

AMELIORATION OF SOCIAL MEDIA AND ITS CONTRIBUTION AMONG ENGINEERING COLLEGE STUDENTS OF ERODE DISTRICT

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ABSTRACT -- Social media has gotten pervasive, affecting the social and social texture of general public. It has reformed the manner in which people convey, cooperate and mingle. The strength of web and its utilization in advanced education has patched up the situation the world over. The progressions in its abilities have opened up new roads of connections for sharing of information and experiences. The inventive use has produced new chances of sharing scholastic encounters, and research practices of the famous researchers on the planet. This study is mainly focused to examine the growth of the social media and its contribution to academic **development** of the college students who are studying in engineering colleges in Erode district. For that, the researchers utilized a survey instrument for information assortment. The information was gathered by utilizing the organized survey from 124 engineering college students. The gathered information was analysed by using SPSS 22.0. Percentage analysis, mean score analysis, standard deviation, chi-square analysis and multiple regression analysis were employed. It is found that when compared with UG students, PG students are utilized the social media for their scholastic reason in a powerful manner.

Keywords-- Social media, Facebook, engineering college students, contribution, academic, etc.

I. INTRODUCTION

The term ' Social media' alludes to the utilization of online and portable advancements to transform correspondence into an intuitive exchange. Social media is a media for social collaboration as a superset past social correspondence. Online life is the eventual fate of correspondence, an incalculable exhibit of web based instruments and stages that expansion and upgrade the sharing of data. This new type of media makes the exchange of content, photographs, sound, video, and data when all is said in done progressively liquid among web clients. Web-based social networking has pertinence for standard web clients, yet business also. Platforms like Facebook, Instagram, Twitter, Linked In and Academia have made online networks where individuals can share to such an extent or as meager individual data as they want with different individuals. Empowered by universally open and versatile communication methods, online life has significantly changed the way associations, networks, and people impart. The interpersonal interaction destinations center intensely around building on the web networks with basic interests or exercises. Long range interpersonal communication destinations additionally can assist understudies with creating authority abilities, from low-level arranging and sorting out to exercises that advance social change

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and popularity based commitment. Online life instruments and systems administration destinations urge understudies to draw in with one another and to express and share their inventiveness.

II. LITERATURE REVIEW

Mohamed Tayseer, et al. (2014) stated that there was a relationship between the understudies GPAs and their use of informal organizations. Most of respondents didn't utilize social medias to search for school related data; in any case, a significant number of them energize having on the web study gatherings. This investigation reasoned that the informal communities like Facebook and Twitter were powerful on clients' commitment in both scholastic and social perspectives.

Ephraim Okoro (2012) stated that electronic media upgrade synergistic learning exercises, empowering people to take part in a progressing correspondence with each other during the time spent learning. Successful utilization of person to person communication devices in learning conditions by workforce can continue the nature of directions and aptitudes advancement in business training.

Can Mese and Gokce Sancak Aydın (2019) stated that there was a distinction for women in starting correspondence for men and that the individuals who utilized informal communities for quite a while share increasingly substance and WhatsApp and Instagram are the most generally utilized interpersonal medias.

Manzoor Hussain (2017) stated that the people everywhere had begun to broadly utilize long range informal communication locales; in any case, scarcely people had demonstrated reservations because of absence of premium, absence of time, absence of office and protection concerns. They inferred that the interpersonal interaction destinations utilized by the people were Facebook, Google+, YouTube and Twitter.

Gilbert M. Talaue, et al. (2018) stated that there were likewise things helpful for the improvement of the people. Likewise, correspondence with peers through informal communication can enable people to mingle, find new companions, talked about with them issues identified with contemplate. Along these lines, it tends to be inferred that online life dually affected people accomplishment, and it was important to move toward teenagers' utilization of informal communication with extreme obligation.

