. Technology is step towards betterment, no doubt but any technology which can provide ease of social networks can be dangerous for social network addicts. Providing ubiquitous facility of social networks is a straight invitation of addiction to any teenager and even an adult, as academic satisfaction is not enough for those students who suffers from social isolation [11]. Social Networks grab the total attention and concentration of the students and diverts them towards non educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs. As social network has introduce many attractive tasks like gamming, advertisements etc. so that people can never get enough of these things. The social network addict becomes a useless node for parents, friends and other associated people. They cannot succeed because they have no sense of upcoming future and competitions in their careers. Social networks use support of difference implicit applications by virtue of which it grabs the attention of students and increase the number of users. The applications include games, advertisements, and other online activities like online live television etc. User can use these applications free, so that's why gaming freaks and addicts use to play these games without any installation and any other formality any time anywhere, these free of cost pleasure destruct students from their education, and they do not concentrate on their education. As all of the applications are based on 2D screen play so by watching long time same screen could cause high blood pressure and anxiety which could be dangerous for education and health. According to survey students do not take their meals on time and do not sleep on time which causes a very non serious attitude with education. All they need after addiction is use of social networks.

Face book- Facebook is changing the way hundreds of millions of people relate to one another and share information. A rapidly growing body of research has accompanied the meteoric rise of Facebook as social scientists assess the impact of Facebook on social life. In addition, researchers have recognized the utility of Facebook as a novel tool to observe behavior in anaturalistic setting, test hypotheses, and recruit participants. However,research on Facebook emanates from a wide variety of disciplines, with results being published in a broad range of journals and conference proceedings, making it difficult to keep track of various findings. And because Facebook is a relatively recent phenomenon, uncertainty still exists about the most effective ways to do Facebook research. To address these issues, the authors conducted a comprehensive literature search, identifying 412 relevant articles, which were sorted into 5 categories: descriptive analysis of users, motivations for using Facebook, identity presentation, the role of Facebook in social interactions, and privacy and information disclosure.

The literature review serves as the foundation from which to assess current findings and offer recommendations to the field for future research on Facebook and online

social networks more broadly.

Impacts online harassment-The Growing up With Media Survey is a national crosssectional online survey of 1588 youth. Participants were 10- to 15-year-old youth who have used the Internet at least once in the last 6 months. The main outcome measures were unwanted sexual solicitation on the Internet, defined as unwanted requests to talk about sex, provide personal sexual information, and do something sexual, and Internet harassment, defined as rude or mean comments, or spreading of rumors. Fifteen percent of all of the youth reported an unwanted sexual solicitation online in the last year; 4% reported an incident on a social networking site specifically.

Thirty-three percent reported an online harassment in the

last year; 9% reported an incident on a social networking site specifically. Among targeted youth, solicitations were more commonly reported via instant messaging (43%) and in chat rooms (32%), and harassment was more commonly reported in instant messaging (55%) than through social networking sites (27% and 28%, respectively). Broad claims of victimization risk, at least defined as unwanted sexual solicitation or harassment, associated with social

networking sites do not seem justified. Prevention efforts may have a greater impact if they focus on the psychosocial problems of youth instead of a specific Internet application, including funding for online youth outreach programs, school antibullying programs, and

online mental health services

Internet-The Internet version of the questionnaire was superior with respect to completeness of data, but the response rate in this population of unselected patients was low. The general population has yet to become more familiar with the Internet before an online survey can be the first choice of researchers, although it is worthwhile considering within selected populations of patients as it saves resources and provides more complete answers. An Internet version may be combined with the traditional version of a questionnaire, and in followup

studies of patients it may be more feasible to offer Internet versions. In parallel with the development of Internet-based treatment, administration of questionnaires are beginning to be transferred onto the Internet. There are

obvious advantages with Internet administration of questionnaires. For example they can be filled out in the patients' own homes; by making registration of all items obligatory before submission, missing values can be handled; data will appear directly for transfer to a statistics program; and finally scoring can be facilitated using scripts. Other advantages associated with Internet-administration include reduced costs, as well as the opportunity for researchers to access a larger and potentially more diverse population.

CONCLUSION

The social networking websites has become essential need today, but it should not be motivated at all. It could ruin the future of teenagers and children and it had a very bad impact on education as it is discussed above. There is no third party or any other community which could check for what actions are been performed by which user, so it is strongly recommended to check children's activities on social networks and don't let them use social networking websites. It is also a strong recommendation for Govt. and international cyber jurisdiction to take part and ban these types of websites, other than government and jurisdiction, every parent should strictly ban use of social networks on their children and secure their future.india.

References-

Barnett, C. (2004). Media, democracy and representation: Disembodying the public. In C.

Barnett & M. Low (Eds.), Spaces of Democracy: geographical perspectives on citizenship,

participation and representation (pp. 185–206). London, UK: Sage. Bogart, L. (1995). Media

and Democracy. In E. E. Dennis & R. W. Snyder (Eds.), Media & Democracy (pp. 6-8). USA:

Transaction. Corneo, G. (2005). Media Capture in a Democracy: The Role of Wealth

Concentration. CESifo Working Paper Series No. 1402. Retrieved from SSRN:

http://ssrn.com/abstract=667326 Coronel, S. (2003). The Role of the Media in Deepening

Democracy. Retrieved from

http://unpan1.un.org/intradoc/groups/public/documents/un/unpan010194.pdf 7 FICCI and

PricewaterhouseCoopers. (2006). Indian Entertainment and Media Industry : Unravelling the

potential. Retrieved from http://www.pwc.com/.../ficci-pwc-indian-entertainment-and-mediaindustry.

pdf Flew, T. (2009). Democracy, participation and convergent media: case studies in

contemporary online news journalism in Australia. Communication, Politics & Culture, 42(2),

pp. 87-115 Habermas, J. (2006). Information and democracy. In F. Webster (Ed.), Theories of

the Information Society (pp. 161- 163). New York, NY: Taylor & Francis.

