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SOCIAL NETWORKING SITES ON STUDENTS' ACADEMIC PERFORMANCE AND THE PERSPECTIVE FACULTY MEMBERS OF PERIYAR UNIVERSITY, SALEM

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ABSTRACT

The Internet has undergone rapid development, with significant impact on social life and on modes of communication. Social media refers to the means of interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks. This study aimed to study the faculty perception of SNS on academic performance of students. The study also focuses to assess the positive and negative impacts of SNS on students' academic performance. A structured questionnaire designed and was randomly distributed to 110 faculty members of Periyar University, Salem. After collecting the data, SPSS 16 Software was use for the analysis. Percentage analsis, Mean, SD, KMO and Bartlett's Test and MANCOVA test used to show the interrelationship between variable. More number of faculty members felt that the Addiction to SNSs is problematic issue that affects the students' academic life and More number of faculty members' mentioned that help of SNS in the students' studies because the student can discuss their assignments with friends. The test result there is statistically significant interrelationship between faculty members' perceptions on negative and positive impacts of SNS on students' academic performance. The study exposed that there is a significant relationship between gender, age and concern department of the faculty members and their opinion on negative perceptions of SNS on student's academic performance. However there is no association between the designation of faculty members' and their opinion on negative perceptions of SNS on student's performance. It is shows that all the negative opinion is same on SNS. The study pointed that there is no significant relationship between the gender and designation of faculty members' and their on positive perceptions of SNS on student's performance. Hence there is a significant relationship between the age and department of faculty members' and their opinion on positive perceptions of SNS on student's performance.

Introduction

The Internet is more than just a means of seeking information. People have discovered that the Internet can be used to connect with other people for business or commercial purpose, to make new friends, or to reawaken old friends and long lost relatives. The emergence of social networking sites (SNSs) simplifies the process because they do not require advanced internet knowledge or experience and are made up of a wide array of different formats and topics. This means that anyone can connect through SNSs. With such extensive acceptance, it is no surprise that SNSs have impacted the way people live and socialize. SNSs are also being used by teachers and students as a communication tool, especially in the West. It is a bidirectional process as students are using these mediums to share comments with their teachers

According to Boyd and Ellison, Social network site is a web based service which allows people to sign up in a bounded system, articulating group of people within the same system so as to share personal or academic related information This indicates that SNS entails a place where people connect with each other and share common issues relating to relationship, sports, politics or academics. However, Boyd and Ellison argue that participants from certain social media sites are not primarily there to connect with people they are not familiar with, rather they sign up to connect and catch up with loss but found offline friends as well as close ones. Social network sites have attracted considerable attention among scholars and educators due to the growing popularity among students and the potential effect on academic performance. However, the studies appear from two opposing views on the impact of SNSs on users. While proponents argue that it allows users in connecting people of common interest and value, opponents claim that excessive use of these sites affect the social, mental and physical health of the users.

Literature Review

Piotrowski, Chris (2015) designed to analysis the gauge the scope of the research domain of education typology by conducting a content analysis of dissertation research in this area.. A keyword search of the term (Social Media) yielded 662 studies represented in ProQuest's Dissertations & Theses database.The author summarized the major outcome findings of 29 dissertations that had a specific focus on SM-Education issues. Of these, only 2 studies reported any negative views by either students or faculty on the implementation of SM platforms for academic purposes. Instructors' lack of efficacy in Web 2.0 technology, privacy issues, and data overload were the major concerns noted. As these results are based on areas of investigatory interest of young researchers, the current findings provide a barometer of emerging trends regarding critical issues in Social Media-Education research.

Subramani, R (2015) examined the academic use of social media applications by university students, and to study the usage of various academic applications of social media by the university students. The population of the study consisted of thirteen major discipline of students in Doctoral, M Phil and Master Branches. The sample size of the study comprised of 482 students selected through convenient sampling technique. The structured questionnaire was used for data collection.

Helou, Adam Mahamat (2014) attempted to obtain students' perceptions on how their use of social networking sites influences their academic performance and conducted a preliminary survey of a group of Malaysian university student to gather initial findings on their use of social networking sites and its influence on their academic performance. This study found that the majority of respondents agreed that social networking sites have a positive impact on their academic performance.

