



# A STUDY ON HIGHER STUDIES STUDENTS AWARENESS TOWARDS SOCIAL MEDIA USAGE WITH SPECIAL REFERENCE TO COIMBATORE CITY

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## ABSTRACT

The goal of this study is to examine social media awareness and usage among higher education students, particularly in Coimbatore City. Questionnaires were used as the tools for data collection in a descriptive survey design. Which of the following social media platforms do students use the most frequently throughout a regular week? The study concentrated on the several platforms that users may connect to using What's App, Google Meet, Instagram, Facebook, Google +, My Space, Tagged, Twitter, You Tube, Internet Explorer, Yahoo, Bing, Share chat, Snap tube, Safari, Firefox, Moj, and UC browser. And demonstrate how kids who use social media excessively might experience a variety of health problems, including poor sleep, eye fatigue, bad body image, depression, cyberbullying, and more. The principal difficulties encountered

**KEYWORDS:** Social media, Use most often, Higher Studies Students.

## INTRODUCTION TO SOCIAL MEDIA

The use of social media in a department's communications plan can be beneficial. The Office of University Communications and Marketing has created the following introduction to social media since many workers have shown a desire to create and maintain a social media presence in both personal and professional capacity. Before creating your social media presence, please take a moment to read this overview.

Higher education students' understanding of social media use According to research, social media has essentially permeated every sort of organisation in recent years. Higher education institutions have not been left out either, and they have embraced this universal trend. There are many different types of social media, including social networking sites, blogs, vlogs, instant messaging, and online communities. Yet, the social networking website Facebook seems to be the apparent winner, largely as a result of its massive membership. Regardless of their physical location, Facebook users may produce and share information, establish connections, and



foster collaboration and connectivity. Higher education institutions have a wide range of opportunities to embrace social media to advance their efforts in teaching and learning as a result of its quick increase. Social media is appropriate for administrators, managers, students, and teachers in higher education institutions due to its pervasiveness and particularly high adoption.

Social media is utilised as a tool for learning and teaching in a wide range of circumstances, including language learning, writing development, after-class discussions, synchronous and asynchronous communication, community building, and as a teaching and learning tool. Social media use in higher education is altering the way that interactions between teachers and students. Social media offers a distinctive forum for communication between students, as well as between students and teachers. Students find it convenient and simple to communicate, acquire information, and offer information through social media. According to studies, academics have recently increased their use of social media to engage in debate, present and host courses, and provide after-hours help for students. The usage of social media has also shown to promote engagement between students and between teachers. Students gain proficiency in the use of internet technology for learning thanks to social media.

## 1.2 STATEMENT OF PROBLEM

A study on college students' awareness of social media usage with a focus on Coimbatore City was the topic that was chosen. An analysis of the data tends to indicate that, when it comes to using social media in higher education, insecurity, time-wasting behaviour, misuse of the tools during class, and antisocial behaviour are the biggest obstacles.

It is simple to develop an addiction, and studies have shown that students who use social media excessively may experience a variety of problems, including poor sleep, eye fatigue, negative body views, depression, anxiety, cyberbullying, and more.

## SCOPE OF THE STUDY

The study on Coimbatore City College students' understanding of social media usage was the topic of attention. According to data research, insecurity, time-wasting behaviour, abusing technology in the classroom, and antisocial behaviour are the main obstacles to adopting social media in higher education.

According to studies, youngsters who use social media excessively may have a variety of problems, such as insomnia, eye fatigue, bad body image, melancholy, anxiety, cyberbullying, and more. Addiction is also simple to develop.

## OBJECTIVES OF THE STUDY

1. To determine the degree to which higher education students in Coimbatore City are aware of social media usage.
2. To learn the primary motivations behind using social networking sites.
3. To determine which of the following social media platforms students utilise most frequently throughout a regular week.
4. To determine which social media sites are used the most frequently by students.
5. To learn about the kids' recommendations for raising understanding of social media.

## 1.3 RESEARCH METHODOLOGY

The study is based on survey collected in Matriculation hr. sec school with the help of Primary data and Secondary data.

## RESEARCH DESIGN

The research design used for the study is descriptive in nature. The researcher has made an attempt to find the assessment of higher studies students' awareness towards social media usage in Matriculation hr. sec school only.

