

Review article

Influence and impact of social media on the student: Recent updates for younger's community**Vishal Powar**

College of Nursing, Bharti Vidyapeeth Deemed University, Navi Mumbai, Maharashtra, India

Abstract

Social networking sites are now available to fulfill one's immediate social needs. These networking sites have made it possible for us to chat with friends who live in distant places as well as share with them pictures and videos of whatever we are up to instantly. Today, it is very hard to find a teenager who doesn't have a Yahoo, a Gmail, a Facebook, or a Twitter account which they use to keep in touch with friends, to express or share what they have in mind and to use for school-related purposes. Researchers were found that the social networking sites are acting as a great medium for view mobilization. Social networking sites impact positively on youth in raising their voice against social acts like violation of Human Rights, corruption etc. These social networking sites are proving themselves an advantage at least in bringing opinion of people on these social issues. According to Pew research center, 72% of high school and 78% college students spend time on Facebook, Twitter, Instagram etc. These numbers indicate how much the student community is involved in this virtual world of social networking. Many psychologists are worried about the identity crisis that our present generation may face today. The lives of people, especially students are largely influenced by what is posted by other people on their profiles. Students neglect their studies by spending time on social networking websites rather than studying or interacting with people in person. The study of this review is to create an immense level of awareness among the youth exposed to such social networking sites and findings will not only bear results as to how adversely and positively is the youth affected by the usage of these sites but also will help the youth to understand the usage of these networking sites efficiently.

Key words: Social media, Yahoo, Gmail, Facebook

***Corresponding author: Mr. Vishal Powar,** College of Nursing, Bharti Vidyapeeth Deemed University, Navi Mumbai, Maharashtra, India, Email Id: vishalpawar388@gmail.com

1. Introduction

In recent times, online social networking sites engage students significantly. This engagement is not merely limited to as sources of information only and hence needs to be studied. The internet itself has been changed as a medium of communication with growth in its multifarious applications. Particularly the interactive nature of the online environment has been functional in expanding social networks.

Although connecting through social networks began as merely a niche activity, with time, it now has become a regular phenomenon. The social networking sites are now being used in various ways, ranging from forming communities, chatting, and blogging, reaching out to close friends or relatives, to collecting information for research and so on. In addition, numerous institutions are formally forming a number of groups or communities on various social networking sites [1].

Beginning early in development, children learn from watching others and through social interaction. Some socio-cultural theories suggest that children learn in the context of their social and cultural environment[2].

Some suggest that because media are in children's learning environments from early on, they are an important influence on burgeoning social cognition

Access this article onlineWebsite: www.ijnursing.com

ISSN No: 2454-4906

How to cite this article: Vishal Powar, Influence and impact of social media on the student: Recent updates for younger's community. Inno J Nur Health 2018; 4(2): 46-54.

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution Noncommercial Share Alike 4.0 License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

beginning at a very young age and continuing through adolescence and beyond [2] [3].

Moreover, media connects to salient and important developmental tasks in adolescence, such as social learning and identity formation [4]. [5] Noted that “social media is redefining how individuals create ties with other individuals as well as how individuals establish relationships with the organizations that serve them.” They also stress that social networking sites play a key role in peoples’ lives because they provide a space for people to communicate with friends and peers or share information, and through websites and services that encourage and facilitate participation, social media allows a person to collaborate and build communities.

Social media uses mobile and web-based technologies to create highly interactive digital platforms through which individuals and communities share, co-create, discuss, and modify their interactions. It facilitates pervasive and profound means of communication organizations, communities, and individuals. [6] For this purpose, “Web 2.0” is often used interchangeably with “Social Media” or “user-generated content [7]. There is convincing evidence that SNSs are becoming popular among university students, specifically in connection with their studies [8]. There is over 350 such SNSs in operation across the internet [9] however, there is a paucity of data in the adult literature describing their use for educational purposes by medical students. This meta-analysis aims to test the hypothesis that “medical students use SNSs for educational purposes.” The results of the meta-analysis are then analyzed and conclusions are drawn to capture future recommendations.