Nee, Chee Ken (2014) investigated the impacts of incorporating Edmodo as educational network, into a classroom setting on the academic achievement of Biology students based on three types of conceptual level comprises of direct, simple, and complex concept. The results indicated that students that were instructed by the instruction with intervention performed a larger on the gain scores of all the three cognitive levels; than those instructed by the conventional approaches. This educational network will permeate all facets of the curriculum as a new paradigm of teaching tools.

Salvation, Mark (2014) designed to analyze the impact of social network sites on students' academic performance in Malaysia. Using a conceptual approach, the study gathered that more students prefer the use of Facebook and Twitter in academic related discussions in complementing conventional classroom teaching and learning process. Thus, it is imperative that lecturers and academic institutions should implement the use of these applications in promoting academic excellence. The discussion from this study however does not represent the general sampling of Malaysian university students.

Alhazmi, Abdulsalam K (2013) conducted study to understand the social aspects of Facebook use among students and how they perceive using it for academic purposes, an exploratory survey has been distributed to 105 local and international students at a large public technology university in Malaysia. The results indicated that the students' perception of using Facebook for academic purposes is not significantly related to students' gender or students' background; while it is significantly related to study level and students' experience. Moreover, based on the overall results of the survey and literature reviews, the paper presents recommendations and suggestions for further research of social networking in a higher education context.

Hamat, Afendi (2012) presented the results of a nationwide survey on tertiary level students in Malaysia. The results showed that SNSs penetration is not at full 100% as initially assumed. The results also indicated that while the respondents are using SNS for the purpose of informal learning activities, only half (50.3%) use it to get in touch with their lecturers in informal learning contexts. The respondents reported spending more time on SNS for socializing rather than learning and they do not believe the use of SNS is affecting their academic performance.

Weber, Alan S (2012) stated that SNSs are becoming more ubiquitous, they are also becoming more sophisticated and many operate on a free service model based on advertizing

revenues. The educational uses have generally been the result of the creative adaptation of SNSs by educators and application builders. Therefore some serious issues of data privacy, trust, and security have arisen since both the educational, medical, and medical education realms operate in the U.S. under strict data protection laws such as HITECH, HIPAA, FERPA, and COPPA. However, the business models of many SNSs as essentially advertizing platforms and as a means of tracking online behaviors which can be monetized (with non-transparent policies of data collection and retention) raise some key concerns for educators.

Leitch, S (2011) mentioned about prior research which was conducted at an Australian University into the design of online teaching and learning systems from a student's perspective and uses these outcomes to focus and trial the use of two social networking technologies in a tertiary education institution.

Tham, Jason (2011) examined the usage and implications of social networking sites among college students. A survey was administered to a non-random sample of 445 college students on SNS use, perceptions of SNS communications, and awareness of the impacts of SNS in academic performance and personal development. Results revealed that there were significant relationships between users' class rank and field of study, and the influence of SNS. Positive correlations were found in SNS usage rate and students' networking with friends, family members, and professionals, while negative correlations were observed between SNS usage rate and students' search for volunteer opportunities, and awareness of others' improved search for a date.

Brady, Kevin P (2010) evaluated the largely unexplored educational benefits of SNSs and surveyed graduate students enrolled in distance education courses using Ning in Education, an education-based SNS, based on their attitudes toward SNSs as productive online tools for teaching and learning. The study suggested that education-based SNSs can be used most effectively in distance education courses as a technological tool for improved online communications among students in higher distance education courses.

Aim and Objectives of the study

This study aimed to study the faculty perception of SNS on academic performance of students. The study also focuses to assess the positive and negative impacts of SNS on students' academic performance.

Methodology

A structured questionnaire designed and was randomly distributed to 110 faculty members of Periyar University, Salem. This university was chosen because of its strategic importance as a growing research university with a wide range of specialized courses and subjects at the professional diploma, undergraduate and postgraduate levels which could reflect the diversity of SNSs users. However, this study is only preliminary, meant to test the instrument and also to gather initial findings. The questions also elicited perceptual responses and certain specific

responses, which can be useful to add specificity to the findings. After the data were collected, SPSS 16 Software was use for the analysis.

