



# Influence of Social Media on Acquisition of Secretarial Skills

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### ABSTRACT

This study centered on influence of social media on acquisition of secretarial skill drawing our empirical analysis from. Ignatius Ajuru University of Education. The population of the study was given as 378 and simple random sampling technique was used to randomly select 100 representatives. The survey design was adopted with questionnaire as the major instrument for data, collection. In course of the study, it was found, among others that there is no significant difference in means response that social media influence acquisition of speed and accuracy in typing among the students. That there is no significant difference in the means response of the students that social media have influence on productivity output in typing. Consequently, the study recommended among others that students strive gaining from the position aspect of social media than its side effect. That secretaries be trained and re-trained, to use of modern technology.

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### Introduction

Online social networking sites engage students and need to be studied as distributors of information. The medium of internet has evolved with growth in its applications. Connecting through social network started as a niche activity but with time it is now a phenomenon. Social Networking Sites (SNS) is being used in various ways like forming communicates groups in different social networking sites.

The issue of social networking improves or impairs a students academic performance is sometimes dependent on the larger issues identified with the overall use of social networking sites.

The use of social networking is very common today. Facebook alone has 750 million members. Twitter has over 177 million tweets per day and about 3 million people view youtube each passing day (Chen & Bryer, 2012). The use of social networking sites has been repeatedly found to be the highest among those between the ages of 18-29 (Raine, 2014), while the fastest growing segment utilizing the social networking sites (SNS) since 2008 has been among the ages of 35 and older (Hampston, Sessions, Coudet, Rainie & Purcell, 2011).

Approximately 61% of teen's age-12-17 utilizes SNS to send messages to their friends on a regular basis (Lanham, 2009). Overall, it has been found that women use SNS more than men to communicate and exchange information (Hampston, Session- Coudet, Rainie & Purcell, 2011).

#### Brief History of Social Networking Technology

In the early 1990s, an online communication technology was introduced to the public in forms such as email and chat rooms (Peter & Valkenberg, 2009). Several authors during the early 2000 hypothesized that children and teenagers would become less social with online participation, as providing the services was difficult, as such many still did not have access to internet.

In 1995, it was estimate that only 11% of American teenagers were actively participant on social networking websites (Peter & Valkenberg, 2009). The introduction of American on-line (AOL) instant messaging in 1997 greatly increased the number of adolescent in-line participation (Peter & Valkenberg, 2009). American instant messaging (AIM) was one of the first on-line communication technologies that encouraged users to communicate with existing friends "real time". In order to have an on-line conversation with another person, a user would have to send an "add invitation" to another user, which would then have to be accepted by that person, acknowledging that he or she was an existing friend (Peter and Valkenberg, 2009). Each user creates his or her own screen or let buddy list which displays the current seven names of the people he or she knows he is able to chat with.

Social networking sites (SNS) have been popular since the year 2002 and have attracted and fascinated millions of internet users (Boyer and Elleson, 2007) though only a few have gained worldwide publicity and attention. The federal Bureau of Investigation (FBI) estimated that there are over 200 different sites that are used for social networking (Duren & Timm, 2008). They found that people who are members of these sites such as facebook (over 400 million users) and my space (over 400 million users) participated in them on a daily basis. Each person who becomes a member of a SNS has the opportunity to create his or her own web page or profile which is supposed to be seen as a reflection of that person's personality (Boyd & Ellison, 2007).

Tufekei (2008) opined that being friends in the SNS would simply mean that two profiles can be linked together. Coyle and Vaughan (2008) stated this in turn expands a person's network greatly, so that they may meet and share information with more members. Livingstone (2008) stated that in addition, being friends with someone on a SNS allows a person to communicate in a variety of ways such as sending private and public messages, participating in on-line games,

commenting on photos that have been posted, sharing music or movie preferences, responding to journal entries, and much more.

According to Livingstone, (2008), creating and networking on-line content is becoming an integral means of managing one's identity, lifestyle and relations. Duven and Timm, (2008) stated that some sites like facebook started as a way of college students to connect and having an e-mail was required for signing up. Barker, (2009) stated that adolescent and college aged individuals are especially interested in having a lot of friends because many worry about what others will think if they do not have as many peers. Tynes, (2009) opined that social networking sites have also been in the centre of concern for many parents because they do not want their children to start at the computer for so long.

Desouza and Dick, (2008) stated that sharing inappropriate information or disclosing so much information is another concern many adults show about those that participate in social network online. Alexander and Salas (2008) opined that teens can form on-line communities' in order to plan for a project, have discussions about class material, or use SNS as a way to keep in contact when a student has been absent or needs to be updated on current academic information.