This study focused on the impact of social media on student academic life in higher education. At least every student makes use of one social media. Moreover, data revealed that participant is in support of the idea that social media contribute a significant quota to the development of their academic life. This study explores and examines how social media has impacted on students’ academic life. The study implored a qualitative approach to assessing these impacts. Ten (10) participants were conveniently sampled and interviewed with a period of two weeks. After studying the phenomena that were of interest to the study, and transcribing the various responses of the participants the results reveals that social media is widely used by students of higher institution and that participant is in support of the idea that social media contribute a significant quota to the development of their academic life [10].

The study sought to assess students’ use of social media and its effect on academic performance of tertiary institutions students in Ghana with a focus on Koforidua Polytechnic students. The questionnaire was used for collecting data. Out of one thousand five hundred and seventy-eight copies of the questionnaire distributed, one thousand five hundred and eight were retrieved which represented a response rate of 95.5 %. The study

revealed that majority of the respondents had mobile phones which also had Internet facility on them and had knowledge of the existence of many media sites. The study further confirmed that most of the respondents visit their social media sites using their phones and spend between thirty minutes to three hours per day. In addition, the study revealed that the use of social media sites had affected the academic performance of the respondents negatively and that there was a direct relationship between the use of social media sites and academic performance. The study recommends among others that, students with mobile phones having internet facility should be encouraged to use it to supplement their research in the library rather than the usual charting with friends all the time. Students should be encouraged to limit the time they spend on their social media sites per day and advise them to rather substitute those hours to read novels to improve their knowledge. Since the use of social media sites had affected the academic work of students negatively there is the urgent need for the introduction of students to the availability of novels and other information resources or materials that can help them academically [11].

The Facebook is really a Facebook or a —Fakebook” is a major mystery because as 63.53 percent don’t have their real image as their profile picture, 32.95% provide an inaccurate residential address, 23. 53% conceal their original date of birth and 22.35% don’t disclose their original name. As an average, almost 80% of the students provide accurate information on social networking sites as compared to 20% of the users who don’t right information. The study depicts that even the educated conceal their real identity on Facebook which is a matter of great concern. Haneefa and Sumitha [12] reveal that almost the same percentage of students used false names and fake photos due to fear of security, privacy, and misuse of personal information. This issue can also be addressed through a user identification mechanism applied by professional social networking sites like LinkedIn and Research Gate. A talk on social and moral ethics available on the homepage of the social networking sites can also reduce their misuse and misinformation.

To determine if social media has a place within the classroom and can enhance the student’s learning experience by tapping into a medium in which they are already comfortable and familiar, and interact with on a daily basis. Social media has the potential to change the overall dynamic of the traditional lecture classroom, opening up new avenues of communication and learning that lecture classes alone are not able to offer. It can enhance the learning of students by promoting a digital learning community. Social media is also a cost-effective tool for the institution, as it costs nothing for the faculty or student to join. This study involved assessing 49 nursing students who used social media, or Facebook to be more exact, compared to when they used a traditional online learning platform. A learning

community, a place where instructors can be involved in building a social presence, which involves instructors and students in a site-based format that helps assist continued collaborative development, was built into the class (Linder, Post, & Calabrese, 2012). Learning communities provide a way for the instructor to provide information to students, and then allows those students to discuss among themselves the subject assigned. A digital learning community may facilitate improvement in the students' online social presence [13].

To identify the students' experiences on the uses of their favorite social networking site like Facebook. The overall purpose was to detect the using pattern, advantages, disadvantages, and effects Facebook in their

daily life. A survey was conducted on one hundred ninety (190) students' from the six faculties of the Comilla University. This study was based on mainly primary data. Data were collected by using a questionnaire from July to October 2016. Majority of the respondents (67%) replied that they used Facebook for communication with their friends and others, getting information, educational purpose, sending birthday greetings, job purpose and entertainment etc. This study also suggested that there is a need for higher education policy makers in Bangladesh to properly connect the students' involvement in social networking to their academic purposes [14].

