Students Engagement with Social Networking Sites (SNS)

[1]Dr.Ajit Upadhyaya, [2]Dr. Amit Bodh Upadhyaya,

[3]Anadi Upadhyaya

ABSTRACTS

The study identified eight users dimensions for Engineering students of Indore city Regarding SNS engagement on the basis of regularity in access.. These dimensions were -ethical users, utility and satisfaction seekers, updated users, complying users, connected users, personal value seekers, prompt purposive users and trust inclined users. Irregular students who visited SNS more trust information shared in friends' group rather than who were regular in engaging with SNS. Engineering students regularity in accessing SNS had no effect on ethical users, utility and satisfaction seekers, updated users, complying users, connected users, personal value seekers and prompt purposive users responses. The study derived some interesting conclusions about Engineering students regarding Social Networking Sites engagements on the basis of regularity in access. Indore Engineering students mainly use SNS for information updation regarding regular academic developments and opportunity available globally. It is also observed that students kept engaged themselves in non academic activities like music, movies, games etc. Students declined the role of teachers and seniors as a guide and mentor because of little interaction between them on SNS.

the institution need to bring in SNS platform and its usages via academic apps regarding tutorials, notes, exam portals, assignments and exercise portals , blogging and web pages for online interactions of teachers-students and alumni.

Keywords: Management students, Social networking sites(SNS), Engagement, Users

I. INTRODUCTION

A Social Networking Site (SNS) is the phrase used to describe any Web site that enables users to create public profiles within that Web site and form relationships with other users of the same Web site who access their profile. Social networking sites can be used to describe community

Associate Professor and Head Marketing; Prestige Institute of Management and research, Indore(MP)

Professor and head, Chemistry, LNCT & S , Bhopal(MP)

Oracle corporation, San Francisco, California, USA

based Web sites, online discussions forums, chatrooms and other social spaces online.(webopedia.com).

This study adopts the survey to investigate why college students join and participate in Social networking sites (SNS) and the influence of various factors on their attitude towards SNS which

allows them to create their own content or space .Social network sites (SNSs) such as Friendster, Cy World, MySpace, Facebook and Twitter allows students to present themselves, articulate their social networks, and establish or maintain connections with others. These sites can be oriented towards professional contexts , romantic relationship, connecting those with shared interests such as sports or politics. Participants may use the sites to interact with people they already know offline or to meet new people. These sites enables its users to

ISBN: 978-93-86171-45-0

present themselves in an online profile, accumulate ''friends'' who can post comments on each other's pages, and view each other's profiles. Facebook members can also join virtual groups based on common interests, see what classes they have in common, and learn each others' hobbies, interests, musical tastes, and romantic relationship status through the profiles.

Social network sites (SNSs) have become some of the most popular online destinations within the user-generated content sites, the role and growth of social networking sites has been undeniably overwhelming. Not surprisingly, this level of user attraction has been accompanied by much coverage in the popular press, including speculations about the potential gains and harms stemming from the use of SNS services. Academic researchers have started studying the use of SNSs, with questions ranging from their role in identity construction and expression to the building and maintenance of social capital and concerns about privacy.

II. BRIEF LITERATURE REVIEW

Social networking websites are virtual communities and allows persons to interact with each other (Murray & Waller, 2007). Membership of online social networks has increased exponentialy . social network website activity accounted for 6.5 percent of all Internet traffic in February 2007 (Hitwise., 2007).

Social networking websiteshas laid the impression upon student motivation to learn, affective learning, and classroom climate (Mazer, Murphy, & Simonds, 2007). SNS creates an online social space where university students can build and maintain social capital with others (Ellison, Steinfield, & Lampe, 2007; Lytras and Garcia, 2008; Lytras & Ordóñez de Pablos, 2007). University students should build social capital with the industry for development(Chakrabarti & Santoro, 2004).

Compliance occurs when an individual perceives that a social actor wants him/her to perform a specific behavior, and the social actor has the ability to reward the behavior or to punish the non-behavior (Venkatesh & Davis, 2000).

