

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

June 2022

Perspective Social networking effect in academic libraries: Student Perspectives

Dr. Raja Suresh Kumar Pitla , Librarian

Malla Reddy Institute of Technology & Science (MRITS), rajasureshkumar.pitla@gmail.com

Kutty Kumar Dr

*Sri Venkateswara Veterinary University, Proddatur-516 360, Andhra Pradesh, India,
kumarkkutty@gmail.com*

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Scholarly Communication Commons](#)

Pitla, Dr. Raja Suresh Kumar , Librarian and Kumar, Kutty Dr, "Perspective Social networking effect in academic libraries: Student Perspectives" (2022). *Library Philosophy and Practice (e-journal)*. 7143. <https://digitalcommons.unl.edu/libphilprac/7143>

Perspective Social networking effect in academic libraries: Student Perspectives

Dr. Raja Suresh Kumar Pitla, Dr. K. Kumar

Librarian, Malla Reddy Institute of Technology & Science, Maisammaguda Village,
Dhulapally, Secunderabad-500100, Telangana, India.

Email: rajasureshkumar.pitla@mrts.ac.in

Assistant Professor, Library and Information Science, College of Veterinary Science,
Sri Venkateswara Veterinary University, Proddatur-516 360, Andhra Pradesh, India.

Email: kumarkkuty@gmail.com

ABSTRACT

The purpose of this study is to identify how minor collision of Social Networks on the enlightening results as shallow by the understudies in the impression of building and drug store understudies. This examination utilized and the way to deal with advance 303 understudies of under-graduate class to distinguish them for the most part inclination of Social Networks, and to investigate the reason, recurrence and area of utilizing Social and express the preferences, and weaknesses, however, using informal academic communities. Data gathered through a self-structured online poll study and analyzed using SPSS software version 23. The outcomes find a striking criticalness of informal organizations on different scholastic variables. This exploration canister gives the inception to educational policymakers to present such conventional informal organization channels for literary purposes. This investigation offers help to focus on the new patterns of culture through research that is under-investigated in past writing. Discoveries from this examination display that understudies, for the most part, favoured WhatsApp for connected companions and felt the preferred position of the interpersonal organization is data to keep contact in 24X7, and they knew about the trouble of informal community in the most significant time killing source. The investigations additionally utilize Hierarchical Clustering in the Utilization of Social Network.

KEYWORDS: Social Networks Services (SNS), Academics, Students, YouTube, Facebook, Clustering

1. INTRODUCTION

The endeavour of online informal communication benefits in scholastics, person to person communication administrations akin to Facebook, YouTube, Twitter, LinkedIn, Google+, Instagram has numerous applications to facilitate can be used by the academics Deepthi et al(2017). Informal communities apparatuses are not comprehensively used by the scholastics regardless of whether devices are mainly well known among a large number of clients and direct their regular individual and expert lives Shah and Khan(2019), Rizzuto et al(2009), were trying a model of the overall significance of interpersonal organizations to scholarly accomplishment. This article proposes and tests the attack of the academic execution model, and afterwards appraises the general relevance of four execution indicators: intellectual capacity, objective execution direction, instructive innovation use, and informal organization recurrence. The most significant focal point of the article is to change the effect of friendly communities for graduate understudy's reasoning and approach towards interpersonal organizations' use in instruction on their Academic Performance. It likewise looks to watch the informal organizations utilization patterns with building and drug store understudies of private universities and appreciate the interface, including interpersonal organizations use and their scholastic execution.

2. LITERATURE REVIEW

Ali and Qazi(2018) directed research on Social Networking Sites Suitable for Formal Learning among Students of Business Research. The critical rule of this investigation is to experimentally assess the effect of Social Networking Sites (SNS) on the instructive outcomes, as evident by the exploration understudies in the milieu of post-graduate understudies. The examination results uncovered a fantastic effect of SNS-FB on a variety of informative components. This investigation may offer the root for educational policymakers to build up such conventional SNS channels for instructing reason. The examination ravel an establishment to address the most recent advancements of learning through activity look into that is under-investigated in the past reviews. Jordon and Weller(2018) presented an automatic, novel examination of a broad scope dataset distributed by Nature Publishing Group detail the result of analysis about scholastics use of the online person to person communication administrations. An open coding approached to examine 480 preceding unused content reactions. The examination