Irshad Hussain (2012) demonstrated that greater part of the people was slanted to utilize Facebook. Additionally, they utilized web-based social networking for trading purpose and creating informal communication all through the world. Additionally, they utilized such media for sharing their learning encounters with their associates and universal network.

Zanamwe Ngonidzashe (2013) stated that most stunningly provocative difficulties with respect to utilization of long range interpersonal communication destinations were that of security and advancement of ineffective conduct. Further, students in Zimbabwe hold an ideal recognition towards utilization of informal communication media in advanced education despite the fact that they raised security and protection concerns.

Marisol Gómez, et al. (2012) demonstrated that utilization of social media in the people reviewed was exceptionally high. Likewise, the researchers demonstrated a positive mentality to teachers utilizing social media as a scholastic asset. Moreover, the apparent low scholarly help on informal communication may imply that speakers exploit their potential.

Divya Goel and Mitushi Singh (2016) examined the relationship between positive convictions and demeanors towards social media for trading scholastic exercises and the scholarly presentation of the understudies. Moreover, the results inferred that management utilized online life primarily for sharing their assignments, activities and learning encounters with their stakeholders.

Ahmad Jahed Mushtaq (2018) found that social media had all the earmarks of being a helpful instrument for people in their exercises as they use them to improve their learning procedure for example to discuss successfully with one another, get college related issues and get other fundamental data. Further, web-based social networking appeared to be present day instruments of learning for students in Afghanistan.

III. STATEMENT OF THE PROBLEM

The utilization of social media is on the ascent in designing universities with personnel utilizing an assortment of programming instruments and free web applications to improve learning, correspondence and commitment. Contrasted with customary learning technique that give not many chances to students to create and keep up their own learning exercises, learning stages dependent via social media place the control of learning under the control of students themselves. Social media tools and systems administration locales urge people to draw in with one another and to express and share their inventiveness. Such close to home connections are essential to making and continuing a feeling of having a place. Designing understudies can grow greater recognition with computers and other electronic gadgets by investing so a lot of energy working with new advancements. Hence, the researchers have chosen this study about the enhancement of social media and its contribution among engineering college students of Erode district.

IV. OBJECTIVES OF THE STUDY

1. To study the demographic profile and usage profile of the selected college students in Erode district.
2. To examine the contribution of the social media to increase the performance in academic life of the college students.

V. HYPOTHESES OF THE STUDY

- Contribution of the social media is highly influenced the engineering college students belongs to difference demographic profile.
- Contribution of the social media is highly influenced the engineering college students with respect to period of using the social media.
- Contribution of the social media is highly influenced the engineering college students with respect to type of social media using.

VI. RESEARCH DESIGN

This research is basically descriptive research. For examining the contribution of the social media in the academic performance of the college students, the researchers have framed a structured questionnaire that

considered as a survey tool. In the questionnaire, there are two sections viz., demographic variables and development of the social media and its contribution. The researchers have selected 124 college students who are studying in engineering colleges in Erode district. The collected data were analysed by using SPSS 22.0. The statistical tools used for this analysis are percentage analysis, mean score analysis, standard deviation, chi-square analysis and multiple regression analysis.

VII. ANALYSIS AND INTERPRETATIONS

Table 1: Demographic Profile of the Respondents

Demographic Profile		No. of Respondents	Percentage
Gender	Male	76	61.3
	Female	48	38.7
Age (years)	18	13	10.5
	19	20	16.1
	20	35	28.2
	21	13	10.5
	Above 21	43	34.7
Course	UG	97	78.2
	PG	27	21.8
Year of study	First	26	21.0
	Second	42	33.9
	Third	38	30.6
	Fourth	18	14.5
Academic achievement	Excellent (Above 75%)	54	43.5
	Good (60-75%)	43	34.7
	Fair (Below 60%)	27	21.8
Period of using (years)	Below 2	20	16.1
	2-4	46	37.1
	Above 4	58	46.8
Social media used	Facebook	28	22.6
	Instagram	13	10.5
	Twitter	27	21.8
	Linked In	20	16.1
	Academia	24	19.3

Demographic Profile		No. of Respondents	Percentage
	Others	12	9.7

Source: Primary Data.

