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## SOCIAL NETWORKING – BOON OR BANE? STUDENT’S PERCEPTION OF THE ROLE SOCIAL NETWORKING PLAYS IN HELPING (OR HINDERING) LEARNING

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### ABSTRACT

Aim/Purpose	The study focuses on how 107 third and fourth year college students use social networking sites to communicate, to coordinate activities, and to collaborate with family members, classmates, and friends.
Background	This research study looks at the students’ social networking site usage patterns, their frequency of use, online social behavior as well as awareness of risks relating to privacy and unsolicited attention from strangers.
Methodology	This study used a questionnaire to elicit business management students’ perception of social networking’s impact on learning, on relationships with peers, and on the development of critical social and business skills.
Contribution	This research study seeks to explore students’ perception of the importance of social networking sites in their lives as students. This offers an insight to how the respondents use social networking sites, who they interact with on these sites, and how it impacts their family life and academic life.
Findings	The study finds that overall, the impact of social networking among these respondents has been positive though it has yet to help all of the students to find a balance between their personal and academic lives.
Recommendations for Practitioners	Studying the social networking usage behavior of students can help teachers assist and guide them, even beyond class hours, on academic, personal, and career matters.
Impact on Society	While focused on a very small sample of third and fourth year students in the Philippines, the study hopes to offer parents, elders, faculty, and school administrators an insight into the impacts of social networking sites on the lives of students, and to present possible ways to help these young people cope with the pressures of living in a networked, totally connected, 24/7 world.

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Future Research	Instances and responses to cyberbullying; the possibility of self-harm or feelings of isolation stemming from unrestricted social networking site use; the role of self-discipline in limiting use of social networking sites during school days.
Keywords	social media; social networking site; cyberbullying; online interaction

## INTRODUCTION

A social networking site is a website that provides a venue for people to share their activities with family, friends, and colleagues or to share their interest in a particular topic (Grosvenor, 2016; Social networking site, n.d.). This research study seeks to explore students' perception of the importance of social networking sites in their lives as students. Specifically, the research will focus on business management students' perception of social networking's impact on learning, on relationships with peers, and on the development of critical social and business skills. The primary research tool will be a survey conducted among third and fourth year college students at a state university.

The study will focus on how these students use social networking sites to communicate, to coordinate activities, and to collaborate with family members, classmates, and friends. This research study will look at the students' social networking site usage patterns, their frequency of use, online social behavior as well as awareness of risks relating to privacy and unsolicited attention from strangers.

## PROFILE OF THE RESPONDENTS

In discussing the profile of this survey's respondents, I have grouped the results by gender, simply recording the responses of male and female students to the survey instrument to give the readers a better understanding of the respondents. There will be no attempt though to impute any gender difference, if these exist.

Table 1. Respondents by Age and Gender

Age Group	Respondents	
	Female	Male
Under 18	0	0
18	12	5
19	49	26
20	6	7
Over 20	1	1

A total of one hundred and seven (107) respondents, comprising four sections of business management students enrolled in a computer-related subject at a top Philippine university, were asked to complete this social networking survey. Sixty-eight or 63% of the respondents were female; thirty-nine or 37% were male. The respondents were third year and fourth year college students, predominantly female and aged 19 (see Table 1).

The majority of the respondents, both male and female, accessed their favorite social networking site (SNS) several times a day (see Table 2). It is interesting to note that thirty respondents (roughly a third of the total) accessed a social networking site once a day or even less frequently. Self-discipline, parental control, and economic reasons may be a factor in determining SNS access frequency and duration. This could be the subject of further study in the future.

Table 2. SNS Access frequency

Access Frequency	Respondents	
	Female	Male
Once a day	9	9
Several times a day	51	26
1-2 times a week	5	0
3-5 times a week	3	4

Table 3. Internet access

Internet Access	Respondents	
	Female	Male
Less than 1 year	0	0
1 - 5 years	8	3
6 - 10 years	44	26
Over 10 years	15	9
Unsure	1	1

Many of the respondents, both male and female, indicated that they have had access to the internet for between six to ten years (see Table 3). Twenty-four respondents indicated that they have had access to the internet for more than ten years.