investigation indicated a colossal scope of advantages, and cons associated with engaging with web-based systems administration, and pressures inside this. This investigation gave beneficial knowledge into the subtleties of take-up by investigating bunches of co-announced advantages and issues inside the subjective examination. The discoveries this investigation will assist move with sending current discussions prompt internet based life utilized by the scholastics from being seen in exclusively practical terms, towards keen of the issues, and strains that emerge through scholarly work on the web. Munch et al(2018), studied the Social Networking Sites among Postgraduate Students at the University of Rajshahi, Bangladesh. The examination unearthed the usage of informal communication locales (SNSs) for learning purposes between the PG understudies. PG understudies have positive sentiments towards the job of interpersonal interaction destinations for their academic aspirations. Entirely, the lion's share favoured Facebook, which was the most substantial part, SNS among the others. The finding shows that a good number of the respondents firmly concurred that SNSs help their illuminating field, and it develops a decent affinity connecting their companions, family, instructors, and so on. The examination uncovered that respondents have emphatically concurred that they find right pace information through SNSs and offer their perspectives, data to the others. Benson and Morgon(2016) examined social college challenge: developing down to earth graduate capabilities for long-range informal communication. The investigation portrayed the result of a subjective examination of understudies' situations towards internet based life and the effect on their expert action, just as the requirement for showing aptitudes in social advances. We contend that understudies are not entirely mindful of the ramifications of web-based social networking use, notwithstanding, or some of the time as a result of their routine use. Given 23 semi-organized meetings with understudies at a UK business college, we uncover the positions which students take towards social innovation instruction and contend that organized preparation is required.

3. OBJECTIVES

The goals of the study include the following

- To identify the most preference of Social Networks in Academic Libraries
- To examine their purpose, frequency, and location of using Social Networks
- To assess the advantage and disadvantages of Social Networks in Academic Libraries
- To analyze the utilization of Social Networks in Academic Libraries

4. LIMITATION

- This study focused on the student of Malla Reddy Group of Institutions, Hyderabad, Telangana only.

5. METHODOLOGY

This paper used the effect of social networks in education on the academic performance of students using the data from a sample of 303 students of Malla Reddy Group of Institutions, Hyderabad, Telangana state (MRITS) to analyse which social network sites mostly preferred, and how much utilize the social networks in the academic scenario. A simple random technique was used data collection through a self-designed online questionnaire survey (<https://forms.gle/Evr8xz5RHCyncXme9>). The questionnaire sent to individuals via WhatsApp group, and LIS forum. A total of 325 responses received out of which, 303 questionnaires were filled in and considered for analysis. Data analyzed for tables using percentage, chi-square test and cluster analysis using SPSS (Version 23, 2015) (IBM)

5.1. Are You Interested in Social Networks

To identify interest in social networks, participants asked whether they used a particular social network platform for finding/ acquire information: "Are You Interested in Social Networks?" The results presented in Table 1

Table: 1 Interested in Social Networks

Interest/ Gender	Gender		
	Female	Male	Total
No	3 (0.99)	4 (1.32)	7 (2.31)
Yes	113 (37.29)	183 (60.40)	296 (97.69)
Total	116 (38.28)	187 (61.72)	303 (100)

(Figures in parenthesis indicate percentages).

Table 1 inferred that almost all participants, 97.69% (296) answered interested, less 2.31% (7). While gender-wise out of 116 female participants almost all 37.29% (113) curious, less 0.99% (3)

were not interested, out of 187 Male respondents 60.40%(183) interested, and1.32%(4) were not interested.

5.2. Mostly Preference Social Network

Why do individuals prefer social networks as information sources? We asked participants to know they give preference to which social network; results resented in table 2.

Table: 2 Mostly Preference Social Network

Social Network/ Gender	Gender			Chi-Square Test	Degree of Freedom	Method of Significance (P-Value)
	Female	Male	Total			
Facebook	83 (27.39)	172 (56.77)	255 (84.16)	111.389	13	0.000 Significant
WhatsApp	116 (38.28)	185 (61.06)	301 (99.34)			
YouTube	113 (37.29)	184 (60.73)	297 (98.02)			
Twitter	55 (18.15)	152 (50.17)	207 (68.32)			
Instagram	94 (31.02)	170 (56.11)	264 (87.13)			
Skype	49 (16.17)	144 (47.52)	193 (63.7)			
LinkedIn	56 (18.48)	70 (23.1)	126 (41.58)			
Tumblr	7 (2.31)	15 (4.95)	22 (7.26)			
Google+	74 (24.42)	96 (31.68)	170 (56.11)			
Flickr	22 (7.26)	80 (26.4)	102 (33.66)			
Viber	3 (15.18)	131 (43.23)	177 (58.42)			
Telegram	17 (5.61)	13 (4.29)	30 (9.9)			
MySpace	39 (12.87)	123 (40.59)	162 (53.47)			
If any	16 (5.28)	26 (8.58)	42 (13.86)			

(Figures in parenthesis indicate percentages).

Table 2 shows WhatsApp 99.34%(301) was preferred mainly prefer for getting information. It gives the appearance students measured WhatsApp a good starting point to source information, further students like YouTube 98.02%(297), **Saryana and Basri(2018)**, Instagram 87.13%(264), and Facebook 84.16%(255) are the first four preference to get information. And the least preference is given to tumbler 92.74%(281).

The chi-square test is applied for further discussion. The computed chi-square value is 111.389, value at $p < 0.05$ level of significance. Hence the difference in gender status is statistically identified as significant concerning respondents' preference to social networks.