Purposive value, self-discovery, entertainment value, social enhancement, and maintaining interpersonal connectivity are the key values (or needs) that are widely adopted to determine the use of virtual communities (Cheung & Lee, 2009). Learning strategies are shifting towards a more active and group-oriented learning approach (Chatti, Jarke, & Frosch-Wike, 2007). Student engagement is a determinant of academic performance (Zhao & Kuh, 2004, p 1332; Wise, Skues, &Williams, 2011). Presently, many students are using this cross-connectivity of SNSs for non-academic (or purely social)purposes (Ahmed & Qazi, 2011a). Merchant (2012) has suggested that there are three possible approaches to the use of social networking sites in educational settings: learning about SNSs (including understanding and identifying the knowledge, skills, dispositions and learning involved); learning from SNSs(to understand and appreciate the kinds of learning a social networking site can support).Social networking could, in general terms, be seen as a way of describing the modelling of everyday practices of social interaction, including those that take place within family structures, between friends, and in neighbourhoods and communities (Merchant, 2012).

Teachers whoare using SNS in the classroom, it has been proposed that social networking-type interactions such as quality relationships, connectedness, modelling positive behaviours and sharing information have been observed taking place through social networking sites (Martin & Dowson, 2009).

ISBN: 978-93-86171-45-0

Even though online social networking sites are a relatively new phenomenon, popularity is growing rapidly among college-aged youth, with 95% of 18 and 19 year olds using Facebook(Smith & Caruso, 2010). The emerging literature suggests that SNSs are becoming ubiquitous components of youth and young adult life, and the nature of SNSs was reported by Hargittai (2008), who found few demographic differences between users and nonusers of social networking sites in a sample of college students. Facebook was initially designed by Mark Zuckerberg, Dustin Moskovitz and Chris Hughes in 2004 as a means by which fellow Harvard students could communicate, share study-related information and socialize with peers at the University level(Calvi, Cassella, & Nuijten, 2010; Ellison, Steinfield, & Lampe, 2007). The education system has an opportunity to reach the students in a mode of communication they enjoy and use, but educators are not doing so; a fact reiterated by Akyildiz and Argan (2010) when they concluded that students rarely used Facebook for educational purposes.

II. OBJECTIVES OF STUDY

1-To study *Engineering* Students engagement Regularity for Social Networking Sights (SNS)

2-To study factors affecting *Engineering* Students engagement for Social Networking Sights (SNS)

III. RESEARCH METHODOLOGY

The research undertaken was exploratory in nature. The structured questionnaire of 21 statements were prepared and distributed to *Engineering* students of Indore city. Only AICTE approved institutes were considered. The sample area was Indore city. The sample size targeted was 200 but only 155 questionnaires were duly filled that is why they were taken into account. The validity and the reliability of the instrument were tested. The alpha value was found 0.71.

Books, internet websites, magazines, journals etc used as source of secondary data collection. Primary data for the study was collected through structured questionnaire. Respondents were asked to give their opinion for engagement with Social networking sites on 1 to 5 scale where ;1= Strongly Disagree, 2= Disagree , 3= Neutral, 4= Agree, 5=Strongly Agree.

Principal component analysis, mean, standard deviation and variance were used to analyze the data.

Following hypotheses have been formulated.

$H_{(01)}$: There is no significant difference in mean value of *Engineering* Ethical users on the basis of regular status for engaging in SNS .

$H_{(02)}$: There is no significant difference in mean value of *Engineering* Utility and Satisfaction Seekers on the basis of regular status for engaging in SNS .

$H_{(03)}$: There is no significant difference in mean value of *Engineering* Updated Users students on the basis of regular status for engaging in SNS .

$H_{(04)}$: There is no significant difference in mean value of Engineering Complying Users on the basis of regular status for engaging in SNS .

$H_{(05)}$: There is no significant difference in mean value of Engineering Connected Users on the basis of regular status for engaging in SNS

$H_{(06)}$: There is no significant difference in mean value of Engineering Personal Value Seekers on the basis of regular status for engaging in SNS

$H_{(07)}$: There is no significant difference in mean value of Engineering Prompt Purposive Users on the basis of regular status for engaging in SNS

$H_{(08)}$: There is no significant difference in mean value of Engineering Trust Inclined Users on the basis of regular status for engaging in SNS

IV. TOOLS FOR DATA ANALYSIS:

SPSS 16 software used for analyzing data.PCA applied for data reduction . KMO Barttlett applied. t-test, standard deviation and co-relation coefficient applied.