Not surprisingly, all one hundred and seven respondents have owned at least one mobile phone. Mobile phones are inexpensive in this country and mobile phone services are very affordable. Acquiring

SIMs in the Philippines is uncomplicated and mean that a person needing cell service does not need to invest in a long-term and expensive contract with a service provider, simplifying cell phone ownership and use. The Philippines, with a population of 103 million as of June 2016, has 119 million

postpaid and prepaid mobile phone subscriptions (Rappler, 2016). Interestingly, for both male and female respondents, sixty-five percent have owned a mobile phone for between six to ten years (see Table 4).

## DISCUSSION OF THE RESULTS

### *SOCIAL NETWORKING ON A TYPICAL SCHOOL DAY...*

Table 5. Time spent on SNS on a school day

Time spent on social networking sites	Respondents	
	Female	Male
One hour or less	16	12
About two hours	22	15
About three hours	11	8
About four hours	6	2
More than four hours	13	2

cial networking sites they visit. Only twenty-eight out of the total respondents (26%) kept their visit to an hour or less on a typical school day.

When asked which social networking site they would choose to visit if they were limited to using only one social networking site on any given day, the respondents overwhelmingly chose Facebook followed by Twitter as a distant second (see Table 6). Not surprising since as of June, 2016, Asians (with approximately 4.1 billion people or 55.5% of the world's population) account for 33.3% of all Facebook users. The Philippines, with a population of approximately 103 million as of June, 2016, has 54 million Facebook users (Internetworldstats, 2016).

Table 7. Persons students interact with

Persons students interact with at a social networking site	Respondents	
	Female (68 resp.)	Male (39 resp.)
Friends	68	39
Classmates	68	38
Group members	61	36
Other relatives	60	26
Siblings	49	28
Parents	45	24
Unknown persons	24	10
Neighbors	14	14

these students. Information privacy, the students' awareness of risks to and the importance they place on safeguarding their personal and work-related information will be discussed in another section of this paper.

Table 8 shows the respondents' reasons for visiting social networking sites. Staying in touch with friends and family, and reconnecting with old friends are their primary reasons. This finding bears out the results shown previously in Table 7. Sharing creative work, photos, and videos and staying updated on celebrities and news are also important to these young people. Meeting new people online as well as sharing thoughts about what they feel strongly about is shown to be of low priority.

Table 4. Period of Cellphone Ownership

Period of Cellphone Ownership	Respondents	
	Female	Male
Less than 1 year	0	0
1 - 5 years	4	8
6 - 10 years	44	25
Over 10 years	20	6
Unsure	0	0

The respondents were very candid about revealing the amount of time they spent online at social networking sites on a typical school day (see Table 5). Surprisingly, despite the workload and academic performance expected of them as state scholars, the majority of these young men and women still managed to spend anywhere from two hours to more than four hours per day at the so-

Table 6. Favorite Social Networking Sites

Favorite Social Networking Sites	Respondents	
	Female	Male
FaceBook	42	33
Twitter	11	3
YouTube	4	1
Instagram	3	2
Tumblr	3	0
Google+	2	0
Pinterest	2	0
Other	1	0
MySpace	0	0
LinkedIn	0	0
Flickr	0	0
Bebo	0	0
Yahoo Groups	0	0
Blog.com	0	0
Blogger.com	0	0

In Table 7, the respondents clearly showed that they used social networking sites mainly to interact with friends, classmates, and group members. Another finding is that the social network sites that these students visit allow them to communicate and interact with their parents, siblings, and other relatives, helping maintain familial ties despite their hectic academic schedules.