5.3. Purpose of Using Social Networks

The students' use of social networks for various purposes; the use of social networks is a significant study area in the current information environment. The social network has become an essential component in the academic community. The purpose of using social structure depends on the gender of the preference of choices is given in Table 3.

Table 3: Purpose of Using Social Networks

Purpose	Gender			Chi-Square Test	Degree of Freedom	Method of Significance (P-Value)
	Female	Male	Total			
Linked with Friends	104 (34.32)	177 (58.42)	281 (92.74)	20.820	5	0.001 Significant
Academic Knowledge Sharing	83 (27.39)	84 (27.72)	167 (55.12)			
Jobs Search	104 (34.32)	170 (56.11)	274 (90.43)			
Linked with Family Members	99 (32.67)	173 (57.10)	272 (89.77)			
Update Information (News)	72 (23.76)	68 (22.44)	140 (46.20)			
Publicity	66 (21.78)	132 (43.56)	198 (65.35)			

(Figures in parenthesis indicate percentages).

The analysis revealed from table 3 that the majority of students 92.74%(281) were using social networks Ifeanyi and Christian(2015), for linked with friends; it is also clearly indicated that the students mainly use the social network for connected with friends. Next, preference to give for the Job Search 90.43%(274), linked with families 89.77%(272), some students 65.35%(198)

were used for publicity and least preference to give for academic knowledge sharing 55.12% (167).

The chi-square test is conducted for additional conversation. The computed calculated chi-square value is 11.070, value at $p < 0.05$ level of significance. Therefore the difference in gender category is statistically recognized as significant for respondents' purpose of using social networks.

5.4. Frequency of Using Social Networks

When the frequency of using different social networks platforms analyzed in table 4

Table: 4 Frequency of Using Social Networks

Frequency/Gender	Gender			Chi-Square Test	Degree of Freedom	Method of Significance (P-Value)
	Female	Male	Total			
Everyday	101 (33.33)	155 (51.16)	256 (84.49)	2.29	2	0.318 Not Significant
Occasionally	4 (1.32)	4 (1.32)	8 (2.64)			
Once a Week	11 (3.63)	28 (9.24)	39 (12.87)			
Total	116 (38.28)	187 (61.72)	303 (100)			

(Figures in parenthesis indicate percentages).

Table 4 summarized that when the frequency of using social networks asked students, they gave the most significant portion to everyday 84.49% (256), that foreshow the students were using social networks as the part of daily Hall (2017), Arshand and Akram (2018), lives for getting information, followed by once a week 12.87% (39) and least they are using in occasionally 2.64% (8).

For more discussion conducted the chi-square test. The chi-square calculated value is 2.29, value at $p > 0.05$ level of significance. So the difference in gender position is statistically identified as not significant to respondents' frequency of using social networks.

5.5. Location of using social Networks

The location of using social networks platforms is essential and analyzed in table 5

Table 5: Location of Using Social Networks

Location/Gender	Gender	Chi-Square	Degree of	Method of
-----------------	--------	------------	-----------	-----------

	Female	Male	Total	Test	Freedom	Significance (P-Value)
Computer Centre	2 (0.66)	3 (0.99)	5 (1.65)	0.046	2	0.977 Not Significant
Home	109 (35.97)	175 (57.76)	284 (93.73)			
Library	5 (1.65)	9 (2.97)	14 (4.62)			
Total	116 (38.28)	187 (61.72)	303 (100)			

(Figures in parenthesis indicate percentages).

The analysis exposed in table 5 that more significant part of students using social networks at home 93.73%(284), it concludes that the students were much interest to use as the free time at home, followed by library 4.62%(14) and fewer students 1.65%(5) using the computer centres, because almost all students having mobile phones and using at their mobile phones.

The chi-square test is computed for supplementary argument. The chi-square computed value is 0.046, value at $p > 0.05$ level of significance. Hence the difference in gender grade is statistically known as not significant concerning respondents' location of using social networks.

5.6. Importance of Social Networks

Students are very much crucial in using social networks platforms is and analyzed in table 6

Table 6: Importance of Social Networks

Importance/Gender	Gender			Chi-Square Test	Degree of Freedom	Method of Significance (P-Value)
	Female	Male	Total			
Very Important	47 (15.51)	97 (32.01)	144 (47.52)	4.095	3	0.251 Not Significant
Important	58 (19.14)	73 (24.09)	131 (43.23)			
Not Important	5 (1.65)	9 (2.97)	14 (4.62)			
I don't know	6 (1.98)	8 (2.64)	14 (4.62)			
Total	116 (38.28)	187 (61.72)	303 (100)			

(Figures in parenthesis indicate percentages).

Table 6 reveals that almost all the students give priority to very Important Zhou et al(2019), 47.52%(144) and Important 43.23%(131), fewer students 4.62%(14) were not important and don't know the importance for more debate.

The chi-square calculated value is 4.095, value at $p > 0.05$ level of significance. consequently, the difference in genderstatus is statistically identified as not significant with reverence to respondents' importance of social networks.

