A Social Network with Multiple Features to Students

Kiran. P. S[1], Manjula. K[2], Varun. K. S[3], Devraj. H. S[4], Swapna. T[5]

[1,2,3,4,5] *P.G Students, Department of studies and Research in Computer Science Davanagere University, Davanagere, Karnataka, India*

Abstract- **In third Industrial revolution, the 'Information age' 5G networking plays an important role in the communication. Social media has become omnipresent and almost inescapable, revolutionizing the way students communicate, interact and socialize and has become an integral a part of their social and cultural fabric. Consequently, students are spending a considerable a part of their time on social media. University students and youths are consider the most important users of those technologies. Students used social media more for social information than for tutorial purposes. Social interaction is enhance by social media use among students. Thus, productive use of social media affects the student life and insecurity of female students due to cyber-crimes, male student's addicts more and it shows the negative impact. Therefore, to get positive impact and effective use of social media in student life, this paper given a new technology based company and social networking website. Where students/Lectures can post comments, share photographs and post links to news or other interesting contents on the web, chat live, and watch short-form tutorial video, can create group chat, can post daily stories, conference meeting video calls in a smart way helps to conduct one day international seminars through this technology. This given enormous advantages in a society that any one at any places in the world can effective, active in all the activities of education. The major key point of this technology is that access permission only provided to the students of the university, and monitor of student application ID and profile from the university unique identification number. Activation of the account when student register under the university/ institution and deactivation when validity of education period from the university/ institution. This avoid malpractices, and creation or entering of unauthorized fake accounts and this social network only meant for educational purposes that student can utilize time by using this and learn more. so this is a social application that effectively helps to the educators.**

Index terms- **Social Networks, Academic performance, University students, Internet**

I.INTRODUCTION

Social network has gained incredible popularity over the past few years as an open source of information and knowledge sharing platform. Educational institutions are using social network to interact with young minds. Nowadays educators leveraging the potential of social media technologies to enhance the overall teaching-learning process. The emerging role of social network in teaching-learning process cannot be ignore. It not only provides students access to useful information but also connects them with learning groups and other educational systems that make their completely learning process more interesting and engaging. Almost everyone is using social platforms like Facebook, LinkedIn, Twitter, YouTube and Instagram. These social channels are all about cooperating, networking, sharing and generating knowledge and content - something that is of great value in the context of education. In spite of a growing amount of literature on the usage of social network around the world, there is a lack of research in the fastest developing cities on how social network affects the student's social life. This expressive, fact-finding study examined the types of social media platforms students commonly use, the quantity of a student time students spend on social media, the needs for which students use the social media and therefore the impact of social media use on student's social life. Usually students are teenagers that attract to more things on the social network that affects to diversion of mind more towards anti-social activities. Because of this reason, it affects to the public as well as students of their bright future and waste of their time in fastest developing countries.

The major ideology of this application helps to society. Students can register through their basic credentials and unique registration number given in the university. After acceptance under the university, students can able to access the application through

android app, laptop, and desktop, tablet etc. Professors can use their registration ID to hold live sessions, offer extended support to students thereby enhancing the scope of learning beyond classroom. They can organize discussions related to their subjects or class assignments on this application platform. This application helps both teachers and students to remain connected off campus. Faculty can create groups using social media where all can access useful information. It is a good platform for sharing ideas. They can use hash tags to increase outreach of their academic posts and view submissions by students to check engagement level. Other than that, student-Lecture more interactive it supports video conferencing, live chat, news feed, build profile, photo albums, tags, activity record, E-mail alerts, Real time updates. This application is increase in building relationships outside the classroom setting. It is helping drive admissions and strengthen public relations of the Universities/Institute, Student's welfare department in colleges to engage students by addressing their grievances. It is further being use to show life at campus and build strong alumni networks. This application in learning for the purpose of convenient communication with other students and potentially with others outside the class. Students can connect with resource persons through application live sessions.

II. EXISTING SYSTEM

At present there are many social networks are universal access. This method of social network is not suitable for students, because major number of users are of the age 8 – 15. For the young minds along with the entrainment and social meet, news feed through online affects to their carrier by abusing social network and attracts for antisocial activities rather than the studies.