A disturbing fact highlighted by the figures in Table 7 is that nearly a third of all respondents seem to be willing to interact online with people they have never met in person. While this may simply be a young person's innocent curiosity about other people and their life or work, it also represents a possible risk to

Every social networking site requires that a new user create a profile as part of registering for an account. Note that the basic profile information details differ for each social networking site. Each user profile contains a set of required information such as biographical data, photos, and other personal details they choose to post. Profiles serve to give friends and acquaintances basic information about you at a glance. They list things like your profession and work history, current contact information, likes

and dislikes, and your location

(Grosvenor, 2016). This information is protected (according to most sites' claims) and can be provided by the user only if they chose to. One advantage if you do so is that it does serve to help others find you more easily.

Table 9 shows that the respondents were comfortable releasing personal details such as their photograph, their real names, and the university they study in. However, the current address and cellphone number details were the least likely information to be shared on the respondents' profile page. This illustrates that the respondents are aware of the dangers and risks associated with possible unwelcome callers, unwanted visitors, or from stalkers.

Table 9. Content of social network profile

Social Network Profile Personal Information	Respondents	
	Female (68 resp.)	Male (39 resp.)
Personal photograph	67	34
Real name	62	32
University	60	29
Home town	52	28
Email address	47	31
Nickname	39	26
Sexual orientation	39	20
Relationship status	29	20
Current address	20	15
Cellphone number	8	8

Table 8. Reasons for using social networking sites

Reasons for using social networking sites	Respondents	
	Female (68 resp.)	Male (39 resp.)
To stay in touch with current friends	67	36
To stay in touch with family members	63	38
To reconnect with old friends or schoolmates	63	34
To share creative work or content, photos, videos	57	31
To stay updated about celebrities or politicians	48	25
To connect with people with the same interests	38	25
To communicate what I feel strongly about	30	15
To make new friends or relationships	27	20
To elicit comments or suggestions	23	16

### ATTITUDES TOWARD PRIVACY AND SAFEGUARDING ONLINE PERSONAL INFORMATION

Among the aims of this study is to elicit students' perception of the benefits of engaging in social networking as well as to gauge its impact on their performance as scholars in the top state university in the country – essentially assessing their ability to balance their academic and personal lives in the face of the distractions that active social networking activities may introduce. It also attempts to understand their level of awareness of the importance of protecting and of actively safeguarding the privacy of their online information.

Table 10 shows the students' responses along a Likert scale presenting areas of concern in the topic of online information privacy. Based on the responses, the students definitely recognize that the privacy of personal, financial, and work-related information deserve protection. However, their concern about protecting information on religious or political beliefs is not as emphatic. A third of the respondents indicated that privacy of information about religious or political beliefs merited very little concern or none at all. This lack of concern for the privacy of religious or political beliefs may be a source of conflict in the future. An article by Claywell (2015) noted that when potentially offensive content is posted online, the amount of feedback can be excessive and is often brutal. This is particularly true with highly opinionated subjects like politics and religion. A study by Ur and Wang (2012) comparing the attitudes of young adults and the elderly toward airing political opinions and personal photos showed a stark generational difference – the young adults “expressing little concern about personal information or intimate photos,... users older than 30 explain that they and their peers rarely share information on Facebook.”

Table 10. Concern about information privacy on social network sites

Area of Concern	To a great extent	Somewhat	Neutral	Very little	Not at all
Sensitive personal information	92	11	2	1	1
Financial information	79	23	3	0	2
Professional or work-related info	50	29	20	8	0
Gossip between friends	40	32	25	10	0
Lifestyle-related (photos, history)	16	44	33	11	3
Religious or Political beliefs	8	42	6	34	17

Table 11 shows how actively the students were engaged in safeguarding the privacy of their online information. As with the extent of their concern for privacy shown in Table 10, the respondents were engaged in actively protecting their personal, financial and work-related information.

### ***IMPACT OF ACTIVELY ENGAGING IN SOCIAL NETWORKING***

The survey has revealed that ninety-six percent (96%) of the respondents considered simplification of communicating with family members and the improved ability to share ideas with peers as the primary positive impacts of engaging in social networking (see Table 12). Nearly eighty percent (80%) felt that social networking improved their ability to do schoolwork.

