

# Impact of Social Media in Education Among the Engineering Graduates with Special Reference to Chennai City



S.Vennila Fathima Rani, S. Jayakani, A.David Maxim Gururaj

**Abstract:** *In today's realm of connected knowledge, the impact of social media on education has become a major motivating element. Reaching other parts of the world has become easy, and with the help of technology such as social media, the style of delivering instruction has been constantly shifting. Many educational platforms such as Swayam, MOOC, NPTEL, Virtual labs, Udemy, etc provides online teaching to the students in a very effective way. The technical tools that permit these podiums to function are also one of the driving forces behind the impact of this technology on learning. Teachers have started to equip themselves into the arcade of electronic avenues. Students too have started to use the Social media for education purposes. Hence the topic on Impact of social media in Education among the Engineering graduates would be an eye-opener for all the teaching and learning community to equip themselves to web connected learning through social media. In this paper, the authors have made a conscious effort in studying the social media effect in education among the engineering graduates using ANOVA and T-Test.*

**Index Terms:** ANOVA, Education, Online learning, Online Teaching, Social Media, T-Test.

## I. INTRODUCTION AND NEED FOR THE STUDY

Public media is considered as the prospect medium to transfer one's idea. It comprises a group of internet centered device and podia that surge and enrich the proficiency of sharing knowledge. The podium is all about public centered input, contact, substance distribution, and grouping. This collaborating style has an assembly of curious stuffs like forums, micro-blogging, social networking, social bookmarking, wikis and podcasts. 41% of American professors used public media as an education means in 2013. In India, the National Program on Technology Enhanced Learning (NPTEL) and e-learning engineering courses were watched by 110 million people on YouTube till 2014 (Soumyarajan Nayam, 2016). Educators have begun to train

themselves into the market of public media. Students too have begun to use the public media for education commitments. Public media has become a podium for commonly inclined people to join hands together. The several online debate groups involve querying doubts, thoughts about universities, new ideas, etc. Hence the topic on Impact of social media in Education among the Engineering graduates has been discussed in this article.

## II. REVIEW OF LITERATURE

**Falahah and Dewi Rosmala (2012)** made a report of Social Networking practice in Higher Education atmosphere. They concluded that the universities want to discover the strength of SN usage before adopt to implement limited access on SN site. The speedy growth of SN usage in higher education is a piece of evidence that we cannot reject any longer and the real way is to adopt it in higher education and encourage the apt usage plan based on environment user behaviour.

'Students attention on Facebook for a topic of their interest is knit with the use of social networking sites' was disclosed by **Khan.S (2012)** in his study titled Impact of social networking websites on students.

**Sharda Gangwar et al., (2013)**, has discussed in their article about the Quality enhancement in Higher education through Social Media. Colleges and universities are facing key changes as they traverse the 21<sup>st</sup> century and make judgements that will not only influence higher education but will also contribute to our country's future competitiveness in the global marketplace. This piece of writing recognises and appraises the outcomes and efforts to alter quality yardsticks in higher education. While transformation is inevitable and higher learning airs difficult choices, people should come forward to make pre-emptive choices and should become representatives of change. Therefore Virtual learning classrooms and facilities of e-library should be started in rural village also for quality upliftment.

**Tarek A. El-Badawy and Yasmin Hashem (2015)** published their findings in International Journal of Business Administration on the title "The Impact of Social Media on the Academic Development of School Students". The study was to establish the impact of social media on the academic performance of students. The results exhibit that there is no association between social media and academic performance which was clearly observed in their overall grade average.

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They found that social media does not impact school students' academic performance in any way because although they spend hours on social media, they still manage to find time to study, and achieve good grades.

**Khurana N (2015)** in his study "The Impact of Social Networking Sites on the Youth" concluded that today's youth have determined their own peripheries and have set their own borders as to how and when to use social media irrespective of the positive and negative effects it exposes. The youth today is not only techno know-how and socially existent but also exemplifies social consciousness.