Following are the some of the social networks that are majorly use by young minds.

Facebook is a popular free social networking website, which is use to connect with people online. It also provides free registration and a user-friendly platform. Initially, it was PC based, but now it is also available as a pre-installed app on most of the mobile phones and tablets. That allows registered users to create profiles, upload photos and videos, send messages and keep touch with friends, family and colleagues.

Fig 1: popular social networks with common feature.

- Instagram is online photo-sharing application and social network platform, and it allows users to edit, and upload photos and short videos through mobile application.

- LinkedIn is a business-related social networking website used mainly for professional networking. Departments looking to connect with their current employees or old pupils should consider creating a LinkedIn group. It frequently posts updates about job postings, academic programs, campus events, research projects, and more.

- Pinterest is a social networking site that allows users to organize and share content using virtual pin boards. With a large woman audience, the website offers inspirational and creative content such as recipes, craft projects, fashion, and event planning. It frequently pins items such as Bulls apparel, campus traditions, residence hall decor, and more.

- Twitter is social networking and microblogging service. Twitter offers a platform to share the brief information or the links for interesting news or topics that can benefit people. It has been termed as the "SMS of the internet".

- YouTube is the world's largest free video sharing website. Branches with a videographer or high volume of videos should consider creating a YouTube channel to publish their videos. Where it posts the latest videos about the people, places and programs such as tutorials, cooking lessons, exercise tips, music, comedy and lot more.

- WhatsApp is a cross-platform mobile messaging application, which allows you to exchange posts without have to pay for SMS. WhatsApp

Messenger is accessible for iPhone, BlackBerry, Android, Windows Phone. Those phones can all message each other. Because WhatsApp Messenger uses the same internet, data plan that user use for email and web browsing, there is no charge to message and stay in touch with your friends.

- Telegram give you access to a super-fast, simple and free platform used by over 60 million individuals around the world through any mobile device. Telegram is a cloud-based instant messaging service - similar to WhatsApp and WeChat - with a focus on speed, openness and safety. It's open source and encrypted end-to-end, meaning that all data sent and received via Telegram cannot deciphered when intercepted by your ISP, network administrator or other third parties.
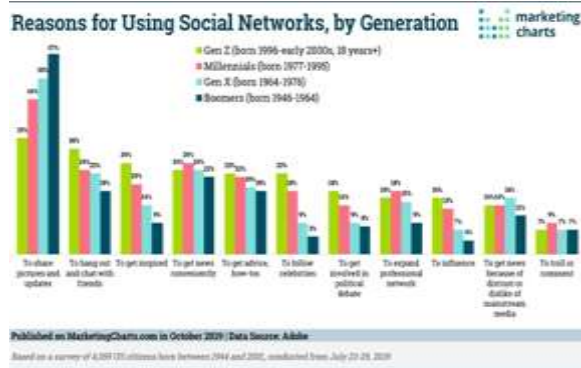

Fig 2: Reasons for using social networks, by generation

DEMERITS OF EXISTING SYSTEM:
- Cyber bullying
- Less real life interaction
- Addiction
- Misleading information
- Misuse of information
- Fake profiles
- Peer pressure

III. PROPOSED SYSTEM

Revolutionary changes in technology has open various chances to enhance teaching as well as learning experiences of students. The world of learning has completely transformed ever since the internet and smart phone technologies came to existence. Rising popularity and utility of social networking websites has led educators to explore their potential use in education. Educational organizations have realized the capability of social media to improve collaboration and active learning. Social media is paving way for a new age education that is personalized and customized to suit the need of every learner. In an increasingly interconnected world, professional networks and connections have become key to one's success and future growth. In this context, social network has a lot to offer to the educational community. Existing system finds major demerits in the personal security and bad way of addiction.

