

## The Systematic Education Dealing With the Negative Effects of the Social Networking Sites on Saudian College Students

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**Abstract: Introduction:** To gain an understanding of the potential of Social Networking Sites (SNS) to construct a public profile. It is necessary to know how users currently use social networking sites for public profile information and don't interact with the ill considered uses of social Networking Sites. The purpose of this study was to describe the Systematic Education dealing with the negative effects of the Social Networking Sites on Saudian College Students. This study will provide an important discussion points for administrators and teachers who are trying to understand some positive and negative feedback for Saudian College Students uses of (SNS). This study also shed light on reasons why college students fall into legal risks through Internet and suggests strategies for helping them to use Social Networking Sites wisely. **In Conclusion:** Social Networking Sites provide new venues for young adults to express themselves and to interact with one another. SNS allow student colleges to construct profiles and engage in activities that reflect identity markers and evolution of identity development as positive outcomes while student colleges might immerge in negative outcomes such as legal risks. It is recommended that teachers and administrators to have opportunities to teach Saudian College Students about the negative outcomes and have strategies to prevent risks.

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### 1. Introduction

Recent education literature has highlighted the importance for practitioners to adopt a community-centered pedagogy as a strategy for facilitating student learning (e.g. *Brook & Oliver, 2003; Fink, 2003; Johnson, 2001*). The dominant tenet of this pedagogical approach can be traced back to the works of *Dewey (1938/1963) and Vygotsky (1978)* who maintained that the process of learning is facilitated through individual participation in social interactions. This pedagogical model is framed within social-constructivist principles with a focus on developing activities that promote learner-to-learner interactions to support the co-construction of knowledge and the sharing of information and resources. In this context, learning activities involving group work and collaboration are commonly implemented practices.

However, opportunities for the contemporary learner to engage with peers in a collaborative environment are problematic given the spatial and temporal requirements associated with traditional classroom settings (Squire & Johnson, 2000). The integration of online technologies, such as computer mediated communication (CMC), within the education sector can be seen as one approach for addressing these challenges and therefore, facilitate the implementation of collaborative learning activities. For instance, the adoption of CMC software provides individuals with the capacity to interact via computer networks regardless of

spatial and temporal limitations (Kreijns, Kirschner, & Jochems, 2002). De Wever, Schellens, Valke, and Van Keer (2006), suggested that an additional advantage underlying the integration of asynchronous CMC is the capacity for students to reflect on postings and access additional resources before (re)contributing to the overall discussion and therefore facilitating the development of higher order learning outcomes.

The benefits derived from implementing CMC also extend to faculty and researchers as a source of evaluative data. As Meyer (2004) has noted, written communication exchanges occurring among learners are readily accessible for future review. *Ahern, Peck, and Laycock (1992)* analysed CMC transcripts when investigating the impact of moderator intervention techniques on student participation. In examining the interactions in lieu of the specific written content, *Garton, Haythornthwaite and Wellman (1997)* have demonstrated that the communication exchanges conducted via CMC can also be used to form a representation of the social network and identify potential relational patterns. The interrogation of these relational networks may inform education practitioners of the extent of community experienced among the student cohort and the progress and outcome of implemented learning activities.

Social Network Sites (SNS) have been defined as "web-based services that allow individuals to (1) construct a public or semi-public profile within

a bounded system, (2) articulate a list of other users with whom they share a connection and (3) view and traverse their list of connections and those made by others within the system." (*boyd & Ellison, 2007*)

A scan of the research literature indicates a growing argument that social software, including social networks, provide a valuable educational opportunity and should be carefully included into course design (*Alexander, 2006; Carter, Foulger, & Ewbank 2008; Dalsgaard, 2006; Heavin, 2007; Mason & Rennie, 2008; Mazer, Murphy, & Simonds, 2007; Pearson, 2009; Trzeszkowski-Giese, 2007*).

Clearly the educational research literature does suggest that the use of SNS can have a range of positive outcomes. However, there are also risks. For instance, there have been instances, reported by the media, of SNS being used to bully, mislead and even form suicide pacts.

Social networking sites are designed to foster social interaction in a virtual environment. In general, communication is facilitated through information posted in the profile (i.e., the user's personal page), which often includes a photograph of the member and personal information describing his or her interests, both of which provide information about one's identity. Members can view one another's profiles and can communicate through various applications similar to email or online message boards. Such interactions can potentially address many concerns of adolescence and emerging adulthood, such as the need for friendship and peer feedback.

Because Internet use is a pervasive presence in the lives of adolescents and young adults (*e.g., Lenhart & Madden, 2007; Wiley & Sisson, 2006*), online interactions may influence developmental outcomes through peer feedback. For example, in a content analysis of adolescents' personal webpages, youth were often found to express themselves by posting information about their interests and their identity (*Stern, 2004*). Stern argues that the inclusion of various channels for reader feedback (*e.g., online guest books*) suggests That youth desire responses to the content posted, perhaps for self-validation or the formation of relationships. Another study found that 50% of Dutch adolescents who experimented with identity through instant messaging had three primary reasons for doing so: to explore themselves through feedback from others, to compensate for social limitations of shyness, and to facilitate social relationships (*Valkenburg, Schouten. & Peter, 2006*).