Table 12. Impacts of social networking on the respondents

Impact	To a great extent	Somewhat	Neutral	Very little	Not at all
Simplified communicating with family members	72	31	3	0	1
Improved ability to share ideas with peers	51	52	3	1	0
Made it harder to focus on schoolwork	36	55	8	5	3
Improved ability to do schoolwork	25	57	12	11	2
Increased schoolwork-related stress	9	55	21	13	9
Balanced academic life with personal life	6	47	35	8	11

its registered users while the latter may be traced to the 24/7 nature of online social networking. Not surprisingly, only half of the respondents indicated that social networking allowed them to balance their personal life with their academic life.

Because the use of social networking and online social communities are so pervasive, studies have looked at the negative effects of social networking, particularly on young people. A point frequently mentioned in discussions with parents, teachers, and school administrators suggests social media is making students less social and more aggressive. Aside from the increasing isolation from real human interaction, it has been noted that comments on social networking sites are often more blunt than the statements would be if they were made face-to-face (Hampton, Sessions, Her, & Rainie, 2009; Loss, Lindacher, & Curbach, 2013; Mercer, 2012; Wang, Tang, Li, Li, Wan, Mellina, ... & Chang, 2017). An equally serious concern is a sense that social acceptance and attention, the feeling of accomplishment, and the need to impress their online peer audience can result in risky or unhealthy behavior in the offline world (Loss et al., 2013).

Three final survey questions (see Table 13) inquiring about the respondents' perception of the benefits of using social networking revealed that the students (92% of respondents) valued the ability to communicate with their classmates even after school hours to coordinate schoolwork and to cope with course requirements. Nearly eighty percent (80%) agreed that being

able to consult with their teachers even beyond school hours helped them cope with the pressures of academic life in the country's top state university. While social networking sites offer the means and tools to allow faculty and students to hold discussions, information seeking, and knowledge exchange-

Table 11. Engagement in safeguarding information privacy on social network sites

Area of Concern	To a great extent	Somewhat	Neutral	Very little	Not at all
Sensitive personal information	85	18	1	3	0
Financial information	75	27	1	3	1
Professional or work-related info	43	34	23	5	2
Gossip between friends	42	39	22	4	0
Lifestyle-related (photos, history)	20	48	25	12	2
Religious or Political beliefs	13	40	31	12	11

However, eighty-five percent (85%) of the respondents also acknowledged that social networking made it harder to focus on schoolwork while sixty percent (60%) felt that it increased schoolwork-related stress. The former may be due to the persistent distractions that updates from social networking sites offer

Table 13. Perceived benefits of engaging in social networking activities

BENEFIT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Being able to communicate with classmates beyond school hours made it easier to coordinate group work and to cope with course requirements	68	30	5	1	3
Being able to communicate with teachers beyond regular consultation hours made it easier to cope with the pressures of academic life	22	63	17	5	0
Enhanced my ability to effectively perform my school-related activities and to coordinate my academic schedule	15	45	32	10	5



es (Jamaat & Tasir, 2016; Kim, Sin & He, 2013), I believe some measure of structure, planning and direction needs to be in place to help the participants derive the most benefit from the use of social networking for academic purposes.

## CONCLUSION

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Based on the insights gleaned from the survey (see the Appendix for a copy of the survey instrument), the respondents appreciate the benefits of social networking, especially the 24/7 aspect and the ability to communicate quickly with friends and family but they also realize the drawbacks. Chief among these drawbacks is the inability to achieve a harmonious balance between their personal lives and their academic lives and the potential for social isolation. Social networking's 24/7 nature is also the very thing that makes it difficult for these young people to establish the demarcation line that will allow them to engage in activities in their personal life that involve actual interactions with flesh-and-blood human beings in situations that are real versus the virtual online interactions that social networking sites offer. These face-to-face interactions will offer these young people opportunities to grow emotionally, handle real situations, and deal with the needs or aspirations of real human beings. These will help them become well-rounded individuals, future managers with the necessary skills to run businesses or enterprises.