Table No: 1 Negative impact of SNS on students' academic performance

S.N	Negative Impact	Total	Mean	SD
1	These networking sites influence the academic performance of students negatively because they distract from the student's studies	110	2.00	1.10
2	Using SNSs require spending money and are wastage of time and by this way, it will affect the students' academic life.	110	3.21	1.02
3	Addiction to SNSs is a problematic issue that affects the students' academic life.	110	3.35	1.22
4	I find it hard concentrating on study knowing that student can play online games and visit these sites just by logging into them	110	2.66	1.13
5	I compare the students' grades before the students become engaged into these SNSs and after the student became involved. I see a drop in my academic performance.	110	2.70	0.92
6	SNSs are personal/ social-can't be used for education.	110	3.16	1.05

The table no 1 shows the faculty members opinions on negative impacts of SNS on students' academic performance. In general, the faculty members perception on the negative impact of SNS on students' academic performances have lower means which ranges from 2.00 to 3.35. Number of faculty members felt that the Addiction to SNSs is problematic issue that affects the students' academic life (3.35) and Using SNSs require spending money and are wastage of time and by this way it will affect the students' academic life (3.21) Less number of faculty members mentioned about the influence of SNS cause academic performance of students negatively, because they distract from the students studies (2.00).

Table No: 2 Positive Impact of SNS on students' academic Performance

S N	Positive Impact	Total	Mean	SD
1	The usage of SNSs is useful in higher educational institutions because they are an effective communication application	110	2.45	1.27
2	Group discussions can be arranged with the experts using SNSs.	110	2.29	1.09
3	An appointment can be fixed with other subject experts through SNSs.	110	2.05	0.83
4	Social networking site is helpful in the students' studies because the students can receive announcements from lecturers and faculty.	110	2.05	0.81
5	The SNSs help in the students' studies because the student can discuss their assignments with friends.	110	2.36	1.05
6	Using SNSs improves the interaction with classmates, lecturers and other subject experts	110	1.71	0.82
7	SNSs facilitate the academic activities and coordinate with others	110	2.26	1.00

The table no 2 shows the faculty members opinions on positive impacts of SNS on students' academic performance. Responses to faculty members' opinion on the positive impacts of SNSs to student academic performance have lower means, which range from 1.71 to 2.36 for all the questions. Number of faculty

members' mentioned that help of SNS in the students' studies because the student can discuss their assignments with friends (2.36). Less number of faculty members stated about the improvement of the interaction with classmates, lecturers and other subject experts by SNS (1.71).

To describe the variety of ways social networking sites (SNSs) are used to facilitate the sexual exploitation of youth, as well as identify the victim, offender, and case differences between arrests, with and without an SNS nexus. Mail surveys were sent to a nationally representative sample of over 2,500 local, state, and federal law enforcement agencies in the United States. Follow-up detailed telephone interviews were conducted for 1,051 individual cases ending in an arrest for Internet-related sex crimes against minors in 2006. Results: In the United States, an estimated 2,322 arrests (unweighted $n = 291$) for Internet sex crimes against minors involved SNSs in some way, including an estimated 503 arrests (unweighted $n = 93$) in cases involving identified victims and the use of SNSs by offenders (the majority of arrests involved undercover operations undertaken by police). SNSs were used to initiating sexual relationships, to provide a means of communication between victim and offender, to access information about the victim, to disseminate information or pictures about the victim, and to get in touch with victim's friends. A considerable number of arrests for Internet sex crimes against minors have an SNS nexus to them. The findings support previous claims that prevention messages should target youth behaviours rather than specific online locations where these crimes occur. In targeting behaviours, youth can take this knowledge with them online, regardless of whether they are using SNSs, chat rooms, or instant messaging [15]. In many cases posting pictures and comments will generate positive feedback and could have a positive impact on teenagers' self-esteem. Less desirable reactions to online self-presentation include negative commenting, cyber bullying, and harassment [16], which can have serious psychosocial consequences. Moreover, comparing one's own appearance to that of others in social media can lead to feelings of inadequacy and depression [17].

Hiring process

Hiring new employees whose job skills and personalities match well with available organizational positions is the goal of the hiring process; however, often a proper match does not occur. In interviews with 166 managers, [18] found that managers often felt their hiring procedures were insufficient because the interviews they gave to prospective employees were not meticulous enough. This type of interviewing often results in selecting someone with the wrong skill set or personality fit for a job. Furthermore, it is important that employees feel emotionally engaged in their work for them to experience job satisfaction [19]. Lack of proper fit of employees with jobs may stem from inadequate hiring processes, leading to an imbalance of inputs and outcomes for employees, creating tension which the employee will then aim to reduce [20]. One way employees may strive to balance tension at work could

be by accessing social media during their working hours. To achieve a balance between employee input and outcome, managers who oversee hiring procedures could have better employee-job matches by instituting more rigorous interviewing procedures. Managers may benefit by using personality profiling tools such as the Myers-Briggs model or the Predictive Index System [21]. Moreover, assessments of skill levels in specific areas would help with employee-job matches, so employees could be placed in a job that is not too difficult, but challenging enough to keep the employee engaged, thereby reducing the desire to access social media during work time.