Interpretation

The data collected from 59% of male faculty members and 41% of female faculty members. The data for the study collected from 54 Assistant Professors, 35 Associate Professors and 21 Professors from selected departments of Periyar University. In connection with department, 40% of faculty members belongs to Computer Science. 20% of the faculty members were belongs to Textiles and Apparel Design. Around 13% of the faculty members were belongs to Chemistry and another 13% of the faculty members were belongs to Food Science and Nutrition. 10% of the faculty members were belongs to Physics and 5% of the faculty members were belongs to Journalism & Mass Communication. It is noticed that majorities (60%) of the faculty members were belongs to 41-45 age group. Around 27% of the faculty members were belongs to belong to below 40 years and 13% of the faculty members were belongs to above 45.

Table No: 1
Negative Impact of SNS on students' academic Performance

S No	Negative Impact	Total	Mean	SD
1	These networking sites influence the academic performance of students negatively, because they distract from the students 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 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 negative impact of SNS on students' academic performances have lower means which ranges from 2.00 to 3.35. More 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 No	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 of 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. More 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)

Factor Analysis Results

The Factor Analysis was applied for the identification of the core factors of positive and negative impact of SNS on students' academic Performance. This technique was considered appropriate as it requires no pre-existing of functional relationships and is a well known for data reduction. It is used to reduce large number of variables into a few numbers of core factors.

Test Adequacy of Sample

The Kaiser-Meyer-Olkin is the measure of sampling adequacy, which varies between 0 and 1. The values closer to 1 are better and the value of 0.6 is the suggested minimum. The Bartlett's Test of Sphericity is the test for null hypothesis that the correlation matrix has an identity matrix. Taking this into consideration, these tests provide the minimum standard to proceed for Factor Analysis.

Test hypothesis regarding interrelationship between the variables.

Table No 3
KMO and Bartlett's Test for Negative impact of SNS

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.570
Bartlett's Test of Sphericity	Approx. Chi-Square	143.298
	df	15
	Sig.	.000

Null Hypothesis H_0: *There is no statistically significant interrelationship between faculty members' perceptions on negative impact of SNS on students' academic performance*

Normally, 0 < KMO < 1. If KMO > 0.5, the sample is adequate. Here, KMO = 0.570 which indicates that the sample is adequate and we may proceed with the Factor Analysis.

Bartlett's Test of Sphericity
Taking a 95% level of Significance = 0.05 The p-value (Sig.) of .000 < 0.05, therefore the Factor Analysis is valid As p <0.05, we therefore reject the null hypothesis H_0 and accept the alternate hypothesis (H_1) that there may be statistically significant interrelationship between variable. The alternative hypothesis being ***"There is statistically significant interrelationship between faculty members' perceptions on negative impact of SNS on students' academic performance"***

The Kaiser-Meyer Olkin (KMO) and Bartlett's Test measure of sampling adequacy was used to examine the appropriateness of Factor Analysis. The approximate of Chi-square is 143.298 with 15 degrees of freedom, which level of significance is 0.05. The KMO statistic of 0.570 is also large. Hence Factor Analysis is considered as an appropriate technique for further analysis of the data.

Table No 4
KMO and Bartlett's Test for Positive impact of SNS

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.538
Bartlett's Test of Sphericity	Approx. Chi-Square	90.477
	df	21
	Sig.	.000

Null Hypothesis H_0: *There is no statistically significant interrelationship between faculty members' perception on positive impact of SNS on students' academic performance*

Here, KMO = 0.538 which indicates that the sample is adequate and we may proceed with the Factor Analysis.