The study also showed that keeping family connections alive is important to the respondents. Given that many of the respondents live away from home as they study to get their degrees, interactions, the sharing of photographs, and family news using social networking sites ensure that family members remain updated about both school- and nonschool-related activities (Le Moignan, Lawson, Rowland, Mahoney, & Briggs, 2017). Social networking sites provide an excellent way to bridge the geographic distance of living away from home or of having parents who work in other countries or who travel often. Other studies involving older adults (a demographic that is known to be vulnerable to social isolation) have shown that engaging in social networking has improved their quality of life (Quinn, Chen, Mulvenna, & Bond, 2016).

Social networking also allows students to appreciate the support structure that family and friends provide, even when separated by time and space. Valenzuela, Park, and Kee (2009) underscored the need to identify with others to gain a sense of belonging as an important role that social networking plays in the lives of students (and, to a certain extent, older adults). They cited "finding a basis for conversation and social interaction, connecting with family, friends, and society, and gaining insight into the circumstances of others" as reasons why many people use social networking sites.

It is obvious from the results gathered that the students understood the benefits as well as the risks associated with social networking. Their awareness of the need for information privacy protection is clear but these young people still need to appreciate that they also have the responsibility of taking an active role in safeguarding their online information. Family elders, school administrators, and faculty members should find ways to ensure that these students are conscious of the risks and the threats and that they remain vigilant in protecting the personal information that is part of their online lives.

Mercer (2012) suggests that "when using any social media platform, take responsibility for one's own safety and never join a group just because it is trendy or all your friends are doing it... It's best to err on the side of caution and protect your privacy. Be careful with what you post and treat others as if you were in a face-to-face situation." Poushter's (2017) recent study for the Pew research organization asserts that not all internet users living in advanced economies use social networking sites. He states that only seven out of every ten internet users in advanced economies like Sweden, the Netherlands, Australia, and the U.S. visit social networking sites like Facebook or Twitter, leaving a significant minority (30%) as non-users. This brings home the point that young third world social networking site users who might equate frequent social media use with real or imagined financial means or social status could be in for a nasty surprise. The statistics presented in Poushter's article also show the percentage of respondents living in other so-called developed economies with internet access

who are social media users is equally low -- France (48%), Greece (46%), Japan (43%) and Germany (37%).

While the university students included in this study are of an age that will be able to deal appropriately with most forms of harassment or inappropriate contact that they may be exposed to as users of social networking sites, it is worth mentioning that the problem of cyberbullying persists. This type of bullying may negatively affect the lives of lonely young individuals; the vulnerable are liable to suffer deep psychiatric and emotional disorders. According to Claywell (2016), cyberbullying is often levied more harshly against young females than males and, unlike traditional bullying, it is not limited to physical interaction. While there are existing methodologies and software tools that can help parents and school administrators identify precursors and instances of cyberbullying, there still is much to do to create automated ways to detect cyberbullying and to prevent it (Singh, Ghosh, & Jose, 2017; Wohn, Fiesler, Hemphill, De Choudhury, & Matias, 2017). Aside from user awareness support programs, network-based built-in systems to alert parents or school administrators will definitely help minimize the damage that these online bullies inflict.

Overall, the impact of social networking among these respondents has been positive though it has yet to help all of the students to find a balance between their personal and academic lives. Active and ongoing measures to minimize the intrusive and persistent nature of social networking will need to be put in place and the cooperation of those most affected by these limitations will be needed. It seems that spending too much time on the Internet can create a dangerous sense of isolation (Mercer, 2012). On the other hand, it also destroys traditional social boundaries and ways of social behavior. Meyrowitz (1986, pp. 38-40; 74-91) in his book, "No Sense of Place" presented an early but very insightful analysis of the impact of electronic media on social behavior. He highlights the changes that social media and social networking bring to fore regarding "who knows what about whom and who knows what compared to whom, is making it impossible for us to behave with each other in traditional ways." The 24/7 nature of social networking and persistent online connections that characterize social media usage today present an environment that may hamper the students' ability to find a balance between academic life and personal life.