V. RESULTS AND DISCUSSION:

Kaiser-Meyer-Olkin Measure of Sampling Adequacy is found .605 . Bartlett's Test of Sphericity tested and significance value is found 0.00 . Eight components emerged using Principle Component Analysis. Eight components explained 61.71% Cumulative variance

6.1.Ethical Users

In this component ethical users are those who adhere to moral and legal values and act as responsible one. who are guided by seniors and teachers frequently on SNS. They are respected in their circle on using SNS and who thinks it discipline their life.

The mean value for students who are regular in SNS engagement was (M1) 2.91 and Standard deviation was (SD1) 1.15 . The mean value for students who are irregular in SNS engagement was (M2) 2.93 and Standard deviation was (SD2) 1.16. t Value was 0.115 which was less than t tabulated 1.962 i.e. no significant difference found in students engagement on regularity status.It means regularity status has no effect upon students engagement with SNS on moral,legal values and responsibility. The response was low and students were not agreeing on ethical issues.

6.2. Utility and Satisfaction Seekers

In this component SNS users are utility and satisfaction seekers they use this platform for instant information and feedback exchange. They like information first verified in group and then spread . They use for friend circle news update.

The mean value for students who are regular in SNS engagement was (M1) 3.52 and Standard deviation was (SD1) 1.035 . The mean value for students who are irregular in SNS engagement was (M2) 3.42 and Standard deviation was (SD2) 1.116. t Value was 1.213 which was less than t tabulated 1.962 i.e. no significant difference found in students engagement on regularity status.It means all students believe that SNS is a platform for instant information and feedback exchange. Regularity status has no effect on students opinion.

6.3. Updated Users :

In this component SNS users updates themselves regarding academic development ,global academic activities and advancement. They believe that SNS enhances job prospects. Understanding why students use online social networking sites is crucial for the academic community, as this new communication platform exhibits important

impact on student motivation to learn, affective learning, and classroom climate (Mazer, Murphy, & Simonds, 2007).

The mean value for students who are regular in SNS engagement was (M1) 3.78 and Standard deviation was (SD1) 0.925 . The mean value for students who are irregular in SNS engagement was (M2) 3.57 and Standard deviation was (SD2) 0.946. t Value was 1.142 which was less than t tabulated 1.962 i.e. no significant difference found in students engagement on regularity status.It means that students use SNS as global academic development and advancement tool irrespective of their regularity status.

6.4. Complying Users

In this component users derives instant gratification if somebody likes their post. They expect quick response on post and they think that they earn respect having associated with aspiring group.

The mean value for students who are regular in SNS engagement was (M1) 3.40 and Standard deviation was (SD1) 1.135 . The mean value for students who are irregular in SNS engagement was (M2) 3.28 and Standard deviation was (SD2) 1.071. t Value was 0.6629 which was less than t tabulated 1.962 i.e. no significant difference found in students engagement on regularity status.It means instant gratification is not dependant on rgularity status of students who access SNS.

6.5. Connected Users:

In this component users are motivated to follow other useful connections through available contacts on SNS. SNS kept them connected to music, movie,fashion and attire.

The mean value for students who are regular in SNS engagement was (M1) 3.96 and Standard deviation was (SD1) 0.812 . The mean value for students who are irregular in SNS engagement was (M2) 3.79 and Standard deviation was (SD2) 0.912. t Value was 0.2028 which was less than t tabulated 1.962 i.e. no significant difference found in students engagement on regularity status.It means whether students are regular or irregular SNS kept them connected to Music , Movie, Fashion and Attire.

6.6. Personal Value Seekers

In this component users always add value to them and their profile by accessing friends on SNS and for them sharing personal information on SNS is pleasant.

The mean value for students who are regular in SNS engagement was (M1) 2.97 and Standard deviation was (SD1) 1.177 . The mean value for students who are irregular in SNS engagement was (M2) 2.89 and Standard deviation was (SD2) 1.051. t Value was 0.441 which was less than t tabulated 1.962 i.e. no significant difference found in students engagement on regularity status. Irrespective of regularity status students believed that SNS helped in value addition in personal profile and sharing was a pleasant experience.

6.7. Prompt Purposive Users

In this component users access SNS because it provides them instant communication platform. They visit SNS to be regarded as active friend in circle but they doubt personal information security on SNS.

The mean value for students who are regular in SNS engagement was (M1) 3.63 and Standard deviation was (SD1) 1.022 . The mean value for students who are irregular in SNS engagement was (M2) 3.58 and Standard deviation was (SD2) 1.038. t Value was 0.29411 which was less than t tabulated 1.962 i.e. no significant difference found in students engagement on regularity status.It means both regular and irregular students are skeptical about personal information security. Indubiously they term SNS as instant communication platform and matter of respect.