Orientation

Orientation is a time when new employees are typically introduced to an organization's policies and procedures. At this time, they also get acquainted with the organization's culture. Policies regulating employee use of social media during work hours should be given to new hires immediately. It is important that managers be explicit when presenting the organization's expectations, as employees will seek to do well, but need to clearly know what is expected of them [22]. Furthermore, employees should be introduced to the concept of job equity and its application to them. The organization should ensure that employees expect an equitable balance of outcome to their input. In other words, the manager should take time to explain to the new hires the essence of job performance in exchange for pay and benefits. Employees should be given venues of bringing up concerns about job equity, such as employee suggestions, mentorship, human resource contact information, and lines of communications with superiors. In addition, they should be informed that using social media for personal endeavours during work time is a factor that affects job balance.

Employee recognition programs

Employee recognition programs can be a key factor in employees feeling their work input and outcome is equitable. These programs can include an appreciation of employees who have consistently focused on work duties, instead of connecting to social media to distract them. Performance-based recognition would reinforce the concept of equity because employee input of resisting social media and staying focused on work would receive the outcome of being recognized, thus supplying balance in terms of equity. Performance-based recognition gives an intrinsic reward as it acknowledges the journey of the work, not just the destination [23]. When the "journey of the work" is reinforced, the use of social media could be reduced because it does not fit in with the commitment employees should make toward work goals. Employee recognition can be done at meetings, through use of an employee of the month

programs, or organizational newsletters. Holistic approaches to recognition are designed to build good employee relationships and can influence the overall success of recognition programs [23].

Visual aids

Visual aids could be posted around the facilities to remind employees to resist the distraction of social media at work. Images are often easier to understand and more effective than written materials are [24]. Moreover, when carefully used words accompany the visual displays, the images may be even more effective [24]. The artifacts could be charts, posters, attractive slogans, or simple sketches. These materials could portray safety issues and liability issues that arise from distractions caused by the use of social media. Additionally, the imagery could display information about revenue loss from reduced employee input. Moreover, the graphics could reinforce the company's policies and guidelines for social media use and the consequences involved.

Training programs

Training programs can be essential in educating employees on the excessive use of social media for personal use in the workplace. During training programs, employees should be learning about organizational social media policies and the employees' responsibility in complying with these policies. During training, the concept of equity theory and job input and outcome balance should be stressed. It would be important to connect the excessive use of accessing social media with a reduction in work input that would lead to employees experiencing reduced outcomes. In order for training to be effective, it should be engaging and inclusive of all personnel. Moreover, training should use a variety of media, and be repeated at regular intervals. To achieve engagement, training should be done in an interactive manner. During this time, employees could learn that although social media is a valuable medium of communication, excessive use can interfere with job performance or safety issues [25]. Inclusiveness is especially valuable in controlling excessive social media use. It is necessary for all people in the company to be cognizant of how misuse of social media can reduce job input and outcomes. Training which involves various media would help employees fully comprehend the input to outcome balance. Because people learn differently, using a variety of media for training would help ensure that everyone understands the issue. Role-playing scenarios, addressing a variety of social media misuse, could help employees experience the problem of reduced employee input. For the results of training to be effective, the training must be ongoing because delivering a training session once to employees certainly could provide some results to managers; however, it could be more effective if organizations facilitate

educational opportunities frequently to engage employees with policy and social media issues (Herder, 2009). Training about social media could be instrumental for managers to educate employees to engage with social networking activities in a responsible manner, and to respect the values and mission of the enterprise.