The proposed system eliminates the demerits and provide a learning environment as features provided in existing social network in a good way. In this application, admin provide an interface to all the authorised universities and institutions allow them to monitor the students of university by giving application access permission. Those students are register through this application and request has sent to concerned university/institution, if the student is present in the registration of the university then automatically an access link generated and sent to the registered mail id of the student. The registered student can able to get all facilities on the application. That student can post an images, problems, videos etc. and student can like, comment, share to the other posts and another facility is that student can live chat, video call, and audio call with other users and able to get campus related notification. Moreover, student can able to view all the educational activates, news in this application. In addition, any research scholar can create a room and invite to video conferencing to deliver the speech, seminars etc.

Proposed system gives a special feature in this application is that no student can create fake account, and if any student post anti-social or any sexuality related post means can easily identified and concerned department take action on student. In this manuscript, students need not to worry in security and lectures not worry students killing their time with existing social network. This change results in the success of the project of a social network with multiple feature to students. Even parents also not to worry about their Childers that uses social network more. In this, the modules and working flow of the system is describe and data information is easily

exchange between the students and lectures, thereby enabling a more efficient education in off campus.

Fig 3: Application of social media in school

FEATURES OF PROPOSED SYSTEM:

- Build Profile
- Simple interface
- Media galleries
- Photo albums
- Communities
- Conversation
- Tags
- Chat Facility
- Activity record
- E-Mail Alerts
- Real time updates
- Free web Address
- Conference video calls

BENEFITS OF PROPOSED SYSTEM:

- Learning and networking
- For creative expression
- Experience global exposer
- Employment opportunities
- Information sharing by students
- Social media marketing for educators
- Helps to foster research
- Continue teaching from anywhere and everywhere
- Take advantage of Blogs to create the virtual library
- Easier to connect and create new connections
- Spread information incredibly fast

IV. RELATED WORK

Social media is increasingly use as a medium to spread awareness about one's likes and dislikes, hobbies and talent, and skills and competencies. Over 90% of the recruiters review social network profile of the candidate before making a hiring decision. The digital image does send signals about the personality, individuality and attitudes of a candidate. Recruiters interpret and judge the profile of a job seeker. Today, LinkedIn is a popular medium where prospective employees and employers brought together and hiring takes place.

Depending on whether people notice user posts and how positively they respond - user online interactions may be quite positive or not. Social network can make some teens feel depressed and lonely. They can feel cut out of social interactions. They may feel judged. In fact, people who visit social network websites to feel connected to friends may end up caught in online drama, or even cyber-bullying.

More people, irrespective of age and gender, are signing up for profiles on online social networks for connecting with each other in this virtual world. Some have thousands of friends and followers spread through multiple profiles. However, at the same time there is creation of fake profiles also. Fake profiles often junk legitimate users, posting illegal content. Fake profiles are also create while misrepresenting some recognized person to cause harassment to him/her. Common crimes committed in social media are Online Threats, Stalking, Cyber bullying and Hacking and Fraud, Buying Illegal Things, Vacation Robberies, Creation of fake profile, Fake online friendship
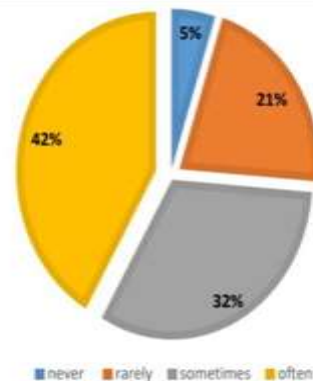

Fig 4: Perceived impact of social media on student's social life

Table 1: usage of social media percentage

Frequency of Posting Original Content (Videos, Photos, Comments, etc.) at Social Networking Sites, in Percent

	Never	Rarely	About Every Month	About Every Week	Daily
Personal page on Facebook	8.8%	14.0	14.0	24.6	38.6
Fan or community pages on Facebook	30.1	27.4	21.2	14.2	7.1
YouTube	45.4	36.8	6.7	6.7	4.3
Other video posting sites	72.4	20.2	3.7	2.5	1.2
Wikipedia	85.9	8.6	3.1	2.5	0.0
Other wiki sites	92.6	3.7	3.1	0.6	0.0
News sites	85.8	7.4	4.3	1.2	1.2
Community posting boards	75.6	16.3	5.6	1.9	0.6
Own blog	64	19	9	7	1
Other people's blogs	69	15	10	6	9
Tumblr	90	3	5	1	1
MySpace	77	20	1	1	1