Like personal websites and instant messaging, social networking sites provide an easy, accessible way to interact with peers and gather

feedback. These opportunities may be particularly significant since peers are readily available online at almost any time, and the tools provided make communication easy to accomplish. Such contacts may foster the development of identity and intimate relationships, including friendships as well as romantic relationships. Not surprisingly, positive feedback was related to positive self-esteem and negative feedback to negative self-esteem. The findings suggests that adolescents use social networking sites as a way to gauge peer opinions about themselves, which may consequently influence identity formation.

College students are in a transition from home to school and from dependence to independence (*Moffatt, 1989*). They aspire to grow more mature and independent, although the process is often difficult, stressful and even anxiety-ridden (*Arnett, 2004*). Most students live away from their families for the first time in their lives. They need to forge new relationships with their parents and old friends, while simultaneously building networks in a new environment. Their changing self-concept is turbulent in the midst of changes in social support and geographic relocation. When young adults leave home, they often live in a new and complicated network of social relations, group definitions and obligations (*Becker et al, 1968*). Their social support sources change greatly in college, and young adults reconsider to what extent they can or should rely on previous sources.

Support from strong social networks is beneficial to young adults. Family communication has been found to greatly affect young people's socialization process (*Moschis, 1985*). College students' ability to cope with stressful life events is related to their levels of social support (*Brissette et al, 2002*). With sufficient social support and optimal coping strategies, they are likely to handle life difficulties and better manage their life, including their finances.

While parental impact begins to fade once their children are on their own, parents can still have major influences on young adults' various life domains. For example, parental involvement in students' acquisition of credit cards significantly reduces credit card balances later on (*Palmer et al, 2001*). Students whose parents co-sign their credit card applications are likely to have fewer credit cards and carry lower balances. This suggests that parents' involvement and supervision exert a positive influence on their children's credit card use. Positive social support includes a broad spectrum such as seeking advice, asking for assistance, and sharing feelings and concerns.

Generally, young adults feel more secure if they have some reliable people with whom they can communicate and share advice (*Bryant, 1989*). Some research suggests that parents' views about credit influences children's successful credit use (*Tokunaga, 1993*) and children's credit card attitudes are associated with their parents' credit card use (*Joo et al., 2003*). In college, the sudden decrease in parental supervision and consultation may cause drastic changes in their behaviour, including their financial behaviour. Students who aspire to have more independence and forfeit previous support are especially at risk. Lacking close parental supervision, they may be inclined to misuse the unprecedented spending power of credit cards and spend recklessly.

At an applied level, the popularity of social networking applications could make them a powerful cognitive tool if adapted for academic pursuits and career goals. For example, colleges and universities could take advantage of the new ways that students are communicating with one another. Although interactive educational options such as Blackboard exist, social networking sites are rarely used for academic purposes. Websites could be established where students could be established where students could interact on academically-focused networking site, with students posting on walls and professors joining in on these discussions. Profiles could include favorite courses and career goals. Alumnae could visit these sites to help current students find appropriate internships, job placements, and information about postgraduate academic and job experiences. These kinds of experiences might be engaging for students and open new ways of academically-oriented interactions where professors and alumnae could discover more about the student's interests, and students, in turn, might express and develop more intellectual facets of their lives.

#### **Purpose of the study :**

To describe the systematic education dealing with the negative effects of the social networking sites (SNS) on Saudian College Students.

This study will provide a valuable resource for teachers and administrators about some positive and negative feedback of Saudian College Students using social networking sites (SNS).

#### **Disclosure and Social Networking Sites:**

Disclosure of personal information by individuals when using social network sites has been highlighted in the media as a major concern, especially for younger users. The disclosure of personal information can lead to consequences such as stalking, identity theft, harassment, blackmail and the discovery of information by individuals it was

unintended for, such as university officials or future employers can be detrimental to a teenagers future employment prospects (*Schweitzer, 2005*).

*De Souza and Dick (2009)* in a study of 263 secondary school students concluded that there were six key-factors or factors that encourage users, and in particular teenagers, to disclose personal information on social network sites:

1. **Peer pressure:** The studies by De Souza and Dick (2009) highlight the significant role of peer pressure in youth decision making, and in particular that it can result in higher levels of disclosure of personal information.
2. **Signaling:** The more the user desires to portray him/ herself in a certain light, the more likely he/she is to disclose a variety of information to support the desired perception. They have suggested that for social network website users the benefit of presenting oneself in a positive light may outweigh the costs of possible privacy invasions.
3. **Trust:** Users of social network sites may disclose personal information as they may be overly trusting of the social network website or other members because of the kinds of information they share or people who follow them. For example, students overly trusting of their Face book network have made sexual or drug references that have led to parent discovery or police action.
4. **Myopic view of privacy:** This view leads individuals to disclose personal information on social network sites as the magnitude of the perceived costs of privacy, under certain conditions, will not deter on-line behaviour that the individual admits as risky (*De Souza & Dick, 2009*).
5. **Design:** It has already been indicated in this paper how the design interface of social network websites can contribute to teenage disclosure (*De Souza & Dick, 2009*). Registration forms, privacy options and the bombardment of choices can be confusing, misleading, or simply difficult to navigate. In addition, some privacy options, such as the public sharing of photos, may be set by default to allow public access.
6. **Relaxed attitudes to privacy:** Users' evaluations of privacy risks and their relaxed attitudes can lead to increased disclosure as they do not consider or know the full risks of the information they reveal. They concluded that not all teenagers are aware of the risks of putting information in a public and durable environment such as a SNS.

***Understanding and responding to SNS risks:***

The extent to which SNS have become integrated into the lives of young people, becoming an important component of self-expression and social interaction means that heavy-handed regulation is impractical, and unlikely to be effective or productive. It is important to acknowledge the significant privacy, intellectual property, copyright and disclosure risks associated with the uncontrolled use of SNS, but at the same time, to avoid actions that undermine the social and emerging educational utility of SNS for young people. While there is clearly a role for self-regulatory initiatives, as the *ALRC (2008)* report pointed out, there are limits on the ability of SNS operators to control the behaviour of users. In the absence of immediately applicable legal or regulatory solutions, the burden of dealing with the legal risks of SNS must necessarily fall on the development of educational strategies designed to equip young people with the skills and tools to manage their own personal information, and respect the privacy of others. However, such an approach needs to be founded on a clear understanding of student, parent and teacher perceptions of SNS risks. Moreover, we need to be careful about the use of data from other countries, educational systems, as well as socio-cultural and legal contexts.

Consequently, the author have embarked on a large scale mixed-method research project surveying and interviewing students, parents and teachers to understand how SNS are being used, and their perception of risks. Having identified what and how SNS are being used the study. will identify the relevant legal risks within the regulatory environment concerning the operation of social networking sites. Using this information, one of the outcomes of the study will be an educational package which will provide guidance for students, teachers and parents as to legal risks associated with engagement with social networking sites. It will also include case studies and activities linked in to the school syllabus, to encourage and facilitate uptake and use of the material.

**Proposals:**

A variety of proposals have been made for dealing with the privacy threats posed to young people by SNS. One possibility is to regulate the use of SNS by people under a certain age. In the US, for example, the Children's Online Privacy Protection Act (COPPA), requires operators of commercial websites directed to children under the age of 13 to provide notice to parents, and to obtain parental consent before collecting personal information from the child. There have also been proposals for

introducing legislation restricting access to SNS by children under a certain age. Moreover, some SNS, already have policies of restricting access based on age. The practical difficulty with these proposals is that it is extremely difficult, if not impossible, to accurately verify the age of a user. Over and above this, however, heavy-handed regulation fails to acknowledge the extent to which online social networking has become an integral feature of young peoples' lives, with positive as well as negative consequences.

Another potential response is to encourage SNS to deal with conduct that threatens privacy by means of self-regulation. For example, in April 2009, the UK Home Office Task Force on Child Protection on the Internet (2009), which included SNS industry representatives, released the self-regulatory *Good Practice Guidelines for the Providers of Social Networking and Other Use Interactive Services*. The Guidelines include recommendations that SNS take certain steps, including that they:

- set the default for full profiles to 'private' or to the user's approved contact list for those registering under the age of 18;
- encourage users not to disclose excessive personal data;
- clearly inform users of the options they have to adjust privacy settings, manage 'who sees what' and control whom they interact with; and
- ensure that private profiles of users under the age of 18 are not searchable either on the service or via search engines.

**In conclusion**

Social Networking Sites provide new venues for young adults to express themselves and to interact with one another: Although one might expect considerable interactive experiences and found considerable lurking, with student being content to look at friends' profiles and to have their own profiles examined as well. Posting to walls and posting pictures for others to observe highlight a public communication style. Social networking sites allow emerging adults to construct profiles and engage in activities that reflect identity markers. While friendships, romantic relationships, and ideology remain key facets of adolescent development, it is fitting that in the digital age individual media preferences have also emerged as playing an important role in students' expressions of who they are. Researchers that examine theories of adolescence and emerging adulthood, such as those proposed by *Arnett (2000) and Erikson (1963)*, now have an online space in which to study the evolution of identity development and friendship exchanges,

seeking for positive outcomes, take care of risks as social networking has become an integral feature of young peoples lives, with positive as well as negative consequences.

#### Recommendation:

It is recommended that teachers and administrators together with financial educators who work with college students to have opportunities to teach Saudian College Students about the negative outcomes and have strategies to prevent risks.

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