

A STUDY ON SOCIAL MEDIA OF UNDERGRADUATE STUDENTS

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Abstract

Social media can be integrated in education as it is a platform where one gets ideas and exchange knowledge with other people by the support of internet. Learners can access social media on internet through their phones and personal computers. One can use web and social sites to learn new terminologies that expand learning experience. Social media also provides support to students with new learning ways and practices. In this context, the study was conducted to find out the social media of undergraduate students. Survey method was adopted. The sample consists of 1050 undergraduate students in Tirunelveli District. Simple Random Sampling Technique was used. Self made Social Media Scale was used to collect the data. The statistical techniques used was 't' test. The educational implications and suggestions for further study are also given based on the findings of the study.

Key words : Social Media, Virtual Communities

Introduction

Social media can be integrated in education as it is a platform where one gets ideas and exchange knowledge with other people by the support of internet. Learners can access social media on internet through their phones and personal computers. One can use web and social sites to learn new terminologies that expand learning experience. Social media also provides support to students with new learning ways and practices. Latest information and details on current issues may be updated. Social media provides relevant and reliable information, which one can use to search more on their assignments and projects. One can be able to get more online tutorial classes to the topics that he/she did not understand in class hence acquitting oneself with more learning knowledge. Social media comprises of activities that involve socializing and networking online through words, pictures and videos. Social media is redefining how we relate to each other as humans and how we as humans relate to the organizations that serve us. It is about dialogue two way discussions bringing people together to discover and share information (Solis 2008).

Need for the Study

The impact of social media has been highly significant in the evolution of online participation. Social media is defined as 'a group of internet-based applications that is built on the ideological and

technological foundations of web 2.0 and that allow the creation and exchange of User Generated Content'. In order for people with disabilities to effectively access internet enabled computers and devices, there it is a twofold process that needs to take place : The device itself needs to have appropriate assistive technologies and the social media tool need to be designed to accessibility criteria. Social media refers to the means of interactions among people in which they create, share, exchange and comment contents among themselves in virtual communities and networks. Technology based courses with high potential for interactivity has become a viable option for the developed and developing nations and are indispensable for academia. They provide rich learning experiences in formal and distance learning situations. Technology has opened up several avenues for innovation in design and delivery of courses. The innovative use of modern multimedia and web-based technologies aims at enriching the learning experiences of a diverse community of learners, thus increasing learning opportunities. The article is a platform for academics, policy-makers, managers of education, researchers and anyone who is interested in the technology applications in education.

Objective of the Study

To find out whether there is any significant difference in the social media of undergraduate

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students with respect to gender, locality and group of subject.

Null Hypotheses

1. There is no significant difference between the mean scores of male and female undergraduate students in their use of social media, media competence, media education, attitudes towards media, media phobia and social media.

2. There is no significant difference between the mean scores of rural and urban undergraduate students in their use of social media, media competence, media education, attitudes towards media, media phobia and social media.

3. There is no significant difference between the mean scores of arts group and science group undergraduate students in their use of social media, media competence, media education, attitudes towards media, media phobia and social media.

Methodology

The researcher adopted the survey method to study the social media of undergraduate students.

Population and Sample

The population for the present study consisted of the undergraduate students in arts and science colleges. 1050 undergraduate students were taken for this investigation. The investigator collected the data from colleges in Tirunelveli district. They were selected randomly from each college.

Tool

The investigator has used a self made tool Social Media Scale (SMS) developed by Soundarapandian and Thamodharan (2015). The content validity of the tool was established by experts' opinion. Test-re-test method was followed for establishing the reliability of the tool.

Statistical Technique Applied

The statistical technique applied for the study was 't' test.

Analysis of Data

Null Hypothesis 1 : There is no significant difference between the mean scores of male and female undergraduate students in their use of social media, media competence, media education, attitudes towards media, media phobia and social media.

Table. 1 Difference between the mean Scores of Male and Female Undergraduate Students in their Social Media

| Dimensions | Category | Number | Mean | Standard Deviation | CR Value | Remarks |
|------------------------|---------------|------------|---------------|--------------------|--------------|-----------|
| Use of Social Media | Male | 390 | 58.81 | 9.306 | 0.699 | NS |
| | Female | 660 | 59.24 | 10.210 | | |
| Media Competence | Male | 390 | 60.21 | 7.947 | 1.508 | NS |
| | Female | 660 | 61.01 | 8.851 | | |
| Media Education | Male | 390 | 57.43 | 7.068 | 1.351 | NS |
| | Female | 660 | 58.74 | 23.265 | | |
| Attitude towards Media | Male | 390 | 64.93 | 8.301 | 0.086 | NS |
| | Female | 660 | 64.97 | 8.912 | | |
| Media Phobia | Male | 390 | 58.69 | 10.159 | 0.598 | NS |
| | Female | 660 | 59.08 | 10.198 | | |
| Social Media | Male | 390 | 300.06 | 35.323 | 1.217 | NS |
| | Female | 660 | 303.05 | 42.973 | | |

(At 5% level of significance the table value of "t" is 1.96)

It is inferred from the above table that there is no significant difference between the mean scores of male and female undergraduate students in their use of social media, media competence, media education, attitudes towards media, media phobia and social media. Hence the null hypothesis is accepted.