It is found from the investigation that 61.3 percent of the respondents are male and 38.7 percent of the respondents are female. 10.5 percent of the respondents are 18 years old, 16.1 percent of the respondents are 19 years old, 28.2 percent of the respondents are 20 years old, 10.5 percent of the respondents are 21 years old and 34.7 percent of the respondents are belong to above 21 years. Further, 78.2 percent of the respondents are studying UG course and 21.8 percent of the respondents are studying PG course. 21 percent of the respondents are studying first year, 33.9 percent of the respondents are studying second year, 30.6 percent of the respondents are studying third year and 14.5 percent of the respondents are studying fourth year. 43.5 percent of the respondents are excellent (above 75%) in their academic achievement, 34.7 percent of the respondents are good (60-75%) and 21.8 percent of the respondents are fair (below 60%) in their academic achievement. 16.1 percent of the respondents are using social media for below 2 years, 37.1 percent of the respondents are using social media for 2-4 years and 46.8 percent of the respondents are using social media for above 4 years. 22.6 percent of the respondents use Facebook, 10.5 percent of the respondents utilize Instagram, 21.8 percent of the respondents use Twitter, 16.1 percent of the respondents utilize Linked In, 19.3 percent of the respondents use Academia and 9.7 percent of the respondents utilize other types of social media.

Table 2: Contribution of Social Media

S.No.	Contribution of Social Media	Mean	SD
1	Better relationship management	3.66	1.31
2	Facilitates exchange of opinions between the students	3.13	1.31
3	Facilitates exchange of opinions with the teachers	3.52	1.30
4	Convey important information about the academic process to other friends and teachers	3.85	1.35
5	Cost benefit advantage	3.49	1.23
6	Facilitates students	3.48	1.17

	driven movement		
7	Optimum time frame for reaching out the students	3.81	1.23
8	Text on social media has comparatively many advantages over other promotional mediums	3.39	1.25
9	Quick and smooth transition of information	3.65	1.29
10	Can develop academic performance in a better way	3.44	1.26

Source: Primary Data.

It is inferred from the above table that out of ten contributions of social media among engineering college students, convey important information about the academic process to other friends and teachers secures the maximum mean score of 3.85, followed by optimum time frame for reaching out the students with the mean score of 3.81.

Table 3: Gender and Level of Contribution of Social Media

S. No.	Gender	Level of Contribution			Total	Mean	Chi-Square Value (p value)
		Low	Medium	High			
1	Male	3 (17.1%)	1 (40.8%)	2 (42.1%)	6	.52	.915 ^{Ns} (0.052)
2	Female	4 (29.2%)	1 (20.8%)	4 (50.0%)	8	.57	
3	Total	7	2	6	24		

Ns Not Significant

It is inferred from the analysis that maximum level of contribution of social media among engineering college students is perceived by female students. It is inferred from the 'p' value that it has greater than 0.05. Hence, the null hypothesis is accepted. It means that there is no significant relationship between the gender of the respondents and the contribution of social media.

Table 4: Age and Level of Contribution of Social Media

S. No.	Age (years)	Level of Contribution			Total	Mean	² Value (p value)
		Low	Medium	High			
1	18	7 (53.8%)	6 (46.2%)	0 (0.0%)	13	.07	8.130* (0.000)
2	19	11 (55.0%)	6 (30.0%)	3 (15.0%)	20	.32	
3	20	2 (5.7%)	8 (22.9%)	5 (71.4%)	15	.68	
4	21	0 (0.0%)	0 (0.0%)	3 (100.0%)	3	.55	
5	Above 21	7 (16.3%)	11 (48.8%)	5 (34.9%)	23	.94	
	Total	27	31	15	73		

* Significant at 1% level

It is inferred that the maximum level of contribution of social media among engineering college students is perceived by the respondents who belong to above 21 years. It is revealed from the 'p' value that it has lesser than 0.05. Hence, the null hypothesis is rejected. Thus, there is a significant relationship between the age of the respondents and the contribution of social media.