## ANALYTICAL TOOL USED

The collected data have been analyzed with the help of statistical tools such as

- Simple Percentage Analysis
- Chi square
- F-test method
- Ranking Analysis

## LIMITATIONS OF THE STUDY

1. The study's methodology relies on appropriate sampling, a non-random sample technique, to get data from respondents.
2. The grades may not always be related because the survey is only based on the opinions of 250 respondents.



### 3. REVIEW OF LITERATURE

- Taylor [2022] carried out a case study to examine the potential impact of SNS on student retention in introductory computing courses. Following the introduction of Facebook in CS1 class, the author claimed to have noticed an increase in retention rates.
- An experiment was carried out by Hernandez et al. [2021] to examine the effects of various instruments supporting students' learning and perception of interaction. The students were divided into groups that used Google Documents, an LMS discussion forum, or Facebook with wiki-style document creation and wall/comment features.
- After completing an online instruction on how to use the wiki, students were asked to co-edit a document on an internal wiki, and
- Kear et al. [2020] performed a survey. Over time, they gathered information on how students used wiki. Despite students learning how to use wiki, the authors noted a decline in usage over time. They discovered through further inquiry using the survey tool that the students were dissatisfied with the editing of other students' work. Students favoured discussion forums over wiki when asked to compare them for this type of collaborative tasks.

**Table 3.1**  
**Simple Percentage Analysis**

CRITERIA	OPTIONS	NO.OF. RESPONDENTS	PERCENTAGE
Age	13 years	67	26.8%
	14 years	51	20.4%
	15 years	68	27.2%
	Above 16	64	25.5%
Gender	Male	131	52.4%
	female	119	47.6%
Education	9 <sup>th</sup> standard	66	26.4%
	10 <sup>th</sup> standard	57	22.8%
	11 <sup>th</sup> standard	61	24.4%
	12 <sup>th</sup> standard	66	26.4%
Family income	Less than 1,00,000	34	13.6%
	1,00,000-2,00,000	57	22.8%
	2,00,000-3,00,000	86	34.4%
	More than 3,00,000	73	29.2%
Type of family	Join family	116	46.4%
	Nuclear family	134	53.6%
Area of residential	Rural area	135	54%
	Urban area	115	46%
Mobile phone at home	Yes	177	70.8%
	no	73	29.2%
Activities you use for social media	Communication with family and friends	72	28.8%
	Academic tasks	99	39.6%
	Study purpose	78	31.2%
	others	1	1%
Why do you use	To writes notes	53	21.2%
	To know all about course	67	26.8%
	To search for resources	72	28.8%
	To download some references	58	23.2%
Interested	Products	91	37%
	services	75	30%
	advice	83	33%
Prefer to see it	Videos	59	23.6%
	Pictures	43	17.2%
	Attribute	77	30.8%
	vlogs	71	28.4%
Type of content	Memes	66	27%
	Reels	67	27%
	Health and lifestyle	115	46%
	others	-	-
Social media websites	Extremely likely	98	39.2%
	Very likely	77	30.8%
	Moderately likely	56	22.4%
	Slightly likely	19	7.6%
Integrated into lessons	Yes	120	48%
	no	130	52%
Main reasons	Conversation with friends	66	26.4%



	Search some education tools	79	31.6%
	Download some references	105	42%
	others	-	-
Purpose social media	Whatsapp	96	38.4%
	Google meet	72	28.8%
	Instagram	80	32%
	others	2	2%