Regarding positive impacts of social networking sites on students

R. Junco, G. Heiberger, E. Loken conducted a study on the effect of college student's engagement and grades. This paper describes our semester-long experimental study to determine if using Twitter— the micro blogging and social networking platform most amenable to ongoing, public dialogue— for educationally relevant purposes can impact college student engagement and grades. A total of 125 students taking a first-year seminar course for pre-health professional majors participated in this study (70 in the experimental group and 55 in the control group). With the experimental group, Twitter was used for various types of academic and co-curricular discussions. The engagement was quantified by using a 19-item scale based on the National Survey of Student Engagement. To assess differences in engagement and grades, we used mixed effects analysis of variance (ANOVA) models, with class sections nested within treatment groups. We also conducted content analyses of samples of Twitter exchanges. The ANOVA results showed that the experimental group had a significantly greater increase in engagement than the control group, as well as higher semester grade point averages. Analyses of Twitter communications showed that students and faculty were both highly engaged in the learning process in ways that transcended traditional classroom activities. This study provides experimental evidence that Twitter can be used as an educational tool to help engage students and to mobilize faculty into a more active and participatory role [26].

Nicole B. Ellison, Charles Stein field, Cliff Lampe conducted a study on the Benefits of Facebook "Friends:" Social Capital and College Students' Use of Online Social Network Sites. This study examines the relationship between use of Facebook, a popular online social network site, and the formation and maintenance of social capital. In addition to assessing bonding and bridging social capital, we explore a dimension of social capital that assesses one's ability to stay connected with members of a previously inhabited community, which we call maintained social capital. Regression analyses conducted on results from a survey of undergraduate students (N= 286) suggest a strong association between use of Facebook and the three types of social capital, with the strongest relationship being to bridging social capital. In addition, Facebook usage was found to interact with measures of psychological well-being,

suggesting that it might provide greater benefits for users experiencing low self-esteem and low life satisfaction [27].

Tiffany A. Pempek, Yevdokiya A. Yermolayeva, Sandra L. Calvert conducted a study on College students' social networking experiences on Facebook. In this study, 92 undergraduates completed a diary-like measure each day for a week, reporting daily time use and responding to an activities checklist to assess their use of the popular social networking site, Facebook. At the end of the week, they also completed a follow-up survey. Results indicated that students use Facebook approximately 30 min throughout the day as part of their daily routine. Students communicated on Facebook using a one-to-many style, in which they were the creators disseminating content to their friends. Even so, they spent more time observing content on Facebook than actually posting content. Facebook was used most often for social interaction, primarily with friends with whom the students had a pre-established relationship offline. In addition to classic identity markers of emerging adulthood, such as religion, political ideology, and work, young adults also used media preferences to express their identity. Implications of social networking site use for the development of identity and peer relationships are discussed [28].

Millicent Mensah posted an article about the positive effect of social media on youth. An estimate shows that in 2018 there will be 2.67 billion social network users around the globe up from 1.9 billion in 2014.(www.statista.com). Now all types of information can be accessed via the internet and every important subject that can be discussed and debated on social media. Nowadays even organizational meetings can be held on social media to cut down cost, time and stress. It has totally become impossible for some companies to maintain control over data. Advertising business and work opportunities to enable the youth to attain job easily. Social media helps to build our social relations in the sense that, being on campus we might not be able to make many friends. Social media is a step in making new friends. It helps the youth to build a relationship by knowing ourselves better and probably in the future, we might end up helping ourselves. Social media sites keep us abreast with happenings around the world. The youth find it difficult in buying newspapers. Social media is nowhere, and with it, the youth get to know what is happening outside the country and in their country as well. Example flippy campus and Google+ where we can get access to news, updates from different campuses and etc. Moreover, it is even educating by informing us to know the institution we will like to further after senior high school and universities. It gives information on scholarships to the various types of institutions around the world, which makes it very exciting and motivates us too. It also informs us about the awareness of job opportunities for the youth during vacation and the university graduates as soon as possible. Apps

like LinkedIn get us connected to business-minded people who train us in our field of study. Social media sites enable us to communicate in a speedy and efficient manner like Facebook messenger, Whatsapp, Viber, IMO, twitter, etc. Writing updates takes all over 15seconds and with cross-posting over social networks switched on, the updates get to everyone you want it to reach. It makes it easier to get in touch with friends and families living outside the country and even close family members. It allows us to communicate easily and effectively. Social media has eventually made the world a global village where anyone at any point in time talks to a friend or someone at the other end of the world with little or no stress [29].