Sample Size: 162

Older teens are more active on social media, using each of these platforms more than their younger counterparts.
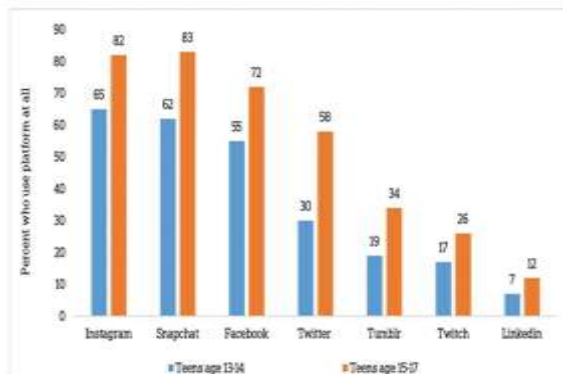
Question: How often do you use the following, if at all?
Source: AP-NORC Teen Survey December 2016. n=790 with teenagers age 13-17 nationwide

Fig 5: Graph shows teens are more active on social media

V. CONCLUSION

The majority of students engaged in social media for more than an hour per day. The results also showed that most of the tested students found social media "irresistible" to the extent that they checked their social media sites before doing something else, felt their academic productivity suffered. Because of social network, failed to cut down on time spent on social network, received negative comments from others about their use of social media and felt stressed out due to social network use. This reading makes an important contribution to understanding university student's use of social network and its effects on their social lives. The findings of the current study present important suggestions. First, these results unlock the potential to identify students who may have social network addiction problems, which cause detrimental effects such as poor grade presentation among students. Second, understanding the effects of social network on student's social development allows the teaching staff at the University to design learning content that fit the social and personal needs of students. The present learning has demonstrated that students tend to use WhatsApp for not less than 30 minutes per day. Thus, course lecturers can consider using social network to disseminate vital course information to their students. Third, since students use social network for non-academic purposes, lecturers can develop teaching strategies that utilize social network for teaching and learning, which in turn increase lecturer - student interaction for better academic achievement. Finally, by learning the about the adverse effects of social network such as depression and addiction, students can be encouraged to regulate their heavy use of existing social network to proposed application. We hope that these encouraging results would learn too many future works.

VI.ACKNOWLEDGMENT

REFERENCES

[1] Adu-Kumi, B. (2016). Sexuality Going Viral: Using WhatsApp as a Site for Sexual Exploration among College Students in Ghana. University of Oregon. Unpublished Master's Thesis.
[2] Ahad, A. D., & Lim, S. M. A. (2014). Convenience or nuisance? The 'WhatsApp'

dilemma. Procedia-Social and Behavioral Sciences, 155, 189-196.

[3] Ajayi, A. (1995). Cited in Terminal Addiction. Internet and Comms Today, p. 36.

[4] Bere, A. (2012). A comparative study of student experiences of unquitious learning via mobile devices and learner management systems at a South African university. Proceedings of the 14th Annual Conference on World Wide Web Applications. Cape Penisula University of Technology,http://www.zaw3.co.za/index.php/ZA-WWW/2012/paper/viewFile/537/160.

[5] Budden, C. et al. (2007). Managing the evolution of a revolution: Marketing implications of internet media usage among college students. College Teaching Methods & Styles Journal, 3, 5–10.

[6] Chaffey, D. (2016). Global social media research summary 2016. Smart Insights: Social Media Marketing.

[7] Cheung, C. M. K., & Lee, M. K. O. (2010). A theoretical model of intentional social action in online social networks. Decision Support Systems, 49(1), 24–30.

[8] Devi, T. S., & Tevera, S. (2014). Use of social networking site in the University of Swaziland by the health science students: A Case study. Jounal of Information Management, 1(1), 19-26.