Placing and honoring limits on time spent on social networking sites and establishing a 'lights out' time (a time to log out of all social networking sites for the day) will help set boundaries (Frazier, 2015). But both parents/guardians and students will need to agree on this. The study by Kuss and Griffiths (2011) associated unlimited or poorly controlled usage social networking sites with negative impacts such as "the decrease in real life social community participation and academic achievement, as well as relationship problems, each of which may be indicative of potential addiction." Delineating social networking site usage limits for these young people will help create unambiguous boundaries -- a clear time to work and a time to rest. Hopefully, this will help the students cope better with the pressures of their academic life and create a healthier balance in their personal life.

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## APPENDIX

### TO THE RESPONDENT:

Social media is the collection of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Forums, microblogging sites, wikis, and social networking sites are among the different types of social media. The primary focus of this survey, social networking sites or SNS, are online platforms that allow users to create public profiles, interact with other online users, and to create, share or exchange information, ideas, pictures or videos with other members of the community or network.

The purpose of this survey is to evaluate attitudes, perceptions and utilization of social networking sites and its impact on your academic life. The survey has 3 sections with a total of 21 questions. Please do not leave any question unanswered. Check the tick box beside the most appropriate response to each question. The approximate time to complete this survey is about 15 minutes or less. Thank you very much for your time and patience.

### Section I: Respondent's Profile

1. WHAT IS YOUR GENDER?

☐ FEMALE ☐ MALE

2. WHAT IS YOUR AGE?

☐ UNDER 18 ☐ 18 ☐ 19 ☐ 20 ☐ OVER 20

3. WHAT IS YOUR CURRENT ACADEMIC STANDING?

☐ FIRST YEAR ☐ SECOND YEAR ☐ THIRD YEAR ☐ FOURTH YEAR ☐ FIFTH YEAR

4. HOW LONG HAVE YOU HAD ACCESS TO THE INTERNET?

☐ LESS THAN 1 YEAR ☐ 1 - 5 YEARS ☐ 6 - 10 YEARS ☐ OVER 10 YEARS ☐ UNSURE

5. HOW LONG HAVE YOU HAD A CELLPHONE?

☐ LESS THAN 1 YEAR ☐ 1 - 5 YEARS ☐ 6 - 10 YEARS ☐ OVER 10 YEARS ☐ NEVER

6. WHICH OF THE FOLLOWING ACTIVITIES DO YOU ENGAGE IN USING YOUR CELLPHONE? CHECK ALL THAT APPLY:

☐ SEND / RECEIVE TEXT ☐ SEND / RECEIVE EMAIL ☐ DOWNLOAD APPS ☐ GET DIRECTIONS OR LOCATION-BASED INFORMATION  
☐ ACCESS THE INTERNET ☐ LISTEN TO MUSIC ☐ DOWNLOAD GAMES ☐ PARTICIPATE IN A VIDEO CALL OR VIDEO CHAT

### Section II: The individual and social networks – Motivation, habits and usage

Please note that the phrase "**social networking and social media**" as used in the succeeding sections of this survey refers to the use of a social networking website or other social media technologies to communicate with people and share information and resources, or to connect with people who share personal or professional interests, place of origin, education at a particular school, etc.

7. WHICH OF THESE SOCIAL NETWORKING SITES OR SOCIAL MEDIA APPS HAVE YOU USED? CHECK ALL THAT APPLY:

☐ FACEBOOK ☐ GOOGLE+ ☐ TWITTER ☐ MYSPACE ☐ LINKEDIN  
☐ FLICKR ☐ INSTAGRAM ☐ PINTEREST ☐ BEBO ☐ YAHOO GROUPS  
☐ YOUTUBE ☐ TUMBLR ☐ BLOG.COM ☐ BLOGGER.COM ☐ OTHER: \_\_\_\_\_