The lack of privacy on social networking sites can cause many problems in an adolescent's life. Among the networks of people who are linked together in those sites, there is little that is not shared (Deswuzza & Dick, 2008).

#### **Cyber Bullying**

Mesch, (2009) stated that participating in online social networks increase the likelihood of being victimized on line or cyber bullying. Cyber-bullying is the use of communication technology such as social networking sites to harm or bully others. Forms of cyber-bullying include harassing e-mails, web pages hateful instant messages, text messages and cruel posts on networking sites. Mesch stressed that the result of being a victim of cyber bullying could range from embarrassment, low self esteem, and even suicide. Geach and Haralanbous, (2009) stated that there is no current legislation that protects students from cyber harassment, even though there are laws for more traditional types of bullying. Peter, Shoutte and Vaulkenberg (2006) stated that SNS may be predictors of self esteem and well being in adolescent and they play a fundamental role in an adolescents life.

#### **Student's Academic Performance**

Bowen, (2008) stated that adolescent preoccupied with social networking sites and technological social life may have issues with academic performance. It is estimated that even those students who do graduate from high school one out of three may not have possessed the knowledge and skills that would lead him or her to the next level such as college or an advanced trade school. The top academic areas that many school professionals are concerned about are English and advanced literacy. Williams, (2008) asserted that the current generation of teens live in a fast paced technological world with many different types of communication happening all at the same time. Williams also postulated that while there may be some advantages to this, such as the teen learning how to type fast and multi task, there may also be a break down of communication.

#### **Problems of Schools**

Social networking sites as well as other forms of communication technology have been of concern to many school professionals because of the level of distraction they create within the school (Greenfield & Subrahmanyam, 2008).

According to Greenfield and Subrahmanyam even though many schools have created many strict rules that forbid the use of hand held, technology during school or that block certain school networking websites, many adolescents are still able to connect during school hours as they please. This has caused distractions during interaction time and caused a negative impact on the environment.

Shah, Kwak and Holbert (2001) student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Oskori (2010) opined that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. Adolescents' internet usage recent statistics indicate that adolescents today spend a great deal of their time on the internet for communication, education and entertainment purpose (Lenhart, Madden, Hitlin, 2005, Korcan educational development institute 2003 Packel & rainie, 2001). Not only do children gain knowledge and information on the internet, they also engage their friends in social conversation and participate in cyber communities (Ito, Hast, Bittaji, Boyd, Hei-Stephenson and Lange 2008).

McQual, (2005) stated that adolescents socialization today occurs through internet actions with people from both the real and virtual worlds. According to Ito (2008), the internet allows youngsters to become more open to experimentation and social exploration; it can be considered as an important tool in adolescent socialization. A recent study carried out on social impression management and social networking sites indicate that approximately 60% of adolescents spend time selecting which pictures to post on their profile than actually communicating with others (Sibak, 2009). Sibak stated that this shows that there SNS are not just keeping in touch with classmates and meeting new people, they are used for building adolescent identities.

According to Li and Subrahmanyam (2007), in recent studies, adolescents have shown to be the greatest consumers of the internet particularly for social interactions. Raacke and Raacke (2008) stated that social networking sites as well as e-mail, instant messaging, blogging and online journals have completely changes the way that adolescents have completely changed the way that they interact and gather information Lewis, (2008) stated that adolescents have become accustomed to this lifestyle much more than those of past generations.

Kist, (2008) asserted that a recent survey showed that approximately ninety percent (90%) of teens in the United States use internet and about seventy –five percent (75%) of those teens use the internet more than once per day. Kist also stated that approximately half of all teen today who have internet access are also members of social networking sites, and use the internet to make plans and socialize with friends. Godman (2007) stated that teens use the internet as extension of their personality to show their friends and the world who they are, what they are about and to build connections with other like minded people.

Peter and Valkenberg, (2009) that teenagers in the United States visit at least one social networking site approximately twenty times a day. In a study carried out by Desueza and Dick (2008) on "teens and their space participation", it was estimated that at least 65% of teens who had a space account had very personal information on their pages. This personal information include where they live, their phone numbers e-mail addresses, where they attend school, where they work

and a number of things they enjoy doing in their spare time. Desouza and Dick (2008) found that teens especially males posted information about their sexual behaviours as well as their alcohol and substance usage.