David C. De Andrea, Nicole B. Ellison, Robert La Rose, Charles Stein field, Andrew Fiore conducted study On the use of social media for improving students' adjustment to college. A considerable body of research indicates that social support plays an integral role in determining students' successful adjustment to college. Unlike previous research that has evaluated face-to-face support interventions that occur during students' first semester at college, the current study reports on a student-centered social media site designed to enhance students' perceptions of social support prior to their arrival on campus. Results indicated that site usage increased students' perceptions that they would have a diverse social support network during their first semester at college, even when controlling for other potent predictors. The importance of social support perceptions for college adjustment is detailed and the ramifications of the social media intervention are discussed [30].

Negative impacts of social networking sites on students

Zafras (2011) says that usage of Facebook has recently increased among university students. He found that 79% of university students are using Facebook for an average of 1-2 hours per day. He conducted research at University of Colombo to explore the extent of Facebook usage and its social and psychological impact on users. He found that psychologically the extent use of Facebook is negatively associated [31]

Brittany Grube (2012) he defines that influence on youth social media is creating additional challenges like as privacy leakage that is not changeable and insecure the security and information that can be using anyone for any purpose especially cyber bullying and kidnapping the people and it is just leaking out by social network sites that are insecure and privacy is not slid on social media sites [32].

Guan, Shu-Sha Angie, Subrahmanyam, Kaveri conducted one study on Youth Internet use: risks and opportunities. This study shows that online risks such as online bullying, addiction, sexual harassment are associated with negative consequences of social media. The internet provides both risk and opportunities to

youth. More studies are required to identify the youth most at risk as well as to develop effective intervention [33].

A 40-question survey by Acquisti and Gross focused on Facebook membership, information sharing, awareness, and privacy issues of college students ($n = 294$). The study found age was a significant predictor of Facebook membership. The mean age of nonmembers was 30 years versus a mean age of 21 years for members. Undergraduate students were also more likely to have accounts than non-undergraduate students. Among non-undergraduate students, privacy concerns were significant in predicting non-membership. One of the major findings was that members' privacy concerns did not necessarily coincide with their behaviors on Facebook. No significant difference emerged when the researchers compared responses concerning the perceived privacy threat of supplying personal information and the actual listing of private information such as birthday, sexual orientation, partner's name, and cell phone number. Also, a substantial percentage (30%) of students was unaware of the privacy controls that users have over information sharing [34].

Another study by the same researchers involved downloading and analyzing Facebook profiles ($n = 4540$) at Carnegie Mellon University. Less than 1% of Facebook users changed the default privacy settings, while many provided large amounts of personal information including phone number (39.9%) and current residence (50.8%). The researchers concluded that Facebook users are primarily unaware or unconcerned with limiting access to private information on their profiles [35].

Researchers at the University of Dayton used the results of a survey of students ($n = 1968$) at 4 different higher education institutions and employers ($n = 326$) to describe a gap between what students and employers perceive as fair in regards to using Facebook in hiring decisions. After filtering out those who were unaware of Facebook, 1784 student responses and 53 employer responses remained. Only 28% of employers felt that Facebook content should not be used in hiring decisions as opposed to 60% of students. Students also were more likely than employers to think potential employer usage of Facebook in hiring decisions was unethical (32% versus 17%) and a violation of privacy (42% versus 21%). Major limitations of this study include the low response rate (6.5%) of employers and no significance testing reported on the study. The researchers concluded that students and employers view the use of Facebook differently and that students should exercise caution and use privacy restrictions when posting [36].

Discussion about the facts

Controlling social media in the workplace has moved to the forefront of management issues as many executives

view its use as a killer of productivity [37]. 72 Companies should devote effort to having clear policies and guidelines in this matter, and explain them to employees who would sign a form that reflects their understanding of the policies and guidelines [38]. Having a formal policy with the employee's signature acknowledging the information on the policy is important to avoid legal litigations that may arise when managers try to control the use of social media [38]. In addition, [39] proposed that employers carefully consider including social media use in their employees' contracts. When considering social media and its impact at the workplace, it is important for employees to have clear policies, and understand them throughout training that prevents waste of time [40], and productivity reduction for their organizations [41]. The use of social media should be promoted as a working tool, for example, employees could exchange information with other members about common interests, policies, services, and products. There should be a safe and collaborative work environment where employees have an enriching learning experience [41]; for instance, managers could educate their employees about having a professional online presence, and teach them the risks of posting inappropriate pictures or comments on social media. In line with Adams' Equity Theory (1963), if employees are cognizant of their valuable input toward the organizational goal, they will feel their contributions are essential for the company's success, and they will have satisfaction with the outcomes they experience. Social media has changed people's lives in many ways; changes have reached out to organizations and the human interactions in them. Positive or negative behaviours influenced by social media need to find equilibrium; whether positive, to maximize the benefits generated through its utilization in different areas, or the negative aspects in need of redirection. All angles of social media users need further empirical research, so new information concerning this phenomenon can be investigated for future application to the field of education that could contribute, preserve or enhance knowledge [41].