8. WHEN DID YOU CREATE YOUR FIRST SOCIAL NETWORKING SITE PROFILE?

☐ LESS THAN 1 YEAR AGO ☐ 1 - 5 YEARS AGO ☐ 6 - 10 YEARS AGO ☐ OVER 10 YEARS AGO ☐ NEVER CREATED ONE

9. GENERALLY, WHAT INFORMATION DO YOU INCLUDE IN YOUR SOCIAL NETWORK PROFILE? CHECK ALL THAT APPLY:

☐ YOUR PHOTOGRAPH ☐ REAL NAME ☐ HOME TOWN ☐ CELLPHONE # ☐ RELATIONSHIP STATUS  
☐ EMAIL ADDRESS ☐ NICKNAME ☐ CURRENT ADDRESS ☐ UNIVERSITY ☐ SEXUAL ORIENTATION

10. WHY DO YOU ACCESS SOCIAL NETWORKING SITES OR USE SOCIAL MEDIA APPS? CHECK ALL THAT APPLY:

☐ TO STAY IN TOUCH WITH FAMILY MEMBERS ☐ TO STAY IN TOUCH WITH CURRENT FRIENDS ☐ TO MAKE NEW FRIENDS OR RELATIONSHIPS  
☐ TO CONNECT WITH PEOPLE WITH THE SAME INTERESTS OR HOBBIES ☐ TO RECONNECT WITH OLD FRIENDS OR SCHOOLMATES YOU HAVE LOST TOUCH WITH ☐ TO STAY CURRENT WITH THE LIVES AND NEWS ABOUT CELEBRITIES AND POLITICIANS.  
☐ TO COMMUNICATE MY THOUGHTS ABOUT MATTERS I FEEL STRONGLY ABOUT ☐ TO SHARE CREATIVE WORK OR CONTENT, PHOTOS, VIDEOS WITH FAMILY AND FRIENDS ☐ TO ELICIT COMMENTS OR SUGGESTIONS

11. ON THE AVERAGE, HOW OFTEN DO YOU ACCESS YOUR FAVORITE SOCIAL NETWORKING SITES?

☐ ONCE A DAY ☐ SEVERAL TIMES A DAY ☐ 1- 2 TIMES A WEEK ☐ 3-5 TIMES A WEEK ☐ EVERY FEW WEEKS  
☐ ONCE A MONTH ☐ EVERY FEW MONTHS ☐ RARELY ☐ NEVER ☐ DON'T KNOW

12. WHO DO YOU INTERACT WITH ON THE SOCIAL NETWORKING SITES YOU ACCESS? CHECK ALL THAT APPLY:

- ☐ PARENTS      ☐ SIBLINGS      ☐ OTHER RELATIVES      ☐ FRIENDS      ☐ CLASSMATES  
☐ NEIGHBORS      ☐ MEMBERS OF A GROUP/ASSOCIATION YOU BELONG TO      ☐ PEOPLE YOU HAVE NEVER MET IN PERSON

13. HOW CONCERNED ARE YOU ABOUT THE PRIVACY OF INFORMATION YOU SUBMIT ON SOCIAL NETWORK SITES?

- A. SENSITIVE PERSONAL INFORMATION      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
B. FINANCIAL INFORMATION      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
C. LIFESTYLE RELATED (PHOTOS, BLOGS, HISTORY ETC)      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
D. GOSSIP BETWEEN FRIENDS      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
E. PROFESSIONAL / WORK RELATED INFORMATION      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
F. RELIGIOUS OR POLITICAL BELIEFS      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL

14. HOW ACTIVE ARE YOU ABOUT SAFEGUARDING THE PRIVACY OF INFORMATION YOU SUBMIT ON SOCIAL NETWORKING SITES?

- A. SENSITIVE PERSONAL INFORMATION      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
B. FINANCIAL INFORMATION      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
C. LIFESTYLE RELATED (PHOTOS, BLOGS, HISTORY ETC)      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
D. GOSSIP BETWEEN FRIENDS      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
E. PROFESSIONAL / WORK RELATED INFORMATION      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
F. RELIGIOUS OR POLITICAL BELIEFS      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL

15. ON A TYPICAL WEEK, WHICH OF THE FOLLOWING SOCIAL NETWORKING SITES DO YOU USE MOST OFTEN?

- ☐ FACEBOOK      ☐ GOOGLE+      ☐ TWITTER      ☐ MYSPACE      ☐ LINKEDIN  
☐ FLICKR      ☐ INSTAGRAM      ☐ PINTEREST      ☐ BEBO      ☐ YAHOO GROUPS  
☐ YOUTUBE      ☐ TUMBLR      ☐ BLOG.COM      ☐ BLOGGER.COM      ☐ OTHER: \_\_\_\_\_

16. ON A TYPICAL SCHOOL DAY, HOW MUCH TIME DO YOU SPEND USING SOCIAL NETWORKING SITES?

- ☐ ONE HOUR OR LESS      ☐ ABOUT TWO HOURS      ☐ ABOUT THREE HOURS      ☐ ABOUT FOUR HOURS      ☐ MORE THAN FOUR HOURS

17. IF YOU COULD USE **ONLY ONE** OF THE FOLLOWING SOCIAL NETWORKING SITES, WHICH WOULD YOU USE?

- ☐ FACEBOOK      ☐ GOOGLE+      ☐ TWITTER      ☐ MYSPACE      ☐ LINKEDIN  
☐ FLICKR      ☐ INSTAGRAM      ☐ PINTEREST      ☐ BEBO      ☐ YAHOO GROUPS  
☐ YOUTUBE      ☐ TUMBLR      ☐ BLOG.COM      ☐ BLOGGER.COM      ☐ OTHER: \_\_\_\_\_

**Section III – The individual & the impact of social networking and social media in academic life**

18. USING SOCIAL NETWORKING AND SOCIAL MEDIA HAS:

- A. IMPROVED MY ABILITY TO DO MY SCHOOLWORK      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
B. INCREASED MY SCHOOLWORK-RELATED STRESS      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
C. MADE IT HARDER TO FOCUS ON SCHOOLWORK      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
D. IMPROVED MY ABILITY TO SHARE IDEAS WITH PEERS      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
E. SIMPLIFIED COMMUNICATING WITH FAMILY MEMBERS      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL  
F. BALANCED MY ACADEMIC LIFE AND PERSONAL LIFE      ☐ TO A GREAT EXTENT      ☐ SOMEWHAT      ☐ NEUTRAL      ☐ VERY LITTLE      ☐ NOT AT ALL

19. BEING ABLE TO CONSULT WITH TEACHERS USING SOCIAL NETWORKING AND SOCIAL MEDIA APPS BEYOND REGULAR CONSULTATION HOURS HAS MADE IT EASIER TO COPE WITH THE PRESSURES OF ACADEMIC LIFE.

- ☐ STRONGLY DISAGREE      ☐ DISAGREE      ☐ NEUTRAL      ☐ AGREE      ☐ STRONGLY AGREE

20. USING SOCIAL NETWORKING AND SOCIAL MEDIA TO COMMUNICATE WITH CLASSMATES BEYOND SCHOOL HOURS HAS MADE IT EASIER TO COORDINATE GROUP WORK AND TO COPE WITH COURSE REQUIREMENTS.

- ☐ STRONGLY DISAGREE      ☐ DISAGREE      ☐ NEUTRAL      ☐ AGREE      ☐ STRONGLY AGREE

21. USING ONLINE SOCIAL NETWORKING AND SOCIAL MEDIA HAS ENHANCED MY ABILITY TO EFFECTIVELY PERFORM MY SCHOOL-RELATED ACTIVITIES AND TO COORDINATE MY ACADEMIC SCHEDULE.

- ☐ STRONGLY DISAGREE      ☐ DISAGREE      ☐ NEUTRAL      ☐ AGREE      ☐ STRONGLY AGREE

*Thank you for your participation in this survey. Your candid answers to the preceding questions will go a long way towards understanding the impact of online social networking and social media technologies in academic life.*

## BIOGRAPHY

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