Bryant, Sanders and Small Wood (2006), stated that some parents are concerned about their teens social lives and are grateful that they may have an outlet for their potential depression and loneliness. In a study conducted by Bryant et al (2006), it was found that 30% of parents of adolescents reported that they feel that communication with others in any form is better than having no communication at all, and therefore are fully supportive of their children's internet use.

#### Gender Differences and Internet Use

Lin and Subrahmanyam (2007) opined that boys have been on line more than girls in previous decade because of earlier forms of technology such as video or computer games. Girls have reported that the use internet for browsing and down loading of music. Bonds – Raacke and Raacke (2008) found that the amount of teenage girls and boys who are communicating on these social networks are equally divided. They also opined that for girls social networking sites are primarily places to reinforce pre-existing friendships. For boys, the networks also provide opportunities for flirting and making new friends. Rafferty, (2009) opined that girls are also likely than boys to post sexually explicit pictures of themselves to talk about sexual activities in public forms. Merten and Williams, (2009) carried out a study involving My space and Xanga. They found that most teenagers ages 13-17 used these fun sites for negative and positive reasons, 55% of girls shared personal stories about depression, anxiety and relationship problems. Only 15% of boys shared any personal information besides hobbies, interest and friendships. Based on this research, they found that adolescents use SNS when dealing with a death of a peer and use forums and member profiles to help their grieving process. In another study conducted by Peter and Vaulkenberg, (2009), it was found that adolescent boys seem to benefit more from internet use and communication technology than girls do. This is because boys tend to have more difficulty expressing their thoughts and emotions face to face with others than girls do.

#### Peer Pressure

According to a recent research about social networking sites and internet usage by adolescents, social networking sites like facebook and my space have become so popular that many high school students will get an account even if they do not want to (Peter, Shout & Vaulkenberg, 2006). This shows that joining a SNS signifies more than just getting on a website. Greenfield and Subramanyan (2008) posited that many parents do not understand their teenagers, and cannot find a way to relate to their virtual world. This in turn caused distress in the household and may ultimately lead to a communication barrier between parents and children as regards school work. Bryant, Sander-Jackson and Small Wood (2006) stated that since the early years of social networking popularity, research has been done in order to find out how this technology was affecting the youth.

Bryant et al (2006) opined that though the early tend tried to find out if these sites will negatively affect adolescents' communications? Other researchers found that technological communication would benefit many teenagers who had trouble expressing their thoughts and feelings face to face. Though their findings continue to be studied and analyzed, it is still a question that many researchers intend to answer. By looking at the most popular social networking devices, several

conclusions can be made as to why these social tools are popular with the youth. Bryant et al (2006) reported that in a study completed in 2006, researchers investigated adolescents' interest in AIM and the primary reasons for using this system rather than speaking face to face with others. This study found that 92% of teens reported using AIM to connect with friends and make plans.

Bryant et al (2006) also stated that alongside these responses were also an alarming number of negative explanations such as playing on a trick on someone (60%), and writing something, I wouldn't say in person (42%). Which gave researchers insight as to the possible consequences of using this system. Enriquez, (2010) stated that students whose multitask between social networking sites and homework are likely to have 20% lower grades than a student who does not have social networking site in visual age. Enriquez (2010) also stated that running a social networking site on the background of doing homework can lower a student's grade. He believes that the problem is that most people have facebook or other social networking sites their e-mails and carry out their task.

**Table 4.1. The extent to which facebook influences acquisition of students typewriting skills in levels of influence.**

	Speed Index	SA	'A	SD	A	Mean	(X)
1	I am fast in typing at school since I started using facebook to browse	60(56)	30(34)	8(6)	2(4)	3.38	3.42
2	I am not fast in typing even when I use facebook to browse	48(42)	32(30)	12(10)	8(3)	3.20	3.06
3	Charting- with whatsapp helps me to develop speed in typing school work.	52(64)	26(20)	15(5)		3.19	3.49
4	Charting with whatsapp has not helped me to develop speed in typing my school work	44(50)	36(34)	14(12)	6(4)	3.18	3.30
5	Through pinging I was able to develop high speed in typing my school work	50(52)	30(26)	16(12)	4(10)	3.26	3.20
6	Pinging frequently has not helped me to develop high speed in typing	70(65)	22(20)	6(10)	2(5)	3.60	3.45
	<b>Total</b>					<b>19.91</b>	<b>19.92</b>

The standard reference mean (X) is 2.50. All the mean ratings of the various items measured are greater than the standard reference mean of 2.50. This indicates that social media influence the acquisition of skill in typing speed among the students of secretarial studies of Ignatius Ajuru University of Education, Port Harcourt.

