

An Empirical Study on Social Media usage by College Students in Coimbatore, India

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Abstract - Information and Communication Technology has widened the process of communication, and it also has remarkable impact on education and learning. Like coin, it also has two faces- it ushers with the negative and positive impacts. ICT has a clear impact on the students' knowledge, attitude and skill. Apart from traditional classroom teaching, ICT provides a virtual learning atmosphere where the learners can enhance experience as it would enable technology mediated learning among teachers and students. Mobile phone and social media usage has become inevitable in today's life. Digital natives and the omnipresence of smartphones, ipads and portable laptop computers made multimedia teaching aids more user friendly convenient (anytime, anywhere learning). Apart from traditional learning, these social media provides a platform for innovative and collaborative learning experience which helps the learners to grasp the content easily. The aim of the present study is to measure the social media usage among college students in Coimbatore. A survey was conducted among 507 college students from Coimbatore were chosen through multistage stratified random sampling technique. The demographic variables are—age, gender and educational qualification. The dependent variables—Time spent on social media per day, Time spent on social media during weekdays, Time spent on social media during weekends. Further result states that gender influences the amount of time spent on social media during weekdays. There is no difference with respect to age and educational qualification towards their usage of social media.

Key words: Social media, students, smart phone, ICT.

INTRODUCTION AND REVIEW OF LITERATURE

Technology influences today's world and it has occupied a major part in human's life. Internet access becomes affordable to everyone and especially in India; there is a significant increase in internet penetration rate every year. [11] stated that, since the early twentieth century, media has a predominant place in the modern education system. It is widely known for its potential to solve problems and inadequacies of education. The penetration of media has induced education in two aspects- it has increased the reach and accessibility; and it has enhanced the content quality of the education. [11] study states that the internet and its vivid

mode of communication exhibits novelty and the day-to-day advancement seems to appeal everyone.

Software Networking Sites are expanding and trying to progress their products, the educational institutions are exploring ways to merge new media into education as it can act as a supporting tool in learning process. The millennials consistently adopt and adapt the social networking sites in their day-to-day life. The students have to be constantly monitored in their online media usage as these sites are radically changing the social framework of the educational institutions. [8] Postulated examination as an effective and practical

indicator through which we can evaluate students learning process and its outcome.

Solefield School states that for all learners, in order to develop their personal computing ability. Equal accessibility towards ICT equipment will enable teachers to monitor the learners as it would enhance their group work skills and they can work in association with others. [2] Mentioned that students' are using social media more and they are addicted towards social media. The school computers were prohibited in accessing the social networking sites. Rather than watching television, the students from 9-17 years spend more time on social media activities.

In the last few years, the price of the data service been provided by the operator has reduced and it encouraged people to use the online media portals which helps them to deploy the available online services [9], [10],[12] Findings state that effect of social media especially the Skype. The Skype application acts as a positive predictor to find out the satisfaction of life; and there is a positive relationship between academic performance and satisfaction with life. [3] Stated that with the onslaught of internet and the affordable gadgets, many educational institutions started providing eLearning material which stands out the classic material. Thousands and thousands of study related materials can be easily stored in our handheld gadgets and can be retrieved whenever and wherever we want.

Thus, this study investigates the social media usage among college students in Coimbatore. Many studies done in developed countries were included in the literature review. Most of the studies were focused on the moral behaviour of the youths.

OBJECTIVES OF THE STUDY

- To measure difference between Independent variable—age, gender, educational qualification and Dependent variable (Time spent on Social Media per day, Time spent on Social Media during weekdays, Time spent on Social Media during weekends).

METHODOLOGY

The present study aims to identify the social media usage among college students among a cross section of the students in Coimbatore, Tamil Nadu, India. Through multistage stratified random sampling method, 507 students were chosen for this study. Keeping the objective in mind the following research questions were raised and presented in Table 1.1:

**Summary table of Research Question.
 Independent Sample T-test: Demographic variable vs. Students' usage of social media**

Major Research Question: Is there any difference between Independent Variable (Age, Gender, Educational Qualification) and Dependent variables (Time spent on social media per day, Time spent on social media during weekdays, Time spent on social media during weekends)?

Specific Research Questions:

Research Questions	Hypotheses	Null hypotheses
1.11: Is there any difference between Gender (male, female) and Time spent on social media per day?	Ha1.11: There is a difference between Gender (male, female) and Time spent on social media per day.	H01.11: There is no difference between Gender (male, female) and Time spent on social media per day.
1.12: Is there any difference between Gender (male, female) and Time spent on social media during weekdays?	Ha1.12: There is a difference between Gender (male, female) and Time spent on social media during weekdays.	H01.12: There is no difference between Gender (male, female) and Time spent on social media during weekdays.
1.13: Is there any difference between Gender (male, female) and Time spent on social media during weekends?	Ha1.13: There is a difference between Gender (male, female) and Time spent on social media during weekends.	H01.13: There is no difference between Gender (male, female) and Time spent on social media during weekends.

1.21: Is there any difference between age (16 to 20 years, above 20 years) and Time spent on social media per day?	Ha1.21: There is a difference between age (16 to 20 years, above 20 years) and Time spent on social media per day.	H01.21: There is no difference between age (16 to 20 years, above 20 years) and Time spent on social media per day.
1.22: Is there any difference between age (16 to 20 years, above 20 years) and Time spent on social media during weekdays?	Ha1.22: There is a difference between age (16 to 20 years, above 20 years) and Time spent on social media during weekdays.	H01.22: There is no difference between age (16 to 20 years, above 20 years) and Time spent on social media during weekdays.
1.23: Is there any difference between age (16 to 20 years, above 20 years) and Time spent on social media during weekends?	Ha1.23: There is a difference between age (16 to 20 years, above 20 years) and Time spent on social media during weekends.	H01.23: There is no difference between age (16 to 20 years, above 20 years) and Time spent on social media during weekends.
1.31: Is there any difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media per day?	Ha1.31: There is a difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media per day.	H01.31: There is no difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media per day.
1.32: Is there any difference between educational qualification (under graduation, post-graduation and above) and Time spent on	Ha1.32: There is a difference between educational qualification (under graduation, post-graduation and above) and Time spent on social	H01.32: There is no difference between educational qualification (under graduation, post-graduation and above) and Time spent on social

social media during weekdays?	media during weekdays	media during weekdays.
1.33: Is there any difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media during weekends?	Ha1.33: There is a difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media during weekends.	H01.33: There is no difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media during weekends.

RESULTS AND DISCUSSION

Table 1.2 Independent Sample T-test: Demographic variable vs. Students' usage of social media.

Summary table showing the influence between Independent Variable (Age, Gender, Educational Qualification) and Dependent variable—Time spent on social media per day, Time spent on social media during weekdays, Time spent on social media during weekends

Dependent variable	Independent variable	Analysis performed	Null hypothesis
Time spent on social media per day	Male	T-test	Tenable
	Female		Tenable
Time spent on Social media during weekdays	Male	T-test	Not tenable
	Female		Not tenable
Time spent on Social media during weekends	Male	T-test	Tenable
	Female		Tenable
Time spent	16-20	T-test	Tenable

on social media per day	years 21-25 years		Tenable
Time spent on Social media during weekdays	16-20 years	T-test	Tenable
	21-25 years		Tenable
Time spent on Social media during weekends	16-20 years	T-test	Tenable
	21-25 years		Tenable
Time spent on social media per day	UG	T-test	Tenable
	PG and above		Tenable
Time spent on Social media during weekdays	UG	T-test	Tenable
	PG and above		Tenable
Time spent on Social media during weekends	