6.8. Trust Inclined Users

In this component users trust information shared in friends' group.

The mean value for students who are regular in SNS engagement was (M1) 2.99 and Standard deviation was (SD1) 1.064 . The mean value for students who are irregular in SNS engagement was (M2) 3.22 and Standard deviation was (SD2) 1.150. t Value was 4.117 which was greater than t tabulated 1.962 i.e. significant difference found in students engagement on regularity status. It means irregular students who visited SNS more trust information shared in friends' group rather than who were regular in engaging with SNS.

Sharing information regarding study and other academic development were also discussed in previous research.(Calvi, Cassella, & Nuijten, 2010; Ellison, Steinfield, & Lampe, 2007).

We also connect these findings with Ahmed & Qazi, (2011a) research that many students enjoy cross-connectivity of SNSs for non-academic and social purposes.

Co-relation coefficient(r *=0.9527)* suggested a positive strong correlation between regularity status and eight components.As observed in with all eight components that whether Management PG students access Social networking sites(SNS) regularly or not their responses are almost similar. Since students of same discipline remains in constant touch with one another because of nature of management education so their responses were not differing despite of regular or irregular access to SNS. Coefficient of determination r^2= (0.9527) was 0.90763729 i.e. it suggested 90% of the variability in components was explained by regularity status.

VII. CONCLUSION

Above study identified eight users dimensions for *Engineering* students of Indore city Regarding SNS engagement on the basis of regularity in access.. These dimensions were -ethical users, utility and satisfaction seekers, updated users, complying users, connected users, personal value seekers, prompt purposive users and trust inclined users. Irregular students who visited SNS more trust information shared in friends' group rather than who were regular in engaging with SNS. *Engineering* students regularity in accessing SNS had no effect on ethical users, utility and satisfaction seekers, updated users, complying users, connected users, personal value seekers and prompt purposive users responses. The study derived some interesting conclusions about Indore *Engineering* students regarding Social Networking Sites engagements on the basis of regularity in access. Indore *Engineering* students mainly use SNS for information updation regarding regular academic developments and opportunity available globally. It is also observed that students kept engaged themselves in non academic activities like music, movies, games etc. Students declined the role of teachers and seniors as a guide and mentor because of little interaction between them on SNS.

Previous study observed the SNS importance in motivating students to learn, affective learning, and classroom climate (Mazer, Murphy, & Simonds, 2007) therefore the institution need to bring in SNS platform and its

usages via academic apps regarding tutorials, notes, exam portals, assignments and exercise portals , blogging and web pages for online interactions of teachers-students and alumni. Our study also points out similar concerns raised by Akyildiz and Argan (2010) regarding reviewing students and teachers relationship in new era in line with existing challenges looming ahead.

VIII. REFERENCES

[1] Murray, K. E., & Waller, R. Social networking goes abroad. International Educator, 16(3),2007, 56–59.

[2] Hitwise. Social networking visits increase 11.5 percent from January to February. Retrieved December 23, 2007, from Hitwise.

[3] [21] [24] Mazer, J. P., Murphy, R. E., & Simonds, C. J. 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),2007, 1–17.

[4] [19] [23] Ellison, N. B., Steinfield, C., & Lampe, C. Social capital and college students'use of online social network sites. Journal of Computer-Mediated Communications, 12, 2007, 1143–1168.

[5] Lytras, M. D., & Garcia, R. Semantic Web applications: A framework for industry and business exploitation – What is needed for the adoption of the Semantic Web from the market and industry. International Journal of Knowledge and Learning, 4(1),2008, 93–108.

[6] Lytras, M., & Ordóñez de Pablos, P. Red Gate Corner: A Web 2.0 prototype for knowledge and learning concerning China business and culture. International Journal of Knowledge and Learning(4–5), 2007, 542–548.

[7]Chakrabarti, A. K., & Santoro, M. D. Building social capital and learning environment in university–industry relationships. International Journal of Learning and Intellectual Capital, 1(1), 2004, 19–36.

[8] Venkatesh, V., & Davis, F. D. A theoretical extension of the technology acceptance model: Four longitudinal field studies. Management Science, 46(2),2000,186–204.