5.7. Use of Device Vs Satisfaction level

Table 7: Satisfaction level of Social Networks

Device	Female					Male				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Desktop	1 (0.33)	1 (0.33)	17 (5.61)	40 (13.20)	57 (18.81)	1 (0.33)	1 (0.33)	8 (2.64)	35 (11.55)	142 (46.86)
LapTop	0 (0.00)	0 (0.00)	6 (1.98)	36 (11.88)	74 (24.42)	1 (0.33)	2 (0.66)	1 (0.33)	33 (10.89)	150 (49.50)
Tablet	0 (0.00)	3 (0.99)	28 (9.24)	31 (10.23)	54 (17.82)	3 (0.99)	3 (0.99)	17 (5.61)	28 (9.24)	136 (44.88)
Mobile	0 (0.00)	1 (0.33)	0 (0.00)	31 (10.23)	84 (27.72)	2 (0.66)	0 (0.00)	3 (0.99)	31 (10.23)	151 (49.83)
Others	1 (0.33)	6 (1.98)	39 (12.87)	58 (19.14)	12 (3.96)	5 (1.65)	6 (1.98)	21 (6.93)	136 (44.88)	19 (6.27)

(Figures in parenthesis indicate percentages).

* 1.Very Dissatisfied, 2.Disatisfied, 3.Neither Satisfied Nor Dissatisfied, 4.Satisfied, 5.Very Satisfied

Table 7 demonstrate that the satisfaction level while using social networks 65.68%(199) students very satisfied Ansari and Nazim(2016), with using Social networks through Desktop, 73.93%(224) students very satisfied with Laptops, 62.72%(190) of users very satisfied the tablets, 77.56%(235) of students very satisfied using social networks through Mobile phones, 64.03%(194) students satisfied with other devices while using social networks. From the student perspective, students feel more comfortable with usage with mobile phones for getting information on social networks.

5.8. Operating Systems

Operating system plays a significant role in using social Networks and analyzed in table 8

Table 8: Using Operating system while using in Social Networks

Operating System	Gender			Chi-Square Test	Degree of Freedom	Method of Significance (P-Value)
	Female	Male	Total			
Android	97 (32.01)	166 (54.79)	263 (86.80)	13.402	4	0.009 Significant

ISO Device	3 (0.99)	0 (0.00)	3 (0.99)			
Linux	0 (0.00)	3 (0.99)	3 (0.99)			
Mac	4 (1.32)	0 (0.00)	4 (1.32)			
Windows	12 (3.96)	18 (5.94)	30 (9.90)			
Total	116 (38.28)	187 (61.72)	303 (100)			

(Figures in parenthesis indicate percentages).

The analysis in table 8 shows that the majority of students using social networks in android operating systems 86.80%(263), it indicates that majority students cell phones, followed by windows 9.90%(30) and less number give to MAC 1.32%(4), Linux and ISO Device Both 0.99%(3).

For additional conversation, the chi-square test is computed. The calculated chi-square value is 13.402, value at $p < 0.05$ level of significance. Hence the difference in gender position is statistically identified as significant concerning respondents' using the operating system for social networks.

5.9. Hierarchical Clustering in Utilization of Social Network

Analysis of Hierarchical Clusters is an algorithm grouping related structures into classes called clusters. The endpoint is a group of collections in which each cluster is distinct from each other and the objects in each cluster are generally similar as Abonyi and Feil (2007) Cluster analysis involves formulating a query, selecting a distance scale, selecting a clustering method, determining the number of clusters, evaluating the clusters of profiles and finally assessing the validity of the cluster. As denoted by Sokolowski and Bock (2002), a dendrogram is a graphical device for displaying cluster results. Table 9 provides data on two clusters formed based on Users response towards the usage of social networks. Cluster 1 includes two similar groups which focus on social networks as a tool for information search, and the data show more than 70% respondents agree to the fact that social networks are a better supporting platform, and 83% agree that social networks are networking tools to segregate information. Correspondingly cluster 2 are aggregated into two groups, constituting a singleton 3,4,7,11 codes for a group while the

codes 8,9,12 and 10, 5, 6 are grouped into the second cluster. Cluster 2 contains all those features that promote and implement the use of social networks.

Table 9: Cluster 1-Utilization of Social Networks

Utilization	Female					Male				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Social networks are a performance improvement tool, a learning platform and an all-in-one social network.	0 (0.00)	0 (0.00)	1 (0.33)	48 (15.84)	67 (22.11)	3 (0.99)	0 (0.00)	1 (0.33)	32 (10.56)	151 (49.83)
Social networks are the platform for networking and resource and knowledge aggregation.	0 (0.00)	1 (0.33)	3 (0.99)	91 (30.03)	21 (6.93)	1 (0.33)	0 (0.00)	4 (1.32)	160 (52.81)	22 (7.26)

(Figures in parenthesis indicate percentages).