**Joshua Chukwuere and Precious Chibuike Chukwuere (2017)** in their research article concluded that female student should limit believing everything they read and watch on social media sites and people should stop making abusive comments and sending unethical videos on social media.

**Karen Sutherland et al., (2018)** have discussed the Use of social media in University and its influence on offline engagement in higher educational communities. This study surveyed 106 undergraduate students to investigate whether students using social media to interact online with their university felt connected to the broader university community and social media helped them engage offline by meeting up with peers and attending university events. The results indicated that the majority (82%) never or rarely used the technology to facilitate offline engagement within their academic communities. Fourth year students were most likely to use social media to engage offline (66.7%). However, more than half of students (52.8%) felt that university social media profiles helped them to feel part of their academic community.

**N.R.Ramesh Masthi, S.Pruthvi and M.S.Phanendra (2018)** registered in their study that social media addiction was observed in over one third of the subjects, almost equally distributed and majority had mild addiction. They concluded that counselling regarding healthy use of technology for Social Media users is the need of the hour.

### III. INTENTIONS OF THE STUDY

- To measure the satisfaction level of the engineering students in using the social media for education reasons in Chennai city.
- To know the reason of using the social media for education intents.

### IV. METHODOLOGY OF THE STUDY

**Data:** Primary data were used for the analysis. The data was composed through the issue of questionnaire.

**Sample:** The data was collected from 150 engineering students in and around Chennai city

**Sampling technique:** Convenient sampling technique was adopted to collect the data.

**Area of study:** In and around Chennai city were identified for data collection.

**Period of study:** October 2018 to December 2018

**Statistical tools applied:** ANOVA and T-test.

## V. DISCUSSION AND RESULTS

### (i) Gender and Level of satisfaction towards the impact of social networking statements:

$H_0$  : "There is no substantial disparity in the Level of satisfaction towards the impact of social networking statements between male and female engineering students"

**Table No: 1 Descriptive statistics- Gender and Level of satisfaction towards the impact of social networking statements**

Gender	N	Mean	Std. Deviation
Male	66	18.9091	6.02961
Female	84	15.0238	3.99088
Total	150	15.4133	4.01873

Source: Calculated Value

Table No: 2

T-test- Gender and Level of satisfaction towards the impact of social networking statements

T	df	Sig. (2-tailed)	Level of Significance
1.343	148	.021	5%

Source: Calculated Value

Table 1 and 2 indicates the satisfaction level of the engineering students towards the impact of social networking statements based on gender, its mean value and t-test results. From table 1, the highest mean score of 18.91 is found among the male students. Hence their Level of satisfaction towards the impact of social networking statements is higher when compared to female students. The t-test result table 2 shows that at 5% level of significance, the significant value is 0.021. As the significant value is less than 0.05, the null hypothesis is rejected and the outcome displays that there exists substantial disparity in the Level of satisfaction towards the impact of social networking statements among male and female students.

### (ii) Area of residence and Level of satisfaction towards the impact of social networking statements:

$H_0$ : "There is no substantial disparity in the Level of satisfaction towards the impact of social networking statements among the engineering students residing in different area"

Table No: 3

Descriptive statistics- Area of residence and Level of satisfaction towards the impact of social networking statements

Area of Residence	N	Mean	Std. Deviation
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Urban	98	15.1429	3.89025
Rural	27	16.1111	4.66025
Semi-urban	25	15.7200	3.82448
Total	150	15.4133	4.01873

Source: Calculated Value

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	22.667	2	11.333	.699	.499
Within Groups	2383.707	147	16.216		
Total	2406.373	149			

Table No: 4

ANOVA- Area of residence and Level of satisfaction towards the impact of social networking statements

Source: Calculated Value

Table 3 and 4 indicates the satisfaction level of the engineering students towards the impact of social networking statements based on Area of residence, its mean value and ANOVA results. Table 3 discloses that, the highest mean score of 16.11 is found among the students residing in rural areas. Hence their Level of satisfaction towards the impact of social networking statements is higher when compared to other students. The ANOVA result table 4 shows that at 5% level of significance, the significant value is 0.499. As the significant value is more than 0.05, the null hypothesis is acknowledged and the result shows that there is no significant disparity in the Level of satisfaction towards the impact of social networking statements among students residing in different areas.