[9] Cheung, C. M. K., & Lee, M. K. O. (2009). Understanding the sustainability of a virtual community: Model development and empirical test. Journal of Information Science, 35(3),2009, 279–298.

[10]Chatti, M. A., Jarke, M., & Frosch-Wike, D. The future of e-learning: A shift to knowledge networking and social software. International Journal of Knowledge and Learning, 3(4/5), 2007, 404–420.

[11] Zhao, C. & Kuh, G. Adding value: Learning communities and student engagement. Research in Higher education, 45(2),2004, 115-138.

[12] Wise, L., Skues, J., & Williams, B. Facebook in higher education promoted social but not academic agents. In G. Williams, P. Statham, N. Brown & B. Cleland (Eds.), Changing Demands, Changing Directions. Proceedings ascilite Hobart 2011, 1332-1342. Retrieved from http://www.ascilite.org.au/conferences/hobart11/procs/Wise-full.pdf

[13] Ahmed, I. & Qazi, T. A look out for academic impacts of social networking sites (SNSs): A student based perspective. African Journal of Business Management, 5(12),2011, 5022-5031. Retrieved from www. Academicjournals.org/

[14] Merchant, G. Unraveling the social network: Theory and research. Learning, Media and Technology, 37(1),2012,4-19. Retrieved from

http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ955170&site=ehost-live&scope=site; http://dx.doi.org/10.1080/17439884.2011.567992

[15] Martin, A. & Dowson, M. Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. Review of Educational Research, 79(1),2009, 327-365.doi: 10.3102/0034654308325583

[16] Smith, S., & Caruso, J. Key findings: The ECAR study of undergraduate students and information technology, 2010. Educause: Centre for Applied Research, 2010. Retrieved from http://anitacrawley.net/Resources/Reports/ECAR%20study%20highlights.pdf

[17] Hargittai, E. (2008). Whose space? Differences among users and non-users of social network sites. Journal of Computer-Mediated Communication, 13,2008, 276-297.

[18] [22] Calvi, L., Cassella, M., & Nuijten, K. Enhancing users' experience: A content analysis of 12 university libraries' Facebook profiles. In ELPUB 2010 International Conference on Electronic Publishing, Helsinki (Iceland), 16-18, 2010, 258-269.

Retrievedfromhttps://helda.helsinki.fi/bitstream/handle/10227/599/18calvi_cassella_nuijten.pdf?sequence=56Ellison,

[20] Akyildz, M. & Argan, M. Using online social networking: Students' purposes of Facebook usage at the University of Turkey. Journal of Technology Research, 3,2010.

Annexure:

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.713	.703	21

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.41	1.005	155
VAR00002	2.48	1.286	155
VAR00003	4.07	.815	155
VAR00004	3.86	.912	155
VAR00005	3.78	.899	155
VAR00006	3.49	1.002	155
VAR00007	3.84	.818	155
VAR00008	3.17	1.163	155
VAR00009	3.46	1.118	155
VAR00010	3.44	1.146	155

(ICETETSM-17)
ISBN: 978-93-86171-45-0

VAR00011	3.08	1.105	155
VAR00012	3.32	1.167	155
VAR00013	3.34	1.027	155
VAR00014	3.59	.978	155
VAR00015	3.59	1.091	155
VAR00016	3.97	.925	155
VAR00017	3.20	1.235	155
VAR00018	3.05	1.136	155
VAR00019	2.41	1.199	155
VAR00020	3.03	1.069	155
VAR00021	3.41	1.091	155

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.605
Bartlett's Test of Sphericity	Approx. Chi-Square	561.581
	df	210
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance
1	3.4421364	16.391126	16.391126	3.4421364	16.391126	16.391126	2.1620165	10.295316
2	1.8835043	8.9690682	25.360194	1.8835043	8.9690682	25.360194	1.9527695	9.2989025
3	1.6691974	7.948559	33.308753	1.6691974	7.948559	33.308753	1.7862003	8.5057158
4	1.3527507	6.44167	39.750423	1.3527507	6.44167	39.750423	1.5287388	7.2797087
5	1.2485849	5.9456423	45.696065	1.2485849	5.9456423	45.696065	1.4561204	6.9339067
6	1.1644471	5.5449863	51.241052	1.1644471	5.5449863	51.241052	1.4286887	6.8032794
7	1.1547466	5.4987933	56.739845	1.1547466	5.4987933	56.739845	1.3977335	6.6558739
8	1.0449781	4.9760864	61.715931	1.0449781	4.9760864	61.715931	1.2480779	5.943228
9	0.9890341	4.7096861	66.425618					
10	0.9217781	4.3894194	70.815037					
11	0.7995573	3.8074157	74.622453					
12	0.7642397	3.6392365	78.261689					
13	0.7491724	3.5674875	81.829177					
14	0.6521048	3.105261	84.934438					
15	0.5856441	2.7887813	87.723219					