Bartlett's Test of Sphericity

Taking a 95% level of Significance = 0.05 The p-value (Sig.) of .000 < 0.05, therefore the Factor Analysis is valid As p <0.05, we therefore reject the null hypothesis H_0 and accept the alternate hypothesis (H_1) that there may be statistically significant interrelationship between variable. The alternative hypothesis being ***"There is statistically significant interrelationship between faculty members' perception on positive impact of SNS on students' academic performance"***

The Kaiser-Meyer Olkin (KMO) and Bartlett's Test measure of sampling adequacy was used to examine the appropriateness of Factor Analysis. The approximate of Chi-square is 90.477 with 21 degrees of freedom, which level of significance is 0.05. The KMO statistic of 0.538 is large. Hence Factor Analysis is considered as an appropriate technique for further analysis of the data.

Table No. 5

Multivariate Test between gender of the faculty member with Negative perceptions of SNS on student's performance

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
Negative	Pillai's Trace	.507	21.366[a]	5.000	104.000	.000
	Wilks' Lambda	.493	21.366[a]	5.000	104.000	.000
	Hotelling's Trace	1.027	21.366[a]	5.000	104.000	.000
	Roy's Largest Root	1.027	21.366[a]	5.000	104.000	.000
Negative * Gender	Pillai's Trace	.168	4.204[a]	5.000	104.000	.002
	Wilks' Lambda	.832	4.204[a]	5.000	104.000	.002
	Hotelling's Trace	.202	4.204[a]	5.000	104.000	.002
	Roy's Largest Root	.202	4.204[a]	5.000	104.000	.002

a. Exact statistic

b. Design: Intercept + Gender Within Subjects Design: Negative

H_O: There is no significant relationship between gender of the faculty members and their negative perceptions of SNS on student's performance.

The table no. 5 shows the MANCOVA results between gender of the faculty members and their negative perceptions of SNS on student's performance. The *p*-value Pillai's Trace was 0.168 and the significance level was 002, which is lesser than 0.05. Hence the null hypothesis is rejected and the alternative hypothesis is accepted. So it is clearly understood that ***"there is a significant relationship between gender of the faculty members and their opinion on negative perceptions of SNS on student's performance.***

Table No. 6

Multivariate Test between age of the faculty members with Negative perceptions of SNS on student's performance

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Negative	Pillai's Trace	.781	73.606[a]	5.000	103.000	.000
	Wilks' Lambda	.219	73.606[a]	5.000	103.000	.000
	Hotelling's Trace	3.573	73.606[a]	5.000	103.000	.000
	Roy's Largest Root	3.573	73.606[a]	5.000	103.000	.000
Negative * age	Pillai's Trace	1.057	23.315	10.000	208.000	.000
	Wilks' Lambda	.162	30.639[a]	10.000	206.000	.000
	Hotelling's Trace	3.834	39.108	10.000	204.000	.000
	Roy's Largest Root	3.441	71.574[b]	5.000	104.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + age Within Subjects Design: Negative

H_O: There is no significant relationship between the age of faculty members' and their opinion on negative perceptions of SNS on student's performance.

The table no. 6 shows the MANCOVA results between age of the faculty members and their opinion negative perceptions of SNS on student's performance. The *p*-value Pillai's Trace was 1.057 and the significance level was zero. Hence the null hypothesis is rejected and the alternative hypothesis is accepted. So it is clearly understood that ***"there is a significant relationship between the age of faculty members' and their opinion on negative perceptions of SNS on student's performance."***

Table No. 7

Multivariate Test between designation of the faculty members with Negative perceptions of SNS on student's performance

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Negative	Pillai's Trace	.471	18.352[a]	5.000	103.000	.000
	Wilks' Lambda	.529	18.352[a]	5.000	103.000	.000
	Hotelling's Trace	.891	18.352[a]	5.000	103.000	.000
	Roy's Largest Root	.891	18.352[a]	5.000	103.000	.000
Negative * designation	Pillai's Trace	.124	1.376	10.000	208.000	.193
	Wilks' Lambda	.877	1.391[a]	10.000	206.000	.186
	Hotelling's Trace	.138	1.406	10.000	204.000	.180
	Roy's Largest Root	.123	2.557[b]	5.000	104.000	.032

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + designation Within Subjects Design: Negative

H_O: There is no association between the designation of faculty members' and their opinion on negative perceptions of SNS on student's performance.