Conclusion

The above evidence shows that the social media is having a major impact on the students and which may reduce the quality of healthy life.

References

- [1] Pempek TA, Yermolayeva YA, Calvert SL. College students' social networking experiences on Facebook. *Journal of applied developmental psychology*. 2009 May 1; 30(3):227-38.
- [2] Grusec JE. Socialization processes in the family: Social and emotional development. *Annual review of psychology*. 2011 Jan 10; 62:243-69.

- [3] Knoll LJ, Magis-Weinberg L, Speekenbrink M, Blakemore SJ. Social influence on risk perception during adolescence. *Psychological science*. 2015 May; 26(5):583-92.
- [4] Subrahmanyam K, Smahel D, Greenfield P. Connecting developmental constructions to the Internet: Identity presentation and sexual exploration in online teen chat rooms. *Developmental psychology*. 2006 May; 42(3):395.
- [5] M. S. Granovetter, "The Strength of Weak Ties," *Am. J. Sociol.*, vol. 78, no. 6, pp. 1360–1380, 1973.
- [6] Gikas J, Grant MM. Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education*. 2013 Oct 1; 19:18-26.
- [7] M. Ali, R. A. I. B. R. Yaacob, M. N. Al-Amin Bin Endut, and N. U. Langove, "Strengthening the academic usage of social media: An exploratory study," *J. King Saud Univ. - Comput. Inf. Sci.*, vol. 29, no. 4, pp. 553–561, 2017.
- [8] Kuss DJ, Griffiths MD. Social networking sites and addiction: Ten lessons learned. *International journal of environmental research and public health*. 2017 Mar 17; 14(3):311.
- [9] Houghton DJ, Joinson AN. Privacy, social network sites, and social relations. *Journal of Technology in Human Services*. 2010 May 10; 28(1-2):74-94.
- [10] Boateng RO, Amankwaa A. The Impact of Social Media on Student Academic Life in Higher Education. *Global Journal of Human-Social Science Research*. 2016 May 21.
- [11] Owusu-Acheaw M, Larson AG. Use of Social Media and Its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*. 2015; 6(6):94-101.
- [12] M. H. K, E. Sumitha, and Mohamed Haneefa K. & Sumitha E, "Perception and use of social networking sites among university students Calicut University," *DESIDOC J. Libr. Inf. Technol.*, vol. 31, no. 4, pp. 295–301, 2011.
- [13] Hollis H. The impact of social media on social presence and student satisfaction in nursing education. *The University of Alabama*; 2014.
- [14] Veletsianos G, Kimmons R, French KD. Instructor experiences with a social networking site in a higher education setting: Expectations, frustrations, appropriation, and compartmentalization. *Educational Technology Research and Development*. 2013 Apr 1; 61(2):255-78.
- [15] Mitchell KJ, Finkelhor D, Jones LM, Wolak J. Use of social networking sites in online sex crimes against minors: an examination of national incidence and means of utilization. *Journal of Adolescent Health*. 2010 Aug 1; 47(2):183-90.
- [16] Patchin JW, Hinduja S. Cyberbullying and self-esteem. *Journal of school health*. 2010 Dec 1; 80(12):614-21.
- [17] Doré BP, Morris RR, Burr DA, Picard RW, Ochsner KN. Helping others regulate emotion predicts increased regulation of one's own emotions and decreased symptoms of depression. *Personality and Social Psychology Bulletin*. 2017 May; 43(5):729-39.
- [18] Nowicki MD, Rosse JG. Managers' views of how to hire: Building bridges between science and practice. *Journal of Business and Psychology*. 2002 Dec 1; 17(2):157-70.
- [19] Parvin MM, Kabir MN. Factors affecting employee job satisfaction of pharmaceutical sector. *Australian journal of business and management research*. 2011 Dec 1; 1(9):113.
- [20] Levesque LL. Opportunistic hiring and employee fit. *Human Resource Management*. 2005 Sep 1; 44(3):301-17.
- [21] McCrae RR, Costa PT. Reinterpreting the Myers-Briggs type indicator from the perspective of the five-factor model of personality. *Journal of personality*. 1989 Mar 1; 57(1):17-40.
- [22] Koontz TM, Thomas CW. What do we know and need to know about the environmental outcomes of collaborative management? *Public administration review*. 2006 Dec 1; 66(s1):111-21.
- [23] Amabile TM, Hill KG, Hennessey BA, Tighe EM. The Work Preference Inventory: assessing intrinsic and extrinsic motivational orientations. *Journal of personality and social psychology*. 1994 May; 66(5):950.
- [24] E. R. Tufte, "Visual Explanations: Images and Quantities, Evidence and Narrative," *Graph. Press*, p. 157, 1997.
- [25] Leftheriotis I, Giannakos MN. Using social media for work: Losing your time or improving your work? *Computers in Human Behavior*. 2014 Feb 1; 31:134-42.
- [26] Junco R, Heiberger G, Loken E. The effect of Twitter on college student engagement and grades. *Journal of computer assisted learning*. 2011 Apr 1; 27(2):119-32.
- [27] Ellison NB, Steinfield C, Lampe C. The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of computer-mediated communication*. 2007 Jul 1; 12(4):1143-68.
- [28] Pempek TA, Yermolayeva YA, Calvert SL. College students' social networking experiences on Facebook. *Journal of applied developmental psychology*. 2009 May 1; 30(3):227-38.
- [29] M. Tsunekawa, S. Suga, A. Kimura, T. Matsushita, T. Muro, S. Ueda, H. Daimon, S. Imada, T. Nakatani, Y. Saitoh, T. Iwasaki, A. Sekiyama, A. Fujimori, H. Ishii, T. Miyahara, T. Hanyu, H.