### INTERPRETATION

The age table shows that 26.8% of the respondents are 13 years, 20.4% of the respondents are 14 years, 27.2% of the respondents are 15 years, and 25.6% of the respondents are Above 16 years. The Gender table shows that 52.4% of the respondents are male and 47.6% of the respondents are female. The education table shows that 26.4% of the respondents are 9<sup>th</sup> standard, 22.8% of the respondents are 10<sup>th</sup> standard, 24.4% of the respondents are 11<sup>th</sup> standard, and 26.4% of the respondents are 12<sup>th</sup> standard. The family income table shows that 13.6% of the respondents are less than 1,00,000 , 22.8% of the respondents are 1,00,001-2,00,000 , 34.4% of the respondents are 2,00,001-3,00,000 , 29.2% of the respondents are more than 3,00,000. The type of family table shows that 46.4% of the respondents are Join family and 53.6% of the respondents are nuclear family. The area of residential table shows that 54% of the respondents are rural area and 46% of the respondents are urban area. The having mobile phone at home table shows that 70.8% of the respondents are yes and 29.2% of the respondents are no. The activities you use for social media table shows that 28.8% of the respondents are communication with family and friends, 39.6% of the respondents are academic tasks, 31.2% of the respondents are study purpose, 1% of the respondents are others. The why do you use table shows that 21.2% of the respondents are to write notes, 26.8% of the respondents are to know all about the course, 28.8% of the respondents are to search for resources, 23.2% of the respondents are to download some references. The interested table shows that 37% of the respondents are products, 30% of the respondents are services, and 33% of the respondents are advice. The prefer to see it table shows that 23.6% of the respondents are videos, 17.2% of the respondents are pictures, 30.8% of the respondents are attribute, 28.4% of the respondents are vlogs. The type of content table shows that 27% of the respondents are memes, 27% of the respondents are reels, and 46% of the respondents are health and lifestyle. The social media websites table shows that 39.2% of the respondents are extremely likely, 30.8% of the respondents are very likely, 22.4% of the respondents are moderately likely, and 7.6% of the respondents are slightly likely. The integrated into lessons table shows that 48% of the respondents are Yes and 52% of the respondents are No. The main reason table shows that 26.4% of the respondents are conversation with friends, 31.6% of the respondents are search some education tools, 42% of the respondents are download some references. The purpose social media table shows that 30.4% of the respondents are What Sapp, 28.8% of the respondents are Google Meet, 32% of the respondents are Instagram, and 2% of the respondents are others.

### CHI SQUARE

**Table 3.2.1**

**TABLE SHOWING CHI SQUARE RELATIONSHIP BETWEEN AGE AND SATISFACTION FACTORS  
HIGHER STUDIES STUDENTS AWARENESS TOWARDS SOCIAL MEDIA**

**NULL HYPOTHESIS**

This is no significant relationship between age and satisfaction factors.

**ALTERNATIVE HYPOTHESIS**

There is significant relationship between age and satisfaction factors.



AGE	LEVEL OF SATISFICAION		TOTAL
	DISSATISFIED	SATISFIED	
13 years	19(7.6%)	48(19.2%)	67(26.8%)
14 years	9(3.6%)	42(16.8%)	51(20.4%)
15 years	20(8%)	48(19.2%)	68(27.2%)
Above 16 years	9(3.6%)	55(22.0%)	64(25.6%)
Total	57(22.8%)	193(77.2%)	250(100%)

CALCULATED VALUE	TABLE VALUE	DEGREE OF FREEDOM	LEVEL OF SIGNIFICANCE	RESULT
6.410	7.815	3	5%	Accepted

**INTERPRETATION**

The table shows that the calculated value(6.410) is less thantable value (7.815) at 5% level of significance with the degree of freedom 3. Therefore, null hypothesis is accepted. Hence it is found that there is no significant relationship between age and satisfaction factors.

**TABLE 3.2.2**

**TABLE SHOWING CHI SQUARE RELATIONSHIP BETWEEN GENDER AND SATISFACTION FACTORS HIGHER STUDIES STUDENTS AWARENESS TOWARDS SOCIAL MEDIA**

**NULL HYPOTHESIS**

This is no significant relationship between gender and satisfaction factors.

**ALTERNATIVE HYPOTHESIS**

There is significant relationship between gender and satisfaction factors

GENDER	LEVEL OF SATISFICAION		TOTAL
	DISSATISFIED	SATISFIED	
Male	43 (17.2%)	88(35.2%)	131(52.4%)
Female	26(10.4%)	93(37.2%)	199(47.6%)
Total	69(27.6%)	181(72.4%)	250(100%)

CALCULATED VALUE	TABLE VALUE	DEGREE OF FREEDOM	LEVEL OF SIGNIFICANCE	RESULT
3.759	3.841	1	5%	Accepted



**INTERPRETATION**

The above table shows that the calculated value (3.759) is less than table value (3.841) at 5% level of significance with the degree of freedom 1. Therefore, null hypothesis is accepted. Hence it is found that there is no significant relationship between gender and satisfaction factors.