[9] Eid, M. I., & Al-Jabri, I. M. (2016). Social networking, knowledge sharing, and student learning: The case of university students. Computers & Education, 99, 14-27.

[10] Eke, H. N., & Odoh, N. J. (2014). The use of social networking sites among the undergraduate students of University of Nigeria, Nsukka. Library Philosophy and Practice, 0-1.

[11] Ellison, N. B.et al. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. Journal of Computer-Mediated Communication,

[12] Ford, R. &Ravansar, H. (2017) CPD 12 Impact Skills 3 –Social Media for Academics: Research Dissemination, Retrieved May 20, 2017, from. http://www.staffnet.manchester.ac.uk/employment/training/personal-development/academic-staff/

[13] Griffiths, M. D. (1998). Internet addiction: Does it really exist? In J. Gackenbach (Ed.), a. Psychology and the Internet: Intrapersonal,

[14] Ito, M. et al., (2009). Living and learning with new media: Summary of findings from the Digital Youth Project. MIT Press.

[15] Jacobsen, W., & Forste, R. (2010). The wired generation: Academic and social outcomes of electronic media use among university students. Cyberpsychology, Behavior, and Social Networking, 45, 275–280.

[16] Jelenchick, L. A., Eickhoff, J. C., & Moreno, M. A. (2013). "Facebook depression?" Social networking site use and depression in older adolescents. Journal of Adolescent Health, 52(1), 128-130

[17] Katz, E. (1959). Mass communications research and the study of popular culture: An editorial note on a possible future for this journal. Studies in Public Communication, 2, 1.

[18] Lenhart, A. et al. (2010). Social Media & Mobile Internet Use among Teens and Young Adults. Millennials.

[19] Mazer, J.P. et al. (2007). 'I'll See You On "Facebook": The Effects of Computer-Mediated Teacher Self-Disclosure on Student Motivation, Affective Learning, and Classroom Climate '. Communication Education, 56 (1), 1-17.

[20] Mingle, J., & Adams, M. (2015). Social Media Network Participation and Academic Performance in Senior High Schools in Ghana. Library Philosophy and Practice, 1.

[21] Ogaji, I. J. et al. (2017). Pattern of use of social media networking by Pharmacy students of Kenyatta university, Nairobi, Kenya. Computers in Human Behavior, 66, 211-216.

[22] O'Hara, K.Et al. (2014). Everyday dwelling with whatsApp. Proceedings of the 17th ACM conference on Computer supported cooperative work & social computing (pp. 1131-1142). ACM, Baltimore, MD, USA.

[23] O'Keeffe, G. S., & Clarke-Pearson, K. (2011). The impact of social media on children, adolescents, and families. Pediatrics, 127(4), 800-804.

[24] Pempek, T. A., Yermolayeva, Y. A., & Calvert, S. L. (2009). College students' social networking experiences on Facebook. Journal of Applied Developmental Psychology, 30(3), 227-238.

[25] Pew Internet &American Life Project. Cell Phone Activities 2012.

[26] Plana, M. G.-C., (2013). Improving learners' reading skills through instant short messages: a sample study using WhatsApp. Proceeding of WorldCall 2013-Call: Sustainability and Computer- Assisted Language Learning (pp.80-84). University of Ulster, Glasgow.

[27] Rideout, V. J., Foehr, U. G., & Roberts, D. F. (2010). Generation M [superscript 2]: Media in the Lives of 8-to 18-Year-Olds. Henry J. Kaiser Family Foundation.

[28] Sharma, A. & Shukla, A.K. (2016). Impact of Social Messengers Especially WhatsApp on Youth: A Sociological study. International Journal of Advance Research and Innovative Ideas in Education, 2(5), 367-375.

[29] Shotton, M. A. (1989). Computer addiction? A study of computer dependency. London: Taylor and Francis.

[30] Smith, S. D., & Caruso, J. B. (2010). Research Study. ECAR study of undergraduate students and information technology, Vol. 6. Boulder, CO: EDUCAUSE Center for Applied Research, Retrieved March 1, 2011, from. http://www.educause.edu/Resources/ECARStud yofUndergraduateStuden/217333.