* 1. Strongly Disagree, 2. Disagree, 3. Un-decided, 4. Agree, 5. Strongly Disagree

Table 10: Cluster 2-Utilization of Social Networks

Utilization	Female					Male				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Social networks allow people to come together around some interesting idea or subject.	0 (0.00)	4 (1.32)	8 (2.64)	55 (18.15)	49 (16.17)	2 (0.66)	2 (0.66)	13 (4.29)	59 (19.47)	111 (36.63)
Social networks facilitate intercultural communication as well as intercultural discourse.	1 (0.33)	2 (0.66)	22 (7.26)	64 (21.12)	27 (8.91)	3 (0.99)	3 (0.99)	13 (4.29)	127 (41.91)	41 (13.53)
Social networks provide new ways for developing and connecting with caregiving people.	0 (0.00)	2 (0.66)	10 (3.30)	54 (17.82)	50 (16.50)	1 (0.33)	1 (0.33)	10 (3.30)	84 (27.72)	91 (30.03)

Social networks promote participation, preparation and continuing education in the field.	0 (0.00)	2 (0.66)	14 (4.62)	66 (21.78)	34 (11.22)	3 (0.99)	1 (0.33)	14 (4.62)	110 (36.30)	59 (19.47)
Social networks promote student interest, dialogue and understanding	0 (0.00)	5 (1.65)	12 (3.96)	66 (21.78)	33 (10.89)	1 (0.33)	2 (0.66)	15 (4.95)	97 (32.01)	72 (23.76)
Social networks allow students to take more online tutorial courses on subjects the classroom didn't understand.	0 (0.00)	3 (0.99)	5 (1.65)	56 (18.48)	52 (17.16)	1 (0.33)	0 (0.00)	9 (2.97)	94 (31.02)	83 (27.39)
Social networks provide students with important and accurate information rather than their tasks and projects for research endeavours.	0 (0.00)	1 (0.33)	12 (3.96)	69 (22.77)	34 (11.22)	1 (0.33)	0 (0.00)	12 (3.96)	107 (35.31)	67 (22.11)
The interactive existence of e-learning and other mobile technologies induces	0 (0.00)	0 (0.00)	9 (2.97)	66 (21.78)	41 (13.53)	1 (0.33)	1 (0.33)	15 (4.95)	94 (31.02)	76 (25.08)
The university curriculum and the mainstream will include social networks.	0 (0.00)	2 (0.66)	16 (5.28)	64 (21.12)	34 (11.22)	2 (0.66)	2 (0.66)	14 (4.62)	104 (34.32)	65 (21.45)

(Figures in parenthesis indicate percentages). * 1. Strongly Disagree, 2. Disagree, 3. Un-decided, 4. Agree, 5. Strongly Disagree

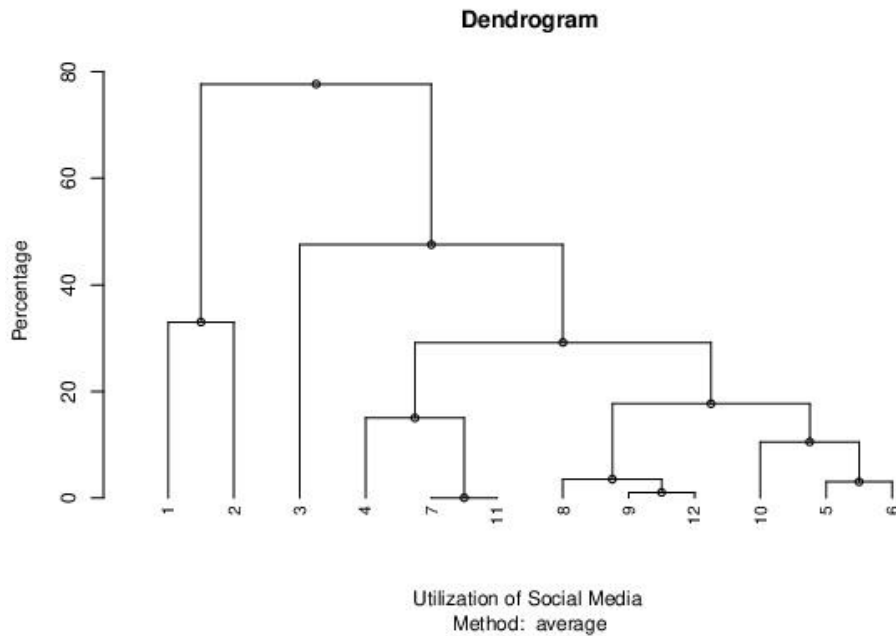


Figure 1: Dendrogram in Utilization of Social Network

The agglomerative various levelled grouping calculations represented in Figure 1 on client observations towards the usage of interpersonal organizations bunch progressive system. Utilizing 'R'code Becker et al(1988), Gordon (1999), Murtagh(1985), Mc Quitty(1966) dendrogram was created. Gathering normal or unweighted pair bunch strategy utilized Wessa(2017), the separation between two gatherings is characterized as the normal separation between every one of their individuals. The dendrogram starts with explicit aims for utilizing informal communities in isolated groups. At each progression, the two most comparable groups are joined into a solitary new bunch. The information has two groups and one singleton 3. The flat hub of the dendrogram speaks to the separation or disparity between groups on clients' impression of informal organization utilization. The vertical pivot speaks to the level of clients' reaction to different parameters. The first branch(1,2) is identified with a measure for utilizing interpersonal organizations as a device for data chasing while different branches (4-12) are concentrating on how informal organizations prompt clients' to isolate data. In contrast, branch 3 stays single as the subject of intrigue changes among respondents. Further, it could be noticed that units 7, 11; 9, 12 and 5, 6 are firmly connected in the subsequent bunch relating to their applications favoured by clients.