Table 5: Course and Level of Contribution of Social Media

S. No.	Course	Level of Contribution			Total	Mean	² Value (p value)
		Low	Medium	High			

Gender	Gender	Undergraduate 5 (15.5%)	Graduate 6 (37.1%)	Postgraduate 6 (47.4%)	7	.58	0.860* (0.004)
Gender	Gender	Female 2 (44.4%)	Male 5 (18.5%)	Female 0 (37.0%)	7	.60	
	Total	7	11	6	24		

* Significant at 1% level

The maximum level of contribution of social media among engineering college students is perceived by PG students. It is confirmed from the 'p' value that it has lesser than 0.05. Hence, the null hypothesis is rejected. It means that there is a close relationship between the course of study of the respondents and the contribution of social media.

Table 6: Year of Study and Level of Contribution of Social Media

S. No.	Year of Study	Level of Contribution			Total	Mean	² Value (p value)
		Low	Medium	High			
1	First year	3 (11.5%)	4 (15.4%)	9 (73.1%)	6	.79	2.366* (0.000)
2	Second year	0 (23.8%)	1 (26.2%)	1 (50.0%)	2	.52	
3	Third year	1 (28.9%)	1 (28.9%)	6 (42.1%)	8	.40	
4	Fourth year	3 (16.7%)	5 (83.3%)	0 (0.0%)	8	.53	
	Total	7	11	6	24		

* Significant at 1% level

The maximum level of contribution of social media among engineering college students is perceived by the students studying first year. It is confirmed from the 'p' value that it has lesser than 0.05. Hence, the null hypothesis is rejected. Thus, there is a close relationship between the year of study of the respondents and contribution of social media.

Table 7: Academic Achievement and Level of Contribution of Social Media

S. No.	Academic Achievement	Level of Contribution			Total	Mean	² Value (p value)
		Low	Medium	High			
1.	Excellent (Above 75%)	4 (44.4%)	8 (14.8%)	2 (40.7%)	4	.24	9.687* (0.000)
2.	Good (60-75%)	2 (4.7%)	8 (18.6%)	3 (76.7%)	3	.80	
3.	Fair (Below 60%)	1 (3.7%)	5 (92.6%)	1 (3.7%)	7	.72	
	Total	7	14	6	24		

* Significant at 1% level

It is observed from the analysis that the maximum level of contribution of social media among engineering college students is perceived by the students who are good in their academic achievement. It is inferred from the 'p' value that it has lesser than 0.05. Hence, the null hypothesis is rejected. Thus, there is a significant relationship between the academic achievement of the respondents and contribution of social media.

Table 8: Period of Using and Level of Contribution of Social Media

S. No.	Period of Using	Level of Contribution			Total	Mean	² Value (p value)
		Low	Medium	High			

Below 2 Years	12 (60.0%)	18 (40.0%)	0 (0.0%)	0	.17	3.288* (0.000)
2-4 Years	23 (6.5%)	0 (0.0%)	43 (93.5%)	6	.60	
Above 4 Years	21 (20.7%)	33 (56.9%)	13 (22.4%)	8	.63	
Total	77	24	56	24		

* Significant at 1% level

The maximum level of contribution of social media among engineering college students is perceived by the students using for above 4 years. It is inferred from the 'p' value that it has lesser than 0.05. Hence, the null hypothesis is rejected. There is a significant relationship between the period of using and contribution of social media.

Table 9: Social Media Used and Level of Contribution

S. No.	Using Social Media	Level of Contribution			Total	Mean	χ^2 Value (p value)
		Low	Medium	High			
1.	Facebook	4 (14.3%)	8 (28.6%)	16 (57.1%)	8	.72	29.141* (0.000)
2.	Instagram	2 (15.4%)	8 (61.5%)	3 (23.1%)	3	.59	
3.	Twitter	1 (3.7%)	5 (92.6%)	1 (3.7%)	7	.65	
4.	Linked In	0 (0.0%)	0 (0.0%)	2 (100.0%)	0	.64	

.	Academia	8 (33.3%)	0 (0.0%)	6 (66.7%)	4	.34	
.	Others	2 (100.0%)	0 (0.0%)	0 (0.0%)	2	.06	
	Total	27	41	56	24		

* Significant at 1% level

The maximum level of contribution of social media among engineering college students is perceived by the students using Facebook. It is cleared from the 'p' value that it has lesser than 0.05. Hence, the null hypothesis is rejected. There is a significant relationship between the social media used and the contribution of social media.

Table 10: Level of Contribution of Social Media (Multiple Regression Analysis)

No.	Variables	Coef ficient	SE	t' value	'p value
	(Constant)	3.47			
1	Age	0.01	0.027	0.624	0.534 ^{NS}
2	Year of study	0.10	0.036	2.819	0.006*
3	Academic achievement	0.28	0.045	6.257	0.000*
4	Period of using	0.14	0.051	2.806	0.006*
	R Value	0.80			
	R ² Value	0.64			
	F Value	76.884*			

* Significant at 1% level Ns Not Significant

The multiple linear regression co-efficient is found to be statistically fit as R² is 0.643 for level of contribution of social media. It shows that the independent variables contribute about 64.3 percent of the variation in the level

of contribution of social media and it is significant at 1 percent level. The variables like year of study, academic achievement and period of using are having positive impact.

VIII. FINDINGS

1. The majority (46.8%) of the respondents are using the social media for above 4 years. 22.6% of the respondents are using twitter.
2. It is inferred that convey important information about the academic process to friends and teachers attains the maximum level of contribution among engineering college students.
3. The maximum level of contribution of social media among engineering college students is perceived by female students, students who belong to above 21 years, PG students, students studying in first year, students who are good in their academic achievement and using social media for above 4 years.
4. There is no significant relationship between the gender of the respondents and contribution of social media. There is a significant relationship between the age groups, course of study, year of study, academic achievement and period of using and social media used by the respondents and contribution of social media.
5. The multiple linear regression co-efficient is found to be statistically fit as R^2 is 0.643 for level of contribution of social media. It shows that the independent variables contribute about 64.3 per cent of the variation in the level of contribution of social media and it is significant at 1 per cent level. The variables like year of study, academic achievement and period of using are having positive impact.

IX. SUGGESTIONS

1. The male students should come forward to use social media effectively in positive outcome for their study purpose.
2. Respective college should focus on making pleasant things useful for promoting social media as a tool not only for communication and entertainment but also for learning among UG students.
3. Students themselves must realize all the potential harm from excessive utilization of social media and responsibly approach the learning process and academic results.
4. Facebook page owners shall distribute advantageous which help college students in terms of improving their knowledge and academic study.
5. The select colleges should consider the academic use of social media tools and may explore the various strategies and possibilities for reaching students with learning materials via social media.

X. CONCLUSION

Social media has become universal, impacting the personality and behaviour of students so much. The real challenge lies in overcoming the drawbacks and confirming that the advantages create the desired impact. This study examined the amelioration of social media and its contribution among engineering college students of Erode district. The study revealed that college students preferred Facebook as it is most popular media and the trend showed that they used social media to study and friendship. However, they preferred to share their study materials

and research projects, college events, information, and developing academic achievements. It is concluded that social media is having a major impact on the personality development of engineering college students. With the increased focus on technology in education and business, it will help students build skills that will aid them throughout their lives.

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