The standard deviations obtained in all the attributes measured are small, clearly indicated that the students were homogenous in their response.

#### Hypothesis One

Hoi: There is no significant relationship between twitter platforms on acquisition platforms on students' typewriting skills.

Hai: There is significant relationship between twitter platforms on acquisition platforms on students' typewriting skills.

Therefore,  $t = 0.201$

Degree of freedom (df) =  $n_1 + n_2 - 2 - 10$

The t-test at 5% level of significance ( $\alpha = 0.05$ ) and 10 degrees of freedom for two-tailed test is given as:  $t = 2.228$

This is presented in a tabular form as

**Table 4.3. t-test of difference between the mean response of the two groups of students.**

Group	X	$\sum d_2$	n	df	Std Error	teal	Ttab
I	3.318	0.1584	6	10			
II	3.320	0.1382	6	10	0.0994	0.201	2.228

The calculated value of t is less than the tabular value ( $t_{cal} < t_{tab}$ ), hence  $H_0$  is accepted. This means that the views of the two groups of students are the same. That is, there is no significant difference in their mean responses that twitter platforms influence acquisition of students' skill in typing speed of the students.

**Research Question 2**

To determine the influence of facebook application on the acquisition of word processing skills.

The standard reference mean (X) is 2.50. All the mean ratings calculated are of greater reference mean of 2.50. This indicates that students were of the view that facebook influence the acquisition students skills in typewriting.

**Hypothesis Two**

$H_{02}$ : There is no significant influence of the mean response of the students that facebook platform influences acquisition of students skills in word processing.

i.e.  $X_1 = X_2$

$H_{a1}$ : There is significant influence of the mean response of the students that facebook platform influences acquisition of students skills in word processing.

i.e.  $X_1 = X_2$  (two tailed test)

**Table 4.5. Sum of square of the deviation of the weighted men as other two groups of students.**

S/No	Group 1	Group 2	$d^1$	$d^2$	$d^2$	$d^2$
7.	3.22	3.38	-0.08	0.0064	0.02	0.0004
8.	3.36	3.51	0.06	0.0036	0.15	0.0225
9.	3.19	3.49	-0.128	0.016	0.17	0.0289
10.	3.18	3.30	-0.138	0.0190	0.02	0.0004
11.	3.26	3.20	-0.058	0.0034	-0.12	0.0111
12.	3.60	3.45	0.282	0.0795	0.13	0.0169
Total				0.06337		0.0859

**Table 4.4. The extent to which social media influence acquisition word processing skills.**

Accuracy Index	[SA	A	SD	A	Mean	(X)
7 Internet browsing with twitter has helped me to be accurate in typing my school work	48(50)	44(40)	6(8)	2(2)	3.22	3.48
8 No matter how often I do internet browsing with twitter, I am not accurate when I am typing my school work	50(62)	38(30)	10(5)	2(3)	3.36	3.51
9 Pinging has helped me to be accurate in typing my school work.	58(50)	26(32)	10(12)	6(6)	3.34	3.26
10 Pinging has not helped me to be accurate in typing my school work	42(48)	34(40)	16(8)	10(4)	3.12	3.32
11 Whatsap charting does not help me to be accurate in typing.	60(51)	29(33)	6(10)	5(6)	3.44	3.19
12 Whatsapp charting does not help me to be accurate in typing	53(64)	30(26)	10(9)	7(3)	3.29	3.45
Total					19.77	2.17

**Table 4.6. The level of influence of social media on skill in productivity output in typing groups of students.**

S/No	Productivity output Index	SA	A	SD	!A	Mean	(X)
13.	Internet browsing with twitter helped me to master computer	50(55)	46(40)	3(3)	1(2)	3.745	3.48
14.	Internet browsing with twitter does not help me to master computer	40(50)	51(45)	6(4)	3(10)	3.28	3.44
13.	You-tube was the social media I used in increase productivity since I browse with it	55(60)	40(36)	2(2)	3(2)	3.47	3.54
14.	You-tube did not help me to increase productivity in typing since I started using it	60(42)	38(44)	1(2)	1(2)	3.57	3.54
15	type without wasting time since I started using you-tube to browse	70(58)	22(40)	6(2)	2(0)	3.60	8.56
18	Even when I browse using voce tube I cannot type without wasting time	58(50)	32(40)	5(7)	2(3)	3.46	3.37
19	The quantity of my work increased at school when I started browsing with face book	61(05)	88(80)	5(3)	1(20)	3.54	3.58
20.	Using internet facilities helped me to do word processing in class work	55(60)	40(36)	2(2)	3(2)	3.47	3.54
Total						27.74	27.57