5.10. Advantages Levels

Table 11 reveals that the advantage levels of social networks, the study conducted through five-point Likert scale, 65.35% (198) students very satisfied with 24X7 alert keep in touch, this indicates social network very much supported in touch to subject update. 79.87% (242) students satisfied to the essential communication system, 52.15% (158) help with sharing assignments Karnika (2016), 58.75% (178) satisfied with academic information discussion, 55.12% (167) of student satisfied with Via these networks, any questions asked the faculty, 58.75% (178) confident with Very Helping Tool for Group Discussions, 46.86% (142) for both satisfied and very satisfied with Urgent Circulation is a beneficial tool, 57.76 % (175) confident with All information and debates were a single forum at one time. 24X7 alerts keep in touch is the main advantage for students.

Table 11: Advantage levels of Social Networks

Advantage	Female					Male				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
24X7 Alerts Keep in Touch	0 (0.00)	3 (0.99)	11 (3.63)	49 (16.17)	53 (17.49)	2 (0.66)	5 (1.65)	7 (2.31)	28 (9.24)	145 (47.85)
Essential Communication System	0 (0.00)	0 (0.00)	10 (3.30)	86 (28.38)	20 (6.60)	0 (0.00)	1 (0.33)	2 (0.66)	156 (51.49)	28 (9.24)
Sharing Assignments	1 (0.33)	0 (0.00)	7 (2.31)	69 (22.77)	39 (12.87)	0 (0.00)	0 (0.00)	9 (2.97)	89 (29.37)	89 (29.37)
Academic Information Discussions	0 (0.00)	1 (0.33)	7 (2.31)	64 (21.12)	44 (14.52)	0 (0.00)	0 (0.00)	7 (2.31)	114 (37.62)	66 (21.78)
The Faculty was asked for any questions about these networks	0 (0.00)	2 (0.66)	10 (3.30)	77 (25.41)	27 (8.91)	1 (0.33)	0 (0.00)	20 (6.60)	90 (29.70)	76 (25.08)
Very Helping Tool for Group Discussions	0 (0.00)	1 (0.33)	10 (3.30)	64 (21.12)	41 (13.53)	1 (0.33)	0 (0.00)	17 (5.61)	114 (37.62)	55 (18.15)
Urgent Circulation is very helpful tool	0 (0.00)	0 (0.00)	4 (1.32)	60 (19.80)	52 (17.16)	0 (0.00)	3 (0.99)	12 (3.96)	82 (27.06)	90 (29.70)
All information and debates were a single forum at one time	0 (0.00)	0 (0.00)	4 (1.32)	70 (23.10)	42 (13.86)	3 (0.99)	1 (0.33)	7 (2.31)	105 (34.65)	71 (23.43)

(Figures in parenthesis indicate percentages).

* 1. Very dissatisfied, 2. Dissatisfied, 3. Neither satisfied nor dissatisfied, 4. Satisfied, 5. Very Satisfied

5.11. Disadvantage

The student was asked about the disadvantage level of social networks it was revealed that majority 69.31%(210) very satisfied with a disadvantage Addict to Social Networks is Gurhan(2017) 67.66%(205) satisfied with a disadvantage of Psychological Problems, 34.65%(105)helped with Every Time depending on to others, 49.83%(151)met with the penalty of Affect my studying, 39.29%(119) satisfied with the disadvantage of Insomnia (not Sleeping Properly), 51.16%(155) satisfied with Personal Information Hacking for weakness,39.27%(119)helped with Road to crime for disadvantage, 49.50%(150)met with Lack of Security problem, 48.18%(146)immensely meets with Excellent source of killing time problems.The principal problem identified was concerned about killing time.