**F-TEST METHOD**

**Table 3.3**  
**TABLE SHOWING AGE AND SATISFACTION SCORE: F- TEST**

SOURCE OF VARIATION	SUMS OF SQUARE	DF	MEAN SQUARE	F- TEST SQUARE	RESULT
Between group	1.591	3	.530	2.697	.047
Within group	48.365	246	.197	-	-
Total	49.956	249	-	-	-

**INTERPRETATION**

The table shows that the calculated value of 'F' (2.697) is more than the table (7.815). This implies that the framed null hypothesis is rejected. Thus, it can be concluded that there is a significant difference in the mean score of the sample responded belongs to four different group of age.

**RANKING ANALYSIS**

**Table 3.4**  
**TABLE SHOWING RANKING FACTORS OF THE RESPONDENT**

SL NO	FACTORS	1	2	3	4	5	TOTAL	RANK
1	You tube	87 (5) 435	118 (4) 472	1 (3) 3	7 (2) 14	37 (1) 37	961	1
2	Moj	2 (5) 10	82 (4) 328	122 (3) 366	39 (2) 78	5 (1) 5	787	3
3	Share chat	1 (5) 5	10 (4) 40	115 (3) 345	122 (2) 244	2 (1) 2	636	4
4	UC Browser	2 (5) 10	39 (4) 156	7 (3) 21	60 (2) 120	142 (1) 142	449	5
5	Snap tube	159 (5) 795	3 (4) 12	3 (3) 9	20 (2) 40	65 (1) 65	921	2

**INTERPRETATION**

The table shows that You tube Rank 1 of the respondents, Snap tube Rank 2 of the respondents, Moj Rank 3 of the respondents, Share chat Rank 4 of the respondents, UC browser Rank 5 of the respondents.

**4.1.1SIMPLE PERCENTAGE ANALYSIS**

- ❖ Most is 27.2% of the respondents are 15 Years.
- ❖ Majority is 52.4% of the respondents are Male.
- ❖ Most is 26.4% of the respondents are 9<sup>th</sup> Standard and 12<sup>th</sup> Standard.
- ❖ Most is 34.4% of the respondents are 2, 00,001 – 3, 00,000.
- ❖ Majority is 53.6% of the respondents are Nuclear family.
- ❖ Majority is 54% of the respondents are rural area.
- ❖ Majority is 70.8% of the respondents are yes.





- ❖ Most is 39.6% of the respondents are Academic tasks.
- ❖ Most is 28.8% of the respondents are To Search for Resources.
- ❖ Most is 36.4% of the respondents are Products.
- ❖ Most is 30.8% of the respondents are Attitudes.
- ❖ Most is 46% of the respondents are Health and lifestyle.
- ❖ Most is 39.2% of the respondents are extremely likely.
- ❖ Majority is 52% of the respondents are No.
- ❖ Most is 42% of the respondents are Download some references.
- ❖ Most is 38.4% of the respondents are WhatsApp.

#### 4.1.2 CHI SQUARE

- ❖ There is no significant relationship between age and satisfaction factors.
- ❖ There is no significant relationship between gender and satisfaction factors.

#### 4.1.3 F- TEST

- ❖ There is a significant difference in the mean score of the sample respondents belonging to four different groups of age.

#### 4.1.4 RANKING ANALYSIS

- ❖ 1<sup>st</sup> rank has been given for You tube
- ❖ 2<sup>nd</sup> rank has been given for Snap tube.
- ❖ 3<sup>rd</sup> rank has been given for Moj.

#### 5.1 SUGGESTIONS

- Vlogs with comment functionality to share and discuss information.
- Twitter and course hash tags to encourage open forum and debate
- Pinterest for sharing clever ideas, inspiration and valuable resources amongst
- Skype to engage more deeply with the material and each other.

#### 5.2 CONCLUSION

The findings reveal optimistic impacts in all of the above dimensions, thus indicating that the wider future use of social media in higher education is quite promising. However, teachers and higher education institutions have not yet been highly activated towards faster social media exploitation in their activities. Commercial social media are being increasingly adopted in formal learning settings even though they have not been conceived specifically for education. Whereas highly studies students social services like Facebook and Twitter have been thoroughly investigated for their benefits for teaching and learning in higher education, other social media platforms which have been gaining considerable attention among youth have been largely overlooked in scholarly literature. The purpose of this study is to fill that vacuum by analyzing whether and how social media platforms like Instagram, Pinterest, Snapchat and WhatsApp have become an integral component of teaching and learning in higher education. Results show that although the use of WhatsApp is well documented of studies, there is a dearth of research about Instagram, Pinterest and Snapchat.

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