**(iii) Mostly preferred Social media for Education purposes and their Level of satisfaction towards the impact of social networking statements:**

H<sub>0</sub>: “There is no substantial disparity in the Level of satisfaction towards the impact of social networking statements among different social media preferred by the engineering students.”

Table No: 5

Descriptive statistics- Mostly preferred Social media for Education purposes and their Level of satisfaction towards the impact of social networking statements.

Preferred Social Media	N	Mean	Std. Deviation
Wikipedia	34	9.1471	4.16430
You tube	23	14.6087	2.58912
Learning apps	15	11.8667	4.50185
Google	78	19.6795	3.22882
Total	150	15.4133	4.01873

Source: Calculated Value

Table No: 6

ANOVA- Mostly preferred Social media for Education purposes and their Level of satisfaction towards the impact of social networking statements.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.910	3	8.637	1.530	.033
Within Groups	2380.463	146	16.305		
Total	2406.373	149			

Source: Calculated Value

Table 5 and 6 indicates the satisfaction level of the engineering students towards the impact of social networking statements among the social media preferred by the engineering students, its mean value and ANOVA results. From table 5, the highest mean score of 19.68 is found among the students who mostly prefer Google. Hence their Level of satisfaction towards the impact of social networking statements is higher when compared to other students. The ANOVA result table 6 shows that at 5% level of significance, the significant value is 0.033. As the significant value is less than 0.05, the null hypothesis is rejected and the outcome indicates that there exists substantial disparity in the Level of satisfaction towards the impact of social networking statements among different social media preferred by the engineering students.

**(iv) Purpose of using social media and Level of satisfaction towards the impact of social networking statements**

H<sub>0</sub>: “There is no substantial disparity in the Level of satisfaction towards the impact of social networking statements among purpose of using social media by the engineering students.”

Table No: 7

Descriptive statistics- Purpose of using social media and Level of satisfaction towards the impact of social networking statements

Purpose of using social media	N	Mean	Std. Deviation
Assignments	57	16.0351	4.29686
Online courses	26	15.3077	4.15470
Group discussions	9	13.4444	2.78887
Taking notes	32	14.8125	4.16156
Others	26	15.5769	3.30058
Total	150	15.4133	4.01873

Source: Calculated Value

Table No: 8

ANOVA- Purpose of using social media and Level of



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satisfaction towards the impact of social networking statements

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	69.462	4	17.365	1.077	.370
Within Groups	2336.912	145	16.117		
Total	2406.373	149			

Source: Calculated Value

- Joshua Chukwuere and Precious Chibuikwe Chukwuere, "The impact of social media on social lifestyle: A case study of university female students", *Gender & Behaviour* 2017, pp. 9928-9940.
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Table 7 and 8 indicates the satisfaction level of the engineering students towards the impact of social networking statements among the purpose of using social media by the engineering students, its mean value and ANOVA results. From table 7, it is clearly seen that the highest mean score of 16.03 and is found among the students who use it for assignment purposes. Hence their Level of satisfaction towards the impact of social networking statements is higher when compared to other students. The ANOVA result table 8 shows that at 5% level of significance, the significant value is 0.370. As the significant value is more than 0.05, the null hypothesis is accepted and the result shows that there exists no substantial disparity in the Level of satisfaction towards the impact of social networking statements among the purpose of using social media by the engineering students.

## VI. CONCLUSION

The following conclusion are obtained for the foregoing study

- Satisfaction levels towards the impact of social networking among male students are higher when compared to female students.
- There is no substantial disparity in the Level of satisfaction towards the impact of social networking statements among students residing in different areas.
- There exists substantial disparity in the Level of satisfaction towards the impact of social networking statements among different social media preferred by the engineering students.
- It is clearly seen that the social networking helps the students who use it for assignment purposes.

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