Table 12:Dis-advantage levels of Social Networks

Disadvantage	Female					Male				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
Addict to Social Networks	4 (1.32)	6 (1.98)	10 (3.30)	30 (9.90)	66 (21.78)	3 (0.99)	3 (0.99)	10 (3.30)	27 (8.91)	144 (47.52)
Psychological Problems	5 (1.65)	13 (4.29)	17 (5.61)	61 (20.13)	20 (6.60)	3 (0.99)	6 (1.98)	19 (6.27)	144 (47.52)	15 (4.95)
Every time depending on others	1 (0.33)	19 (6.27)	27 (8.91)	40 (13.20)	29 (9.57)	3 (0.99)	5 (1.65)	25 (8.25)	65 (21.45)	89 (29.37)
Affect my studying	3 (0.99)	15 (4.95)	26 (8.58)	47 (15.51)	25 (8.25)	5 (1.65)	6 (1.98)	21 (6.93)	104 (34.32)	51 (16.83)
Insomnia (not Sleeping Properly)	4 (1.32)	18 (5.94)	20 (6.60)	41 (13.53)	33 (10.89)	6 (1.98)	6 (1.98)	32 (10.56)	78 (25.74)	65 (21.45)
Personal Information Hacking	4 (1.32)	17 (5.61)	16 (5.28)	52 (17.15)	27 (8.91)	6 (1.98)	8 (2.64)	17 (5.61)	103 (33.99)	53 (17.49)
Road to crime	4 (1.32)	21 (6.93)	19 (6.27)	36 (11.88)	36 (11.88)	10 (3.30)	8 (2.64)	21 (6.93)	83 (27.39)	65 (21.45)
Lack of Security	1 (0.33)	12 (3.96)	26 (8.58)	50 (16.50)	27 (8.91)	5 (1.65)	6 (1.98)	16 (5.28)	100 (33.00)	60 (19.80)
Excellent source of killing time	3 (0.99)	12 (3.96)	11 (3.63)	41 (13.53)	49 (16.17)	6 (1.98)	5 (1.65)	11 (3.63)	68 (22.44)	97 (32.01)

(Figures in parenthesis indicate percentages).

* 1. Very dissatisfied, 2. Dissatisfied, 3.Neither satisfied nor dissatisfied, 4. Satisfied, 5. Very Satisfied

6. CONCLUSION

In the present situation, informal communities have affected all circles of life, for example, instruction, business, industry, and so forth. In actuality, the correspondence framework has been changed drastically. The long-range informal communication instruments are an online stage where individuals can liberally make an individual record and speak with

their family, companions, cohorts, educators, and so forth starting with one corner then onto the next corner over the World. Such extraordinary highlights have a person to person communication destination, which gives a database of clients, so individuals can discover their companions, structure networks, examines and interface with other people who share comparative interests with them. In any case, the present examination is to find the effect of informal organizations for scholarly purposes among the building and drug store understudies of the Malla Reddy Group of establishments, Secunderabad. The discoveries show that most of the members having excellent information about different Social systems. The respondents generally favoured WhatsApp followed by YouTube among the other Social networks. Larger parts of understudies utilize informal organization consistently in their home with Android cell Phones. Aside from this essentially impart just as for partner with companions purposes. The consequences of the examination bolster the thought that understudies have an idealistic mentality in regards to the significance of Social systems for their scholarly purposes. Most of the members emphatically maintain that Social networks help their instructive work, and it develops a decent connection between their instructors, companions and different experts. Outstandingly, agents have seen numerous understudies emphatically concurred that it Social Networks empower the individuals to meet up around a thought or subject of intrigue, where understudies, experts can talk about their issues. They find useful pace data through Social systems and offer their musings to the others. Aside from that, the examiners have likewise discovered, an enormous number of respondents emphatically concurred that Social Networks is a presentation bolster device, learning stage and the informal organization all overflowed with one. Additionally, this examination shows an enormous number of respondents firmly upheld that Social systems are a compelling media which assists with interfacing with one another for bunch studies, conversations and social correspondence. In the present situation, Social networks are the solid media which spreads any data in barely any second all through the World.

The accompanying proposals are made following the discoveries of this examination

- Academic libraries should nag innovative work of their parent foundation and devise methods for producing capacity to guarantee conveyance of library administrations.

- Educational libraries necessity recovers its framework, i.e., influence supply; ICT offices and Internet association with satisfying worldwide guideline to empower viable usage of Social Network for administration conveyance.
- Adoption and utilization of possessing interpersonal organization in academic libraries ought to be energized.
- Digital library Librarians ought to make mindfulness about the possibilities of Social system in academic libraries' administration conveyance.
- The librarian needs to investigate more highlights in Social Network, particularly square presenting of data on numerous library clients.
- There ought to be standard preparing and retraining of administrators to obtain significant expertise and commonality in using Social Network for the conveyance of library administrations.
- A staged methodology of coordinating Social Network as media of data spread and conveyance of administrations to clients in academic libraries ought to be received.