- Namatame, M. Taniguchi, E. Shigemasa, O. Sakai, H. Azuma, and Y. Onuki, vol. 103. 1997.
- [30] DeAndrea DC, Ellison NB, LaRose R, Steinfield C, Fiore A. Serious social media: On the use of social media for improving students' adjustment to college. *The Internet and higher education*. 2012 Jan 1; 15(1):15-23.
 - [31] Hew KF. Students' and teachers' use of Facebook. *Computers in human behavior*. 2011 Mar 1; 27(2):662-76.
 - [32] J. Bughin, "Getting a sharper picture of social media's influence," 2015.
 - [33] Guan SS, Subrahmanyam K. Youth Internet use: risks and opportunities. *Current opinion in Psychiatry*. 2009 Jul 1; 22(4):351-6.
 - [34] A. Acquisti and R. Gross, "Imagined communities: Awareness, information sharing, and privacy on the facebook," in *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 2006, vol. 4258 LNCS, pp. 36–58.
 - [35] Govani and Pashley, "Student Awareness of the Privacy Implications When Using Facebook," *Educ. Law*, vol. 17, no. 3, pp. 105–110, 2005.
 - [36] Gray K, Annabell L, Kennedy G. Medical students' use of Facebook to support learning: Insights from four case studies. *Medical teacher*. 2010 Dec 1; 32(12):971-6.
 - [37] Skeels MM, Grudin J. When social networks cross boundaries: a case study of workplace use of facebook and linkedin. In *Proceedings of the ACM 2009 international conference on Supporting group work* 2009 May 13 (pp. 95-104). ACM.
 - [38] Siponen M, Mahmood MA, Pahnla S. Employees' adherence to information security policies: An exploratory field study. *Information & management*. 2014 Mar 1; 51(2):217-24.
 - [39] Cervellon MC, Lirio P. When employees don't like their employers on social media. *MIT Sloan Management Review*. 2017; 58(2):63.
 - [40] El-Zeiny RM. The interior design of workplace and its impact on employees' performance: A case study of the private sector corporations in Egypt. *Procedia-Social and Behavioral Sciences*. 2012 Jan 1; 35:746-56.
 - [41] Singh J. Performance productivity and quality of frontline employees in service organizations. *Journal of marketing*. 2000 Apr 1; 64(2):15-34.