$\sum X_1 = 19.77$        $\sum X_2 = 20.17$

$X_1 = 3.30$        $X_2 = 3.36$

Therefore,  $t_{cal} = 0.850$

Degree of freedom (df) = ID

The t-test at 5% level of significance and 10 degrees of freedom for two-tailed test is given as:  $t = 2.228$

**Decision**

X-calculated is less than t-tabulated. Therefore,  $H_0$  is accepted. This means that there is no significant difference between the views of the student that whatsapp platform influence acquisition of students skills in word processing.

**Research Question 3**

To determine the impact of social media on acquisition of skill in productivity output in typing

All the man rating are greater than that standard reference mean of 2.50. This implies that the students were unanimous in their view that facebook platform have a tremendous influence on acquisition on student word processing skill.

**Hypothesis Three**

$H_{03}$ : There is no significant influence of the mean response of the students that whatsapp applications have influence on productivity output in computer skills.

i.e.  $X_1 = X_2$

$H_{a2}$ : There is no significant influence of the mean response of the students that whatsapp applications have influence on productivity output in computer skills.

ie.  $X_1 = X_2$  (two tailed test).

**Table 4.7. Sum of square of the deviation of the weighted mean of the two groups of students.**

S/No	Group 1	Group 2	$d^1$	$d^2$
13.	3.45	3.48	0.2809	0.2116
14.	3.28	3.44	0.0049	0.2916
15.	3.47	3.54	1.7260	0.0016
16.	3.57	3.06	0.1681	0.7744
17.	3.60	3.56	0.1444	1.1444
18.	3.46	3.37	0.2011	0.0249
19.	3.54	3.58	0.1936	0.1296
20.	3.47	3.54	0.2601	0.0016
Total			1.5825	1.8797

$\sum X_1 = 27.84$        $\sum X_2 = 27.57$

$X_1 = 3.98$        $X_2 = 3.94$

Therefore,  $t_{cai} = 0.136$

Meanwhile, number of degree of freedom (df) is equal 16

The t-test at 5% level of significance and 10 degrees of freedom for two-tailed test is given as:  $t = \dots$

Decision;  $t_{cai} < t_{tab}$ , therefore  $H_0$  is accepted. This means that there is no significant difference in the mean response of the students that whatsapp have influence on productivity output in computer skill.

### 4.3 Summary of Findings

In the course of this study on influence of social media on acquisition of secretarial skills, it was found that social media significantly influence the acquisition of skill in typewriting skills. The study equally revealed that social media significantly enhance acquisition of skill in word processing and that productivity output in computer skills generally is promoted through use of social media by the students.

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**Influence of Social Networking Participation and Academic Performance of Secretarial Students**

S/NO	SOCIAL NETWORKING PARTICIPATION INDEXES	SA	A	SA	D	U
	Chatting and Pinging Using Twitter in Lecturer hall					
1	I chat in the lecture hall while class in on going every time					
2	I do not chat in the lecture hall					
3	I ping in the lecture hall while learning					
4	I do not ping in the lecture hall while learning.					
	Sending Messages and Watching Photo in Facebook Inside Library.					
5	I send messages in the library while reading using facebook					
6	I do not send message while reading in the library.					
7	During examination, I watch pictures on facebook during reading hours					
8	I do not watch pictures on facebook during reading hours.					
9	I reply my friends on facebook and chat with them when I am reading.					
10	I do not reply my friends and chat with them when I am reading					
	Use of You-tube and Twitter when Reading for Examination					
11	I view you-tube when I am reading for examination.					
12	I do not view you-tube when I am reading for examination.					
13	I enjoy twitting at midnight and early in the morning during examination					
14	I do not twit in the midnight and early in the morning during examination time.					
15	When free airtime is given at midnight and early in the morning during examination period I twit.					
16	I do not twit during examination period even when there is free airtime.					
	Use of What's app during reading hours					
17	During revision for examination I use whats app to chat with friends.					
18	During revision I do not use whats app to chat during examination.					
19	While doing my research work I reply my mails to friends using whats app.					
20	I do not reply mails when doing research work.					
21	During reading hours, I use chating, pinging and exchange of photograph to occupy myself.					
22	I do not chat, ping and exchange photograph during reading hours.					