16	0.5692507	2.7107174	90.433936					
17	0.4912533	2.3393016	92.773238					
18	0.4638428	2.2087752	94.982013					
19	0.4456867	2.1223175	97.104331					
20	0.3465517	1.650246	98.754577					
21	0.2615389	1.2454233	100					

Extraction Method : Principal Component Analysis

	Component							
	1	2	3	4	5	6	7	8
VAR00001	0.0892256	0.1017909	0.117202	0.1368065	0.1257662	0.7849905	-0.0318741	-0.0711994
VAR00002	0.0431038	0.3364892	-0.0980431	0.0936061	-0.075685	0.4934571	0.1595021	0.2427276
VAR00003	0.0135227	-0.11563	0.0024509	0.2375456	-0.0154451	0.0641407	0.6631473	0.2025331
VAR00004	0.1530584	0.0560381	0.7703724	0.2316289	-0.2368754	-0.0032029	0.0862663	0.0646797
VAR00005	-0.0731898	-0.1294486	0.6625542	0.061189	0.2842122	-0.0570154	-0.0269461	-0.2125336
VAR00006	0.0803829	0.0377042	0.6568612	-0.2817781	0.0367481	0.1163213	0.0437355	0.1291878
VAR00007	-0.0005807	-0.0036948	0.0592774	0.0119528	0.832184	0.1308309	-0.0378429	0.144958
VAR00008	0.3288657	0.2523995	-0.2615864	-0.1586438	-0.0554832	0.3193448	0.5150651	-0.1352622
VAR00009	0.0124746	0.5894315	-0.2294359	0.1520369	0.0704586	-0.0372602	-0.0381247	0.1256588
VAR00010	0.0251035	0.1219573	0.0021256	0.5940479	0.3951001	0.1394483	0.2001769	-0.0547572
VAR00011	0.0915639	0.083655	0.0119517	0.0189364	0.0912823	0.0376468	8.878E-05	0.9101859
VAR00012	0.1559987	0.1275227	0.0310576	0.8064115	-0.1348224	0.0768472	0.0892332	0.062266
VAR00013	0.2506277	0.2547236	-0.1141275	0.3411701	0.2539764	0.2140718	-0.2968914	-0.2692487
VAR00014	0.0481718	0.7041716	0.1685347	0.1104495	-0.0386802	0.0412363	0.0181296	-0.0273814
VAR00015	-0.1121836	0.2259469	0.2449784	0.0201238	0.1406486	-0.1256451	0.6002704	-0.2032897
VAR00016	0.0969948	0.3085731	-0.0318912	-0.0045464	0.5294411	-0.4080871	0.1954958	-0.1373932
VAR00017	0.7897715	0.0296252	0.2374001	0.0908027	0.0551478	-0.0840307	0.1516006	-0.110069
VAR00018	0.6778467	-0.0755085	-0.1088508	0.0944582	0.1288501	0.2953901	0.0841086	0.140777
VAR00019	0.7717029	0.1968406	0.0446292	0.0200713	-0.1075033	-0.0208808	-0.158749	0.0780414
VAR00020	0.4326958	0.3599937	-0.0207396	0.3284257	0.0072851	0.1099948	-0.2119205	0.1204811
VAR00021	0.1483807	0.6806465	0.0119823	-0.0400665	0.1247763	0.2532153	0.1342968	-0.0250677
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.								
a. Rotation converged in 9 iterations.								
Total								**22**

COMPONENT	REGULAR X	IRREGULAR Y

ISBN: 978-93-86171-45-0

1.Ethical Users	2.91	2.93
2. Utility and Satisfaction Seekers	3.52	3.42
3.Updated Users	3.78	3.57
4. Complying Users	3.40	3.28
5. Connected Users	3.96	3.79
6. Personal Value Seekers	2.97	2.89
7. Prompt Purposive Users	3.63	3.58
8.Trust Inclined Users:	2.99	3.22
	AVG M1=3.395	AVG M2=3.335