Null Hypothesis 2 : There is no significant difference between the mean scores of rural and urban undergraduate students in their use of social media, media competence, media education, attitude towards media, media phobia and social media.

Table. 2 Difference between the mean scores of Rural and Urban Undergraduate Students in their Social Media

| Dimensions | Category | Number | Mean | Standard Deviation | CR Value | Remarks |
|------------------------|--------------|------------|---------------|--------------------|--------------|----------|
| Use of Social Media | Rural | 653 | 59.23 | 9.531 | 0.600 | NS |
| | Urban | 397 | 58.84 | 10.441 | | |
| Media Competence | Rural | 653 | 60.80 | 8.252 | 0.400 | NS |
| | Urban | 397 | 60.57 | 8.981 | | |
| Media Education | Rural | 653 | 58.66 | 23.242 | 1.094 | NS |
| | Urban | 397 | 57.58 | 7.795 | | |
| Attitude towards Media | Rural | 653 | 65.41 | 7.796 | 2.037 | S |
| | Urban | 397 | 64.21 | 9.946 | | |
| Media Phobia | Rural | 653 | 59.79 | 9.292 | 3.339 | S |
| | Urban | 397 | 57.53 | 11.368 | | |
| Social Media | Rural | 653 | 303.88 | 40.796 | 2.025 | S |
| | Urban | 397 | 298.74 | 39.339 | | |

(At 5% level of significance the table value of "t" is 1.96)

It is inferred from the above table that there is no significant difference between the mean scores of rural and urban undergraduate students in their attitudes towards media, media phobia and social media. Hence the null hypothesis is accepted with

regard to use social media, media competence, media education and attitude towards media. It is also inferred from the above table that there is significant difference between the mean scores of rural and urban undergraduate students in their use of social media, media competence and media education. Hence the null hypothesis is rejected with regard to attitude towards media, attitude towards media phobia and social media. While comparing the mean scores of rural and urban undergraduate students, rural undergraduate students have better mean value than urban undergraduate students.

Null Hypothesis 3. There is no significant difference between the mean scores of arts group and science group undergraduate students in their use of social media, media competence, media education, attitude towards media, media phobia and social media.

Table .3: Difference between the mean scores of Arts Group and Science Group Undergraduate Students in their Social Media

| Dimensions | Category | Number | Mean | Standard Deviation | CR Value | Remarks |
|------------------------|---------------|--------|--------|--------------------|----------|---------|
| Use of Social Media | Arts Group | 556 | 59.03 | 10.236 | 0.173 | NS |
| | Science Group | 494 | 59.14 | 9.478 | | |
| Media Competence | Arts Group | 556 | 60.67 | 9.086 | 0.169 | NS |
| | Science Group | 494 | 60.76 | 7.869 | | |
| Media Education | Arts Group | 556 | 57.60 | 7.847 | 1.124 | NS |
| | Science Group | 494 | 58.99 | 26.334 | | |
| Attitude towards Media | Arts Group | 556 | 65.00 | 8.693 | 0.163 | NS |
| | Science Group | 494 | 64.91 | 8.687 | | |
| Media Phobia | Arts Group | 556 | 59.36 | 10.058 | 1.445 | NS |
| | Science Group | 494 | 58.45 | 10.306 | | |
| Social Media | Arts Group | 556 | 301.67 | 37.303 | 0.230 | NS |
| | Science Group | 494 | 302.24 | 43.482 | | |

(At 5% level of significance the table value of "t" is 1.96)

It is inferred from the above table that there is no significant different between the mean scores of arts group and science group undergraduate students in their use of social media, media competence, media education, attitudes towards media, media phobia and social media. Hence the null hypothesis is accepted.

Interpretations and Recommendations

From the results of t-test, the investigator found that the rural under graduate students have

better attitude towards social media, media phobia and utilization of social media than the urban under graduate students. The reason may be that the parents and teachers from rural area stimulate their pupils to utilize social media positively. And also most of the under graduate students from rural area have media phobia. The reason may be that from their school days itself they don't have opportunity to use the technological gadgets. So the investigator suggested that the parents and teachers from urban area should motivate their pupils to utilize the social media in positive manner. And the parents and teachers from rural area should formulate opportunities to use technological gadgets. For that, first parents and teachers from rural area should be familiar with the utilization of social media.

Conclusion

The new society is a networked society, with dialogue, communication and judgment as its hallmarks. Social media on its own is not sufficient to bring about the above changes. The key, critical component in this process is the teacher. A new culture of teaching has to be developed and social media is in the forefront of this. Many teachers are overworked; yet another innovation may not be welcomed; the task is to do smarter work.

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