REFERENCES

- Abonyi, J. and Feil, B. (2007). Cluster analysis for data mining and system identification. Boston, MA: *Birkhäuser Basel*.
- Arshad, M.. & Akram, M. S.(2018). Social Media Adoption by the Academic Community: Theoretical Insights and Empirical Evidence From Developing Countries. *International Review of Research in Open & Distance Learning*. 19(3), 243 –261. <https://doi.org/10.19173/irrodl.v19i3.3500>
- Aslam Ansari1 & Mohammad Nazim.(2016). Social Networking in Library and Information Services: Current Scenario.*SRELS Journal of Information Management*. 53(2), 113-118. DOI: [10.17821/srels/2016/v53i2/91270](https://doi.org/10.17821/srels/2016/v53i2/91270)

- Becker, R. A., Chambers, J. M. & Wilks, A. R.(1988). *The New S Language*, Wadsworth & Brooks/Cole. (S version.).
- Benson, Vladlena., & Morgan, Stephanie.(2016). Social university challenge: Constructing pragmatic graduate competencies for social networking. *British Journal of Educational Technology*, 47(3), 465-473. <https://doi.org/10.1111/bjet.12448>
- Deepthi.K. , Tadasad P.G.,& Shobha, Patil.(2017). Use of Online Social Networking Services in University Libraries: A Study of University Libraries of Karnataka, India. *DESIDOC Journal of Library & Information Technology.*, 37 (4), 249-258. <https://doi.org/10.14429/djlit.37.4.10498>
- Durak Gürhan.(2017). Using Social Learning Networks (SLNs) in Higher Education: Edmodo Through the Lenses of Academics. *International Review of Research in Open and Distributed Learning*. 18(1), 84-108. <http://doi.org/10.19173/irrodl.v18i1.2623>
- Ezema Ifeanyi J. & Ezeah Christian S.(2015). Social Networking Services: A New Platform for Participation in Government Programmes and Policies among Nigerian Youths. *Libres.*, 25(1), 33-49.
- FouziaHadi, Ali., & AbanAbid, Qazi.(2018). Are Social Networking Sites Suitable for Formal Learning among Business Research Students? A Mixed-Method Experimental Approach. *Bulletin of Education and Research*, 40(1), 267-284.
- Gordon, A. D. *Classification*, Second Edition, Chapman and Hall / CRC, London, 1999.
- IBM Corp. Released 2015. *IBM SPSS Statistics for Windows*, Version 23.0. Armonk, NY: IBM Corp.
- Jajuga, K., Sokolowski, A., & Bock, H. H.(2002). *Classification, clustering and data analysis*. New York: Springer.
- Jordan, K., & Weller, M. (2018). Academics and Social Networking Sites: Benefits, Problems and Tensions in Professional Engagement with Online Networking. *Journal of Interactive Media in Education*, 1(1), 1-9.<http://doi.org/10.5334/jime.448>
- Karnika Nigam, Singh M. P.(2016). Impact of Social Networking Sites in Scholarly Communication by State Universities of Utrakhand. *DESIDOC Journal of Library & Information Technology*, 36(5), 291-301. <http://doi:10.14429/djlit.36.5.10085>
- Malla Reddy Group of Institutions, Hyderabad (2019). <http://www.mrits.ac.in> (Accessed on 21-02-2019)
- McQuitty, L.L.(1966). Similarity Analysis by Reciprocal Pairs for Discrete and Continuous Data. *Educational and Psychological Measurement*, nr., 26, 825-831. <https://doi.org/10.1177/001316446602600402>

- Munch, Shamim Aktar., GolamMostafa, Md., & Alam, Mhbubul.(2018). Uses of Social Networking Sites among Postgraduate Students at the University of Rajshahi, Bangladesh: A Study. *DESIDOC Journal of Library & Information Technology*. 38 (1), 34-40.<http://doi.org/10.14429/djlit.38.1.11466>
- Murtagh, F.(1985). Multidimensional Clustering Algorithms, in COMPSTAT Lectures 4, Wuerzburg: Physica-Verlag.
- Rizzuto, Tracey E., LeDoux, Jared., & Hatala, John Paul.(2009). It's not just what you know, it's who you know: Testing a model of the relative importance of social networks to academic performance. *Social Psychology of Education*, 12, 175-189.<http://doi.org/10.1007/s11218-008-9080-0>
- Romero-Hall, E.(2017). Posting, Sharing, Networking, and Connecting: Use of Social Media Content by Graduate Students. *Tech Trends: Linking Research & Practice to Improve Learning*. 61(6), 580–588.
- Shafawi, Sharyna & Hassan, Basri, (2018). User Engagement with Social Media, Implication on the Library Usage: A Case of Selected Public and Academic Libraries in Malaysia. *Library Philosophy and Practice (e-journal)*. 1820. <https://digitalcommons.unl.edu/libphilprac/1820>
- Shah, G.J. & Khan, K.M.(2019). Use of social media tools by the academic libraries in Northern India: A study. *International Journal of Information Dissemination and Technology*, 9(1), 29-35. <http://doi.org/10.5958/2249-5576.2019.00006.2>
- Wessa, P.(2017). Hierarchical Clustering (v1.0.5) in Free Statistics Software (v1.2.1), Office for Research Development and Education. https://www.wessa.net/rwasp_hierarchicalclustering.wasp/
- Zhou, Q. Xu, Z. edu. c., & Yen, N. Y. (2019). User sentiment analysis based on social network information and its application in consumer reconstruction intention. *Computers in Human Behavior*. 100, 177–183. <http://doi.org/10.1016/J.CHB.2018.07.006>