The table no. 7 shows the MANCOVA results between designation of the faculty members and their negative perceptions of SNS on student's performance. The *p*-value Pillai's Trace was 0.124 and the significance level was 0.193. Hence the null hypothesis is accepted that ***"there is no association between the designation of faculty members' and their opinion on negative perceptions of SNS on student's performance."***

Table No. 8
Multivariate Test between department of the faculty with Negative perceptions of SNS on student's performance

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Negative	Pillai's Trace	.905	1.908E2[a]	5.000	100.000	.000
	Wilks' Lambda	.095	1.908E2[a]	5.000	100.000	.000
	Hotelling's Trace	9.538	1.908E2[a]	5.000	100.000	.000
	Roy's Largest Root	9.538	1.908E2[a]	5.000	100.000	.000
Negative * department	Pillai's Trace	2.374	18.798	25.000	520.000	.000
	Wilks' Lambda	.009	37.776	25.000	372.985	.000
	Hotelling's Trace	13.102	51.571	25.000	492.000	.000
	Roy's Largest Root	7.821	1.627E2[b]	5.000	104.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + department Within Subjects Design: Negative

H_O: There is no association between the department of faculty members' and their opinion on negative perceptions of SNS on student's performance.

The table no. 8 shows the MANCOVA results between department of the faculty members and their negative perceptions of SNS on student's performance. The *p*-value Pillai's Trace was 2.374 and the significance level was zero. Hence the null hypothesis is rejected and the alternative hypothesis is accepted. So it is clearly understood that ***"There is an association between the department of faculty members' and their opinion on negative perceptions of SNS on student's performance."***

Table No. 9
Multivariate Test between Gender of the faculty members' with Positive perceptions of SNS on student's performance

Multivariate Tests[b]

Effect		Value	F	Hypothesis df	Error df	Sig.
Positive	Pillai's Trace	.401	11.498[a]	6.000	103.000	.000
	Wilks' Lambda	.599	11.498[a]	6.000	103.000	.000
	Hotelling's Trace	.670	11.498[a]	6.000	103.000	.000
	Roy's Largest Root	.670	11.498[a]	6.000	103.000	.000
Positive * gender	Pillai's Trace	.045	.801[a]	6.000	103.000	.571
	Wilks' Lambda	.955	.801[a]	6.000	103.000	.571
	Hotelling's Trace	.047	.801[a]	6.000	103.000	.571
	Roy's Largest Root	.047	.801[a]	6.000	103.000	.571

a. Exact statistic

b. Design: Intercept + gender Within Subjects Design: Positive

H_O: There is no significant relationship between the gender of faculty members' and their on positive perceptions of SNS on student's performance.

The table no. 9 shows the MANCOVA results between gender of the faculty members and their positive perceptions of SNS on student's performance. The *p*-value Pillai's Trace was 0.045 and the significance value was 0.571. Hence the null hypothesis is accepted that "***there is no significant relationship between the gender of faculty members' and their on positive perceptions of SNS on student's performance".***

Table No. 10
Multivariate Test between age of the faculty members with Positive perceptions of SNS on student's performance

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Positive	Pillai's Trace	.366	9.823[a]	6.000	102.000	.000
	Wilks' Lambda	.634	9.823[a]	6.000	102.000	.000
	Hotelling's Trace	.578	9.823[a]	6.000	102.000	.000
	Roy's Largest Root	.578	9.823[a]	6.000	102.000	.000
Positive * age	Pillai's Trace	.458	5.106	12.000	206.000	.000
	Wilks' Lambda	.577	5.382[a]	12.000	204.000	.000
	Hotelling's Trace	.672	5.657	12.000	202.000	.000
	Roy's Largest Root	.563	9.668[b]	6.000	103.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + age Within Subjects Design: Positive

H_O: There is no significant relationship between the age of faculty members' and their opinion on positive perceptions of SNS on student's performance.