Jayme, Waddington (2011); University of Colorado. 'Social Networking: The Unharnessed

Educational Tool'. Undergraduate Research Journal, Vol 4.1 Angela Hausman, a Ph.D scholar

and Associate Professor of Marketing at Howard University on 'How to use social media as an

educational tool' Kessler Sarah, a feature write at Marshable contributed 'The case for social

media in schools'.

P. Brady Kevin, B. Holcomb Lori, and V. Smith Bethany (2010); North Carolina State University.

"The Use of Alternative Social Networking Sites in Higher Educational Settings: A Case Study of

the E-Learning Benefits of Ning in Education". Journal of Interactive Learning, Vol 9, Number 2,

pp 151-170. Hundey, Elizabeth (2012) "Social media as an Educational Tool in University Level

Geography," Teaching Innovation Projects: Vol. 2, Iss. 1, Article 5. The case for social media in

Schools,   http://mashable.com, http://mashable.com/2010/10/16/ free-social-media-tools-forteachers/

EmergingEdTech,
http://www.emergingedtech.com/2011/06/7-reasons-toleverage-

socialnetworking-tools-in-the-classroom

Maria Guadalupe Vega-Lopez, Guillermo J. Gonzalez-Perez, MPH Ana Valle, Maria E

Flores, Samuel Romero-Valle, Ing Pedro P. Quintero

Parsing Language and Measures Around Child Maltreatment

Kristine A. Campbell, Tonya Myrup, Lina Svedin

Child Maltreatment and Adult Living Standards at 50 Years

Snehal M. Pinto Pereira, Leah Li, Chris Power

Marco Baroni, Armand Joulin, Allan Jabri, German Kruszewski, Angeliki Lazaridou,

Klemen Simonic, Tomas Mikolov

Acquisti A., Gross R. (2006). Imagined communities: Awareness, information sharing

and privacy on the Facebook. In Proceedings of Privacy Enhancing Technologies

Workshop (pp. 36–58)., Cambridge, England: Springer. Google Scholar

Altheide D. L. (2000). Identity and the definition of the situation in a mass-mediated

context. Symbolic Interaction, 23, 1–27. Google Scholar

rchambault A., Grudin J. (in press). A longitudinal study of Facebook, LinkedIn, &

Twitter use. Proceedings CHI 2012. Austin, TX: ACM. Google Scholar

Arrington M. (2005). 85% of college students use Facebook. TechCrunch. Retrieved

from   http://www.techcrunch.com/2005/09/07/85-of-college-students-usefacebook

Google Scholar

Back M. D., Stopfer J. M., Vazire S., Gaddis S., Schmukle S. C., Egloff B., Gosling S.

D. (2010). Facebook profiles reflect actual personality, not self-idealization.

Psychological Science, 21, 372–374. Google ScholarLiek

REFERENCES

[1] Danah M. Boyd & Nicole B. Ellison, "Social Network Sites: Definition, History, and Scholarship", In Journal Of Computer-Mediated Communication, Vol. 13, Issue 1, October 2007.

[2] M. Trusov, R. E. Bucklin, & K. Pauwels, "Effects of Wordof-Mouth Versus Traditional Marketing: Findings from an Internet Social Networking Site", In Journal of Marketing, Vol. 73, Issue 5, page 90-102, September 2009

. [3] S. Kuppuswamy, P. B. Shankar Narayan, "The Impact of Social Networking Websites on the Education of Youth", In International Journal of Virtual Communities and Social Networking, Vol. 2, Issue 1, page 67-79, January-March 2010

. [4] J. Cain, "Online Social Networking Issues Within Academia and Pharmacy Education" In American Journal of Pharmaceutical Education, vol. 72, Article 10, February 2008. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2254235/ [5] N. Ellison, C. Steinfeld, C. Lampe, "Spatially bounded online social networks and social capital: The role of Facebook" In Proceedings from the annual conference of the international communication association. Dresden, Germany, June 2006

. [6] Jeff Cain, "Pharmacy Students' Facebook Activity and Opinions Regarding Accountability and E-Professionalism" In American Journal of Pharmaceutical Education, Vol. 73, Issue 6, October 1, 2009. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2769526

/ [7] K. Williams, A. Boyd, S. Densten, R. Chin, D. Diamond, and C. Morgenthaler, "Social Networking Privacy Behaviors and Risks", In Proceeding of CSIS Research Day, Seidenberg School of CSIS, Pace University, USA. 2009.

[8] Klovdahl AS, Potterat JJ, Woodhouse DE, "Social networks and infectious disease: the Colorado Springs study" In Soc Sci Med, Vol. 38, Issue 1, page 79–88, January 1994

. [9] N. Ellison, C. Steinfield, and C. Lampe, "The benefits of Facebook "friends:" Social capital and college students' use of online social network sites", In Journal of ComputerMediated Communication, Vol. 12, Issue 4, 2007..