The table no. 10 shows the MANCOVA results between age of the faculty members and their positive perceptions of SNS on student's performance. The *p*-value Pillai's Trace was 0.458 and the significance level was zero. Hence the null hypothesis is rejected and the alternative hypothesis is being accepted. So it is clearly understood that *"**There is a significant relationship between the age of faculty members' and their opinion on positive perceptions of SNS on student's performance"***

Table No. 11
Multivariate Test between designation of the faculty members with Positive perceptions of SNS on student's performance

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Positive	Pillai's Trace	.430	12.842[a]	6.000	102.000	.000
	Wilks' Lambda	.570	12.842[a]	6.000	102.000	.000
	Hotelling's Trace	.755	12.842[a]	6.000	102.000	.000
	Roy's Largest Root	.755	12.842[a]	6.000	102.000	.000
Positive * designation	Pillai's Trace	.181	1.705	12.000	206.000	.068
	Wilks' Lambda	.827	1.690[a]	12.000	204.000	.071
	Hotelling's Trace	.199	1.675	12.000	202.000	.075
	Roy's Largest Root	.112	1.922[b]	6.000	103.000	.084

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + designation Within Subjects Design: Positive

H_O: There is no association with the designation of faculty members' and their opinion on positive perceptions of SNS on student's performance.

The table no. 11 shows the MANCOVA results between designation of the faculty members and their positive perceptions of SNS on student's performance. The *p*-value Pillai's Trace was 0.181 and the significance value was 0.068. So the null hypothesis is accepted that ***"there is no association with the designation of faculty members' and their opinion on positive perceptions of SNS on student's performance".***

Table No. 12
Multivariate Test between department of the faculty members with Positive perceptions of SNS on student's performance

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Positive	Pillai's Trace	.302	7.151[a]	6.000	99.000	.000
	Wilks' Lambda	.698	7.151[a]	6.000	99.000	.000
	Hotelling's Trace	.433	7.151[a]	6.000	99.000	.000
	Roy's Largest Root	.433	7.151[a]	6.000	99.000	.000
Positive * department	Pillai's Trace	.901	3.774	30.000	515.000	.000
	Wilks' Lambda	.327	4.283	30.000	398.000	.000
	Hotelling's Trace	1.433	4.652	30.000	487.000	.000
	Roy's Largest Root	.866	14.864[b]	6.000	103.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + department Within Subjects Design: Positive

H_O: There is no significant relationship with the department of faculty members' and their opinion on their positive perceptions of SNS on student's performance.

The table no. 12 shows the MANCOVA results between department of the faculty members and their positive perceptions of SNS on student's performance. The *p*-value Pillai's Trace was 0.901 and the significance level was zero. Hence the null hypothesis is rejected and the alternative hypothesis is being accepted. So it is clearly understood that ***"there is a significant relationship with the department of faculty members' and their opinion on their positive perceptions of SNS on student's performance."***

Results and Discussion:

- In general the faculty members' perception on negative impact of SNS on students' academic performances have lower means which ranges from 2.00 to 3.35. More number of faculty members felt that the Addiction to SNSs is problematic issue that affects the students' academic life (3.35) and 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)

- Responses of 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. More 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)

- ❖ Bartlett's Test of Sphericity and KMO test reveals that "There is statistically significant interrelationship between faculty members' perceptions on negative and positive impacts of SNS on students' academic performance.

- ❖ The study exposed that there is a significant relationship between gender, age and concern department of the faculty members and their opinion on negative perceptions of SNS on student's academic performance. However there is no association between the designation of faculty members' and their opinion on negative perceptions of SNS on student's performance. It is shows that all the negative opinion is same on SNS.

- ❖ The study pointed that there is no significant relationship between the gender and designation of faculty members' and their on positive perceptions of SNS on student's performance. Hence there is a significant relationship between the age and department of faculty members' and their opinion on positive perceptions of SNS on student's performance.

Conclusion

Most of the faculty members known that the students are engage in the use of SNSs for socializing activities moderately than for academic purposes. However, most of the faculty members felt that that SNSs have a negative impact on their academic performance compared with positive impacts, due to lack of awareness among the students and faculty for appropriate usage SNS topics of educational interest. In the meantime, the positive impacts of SNSs on their academic performance are considerably low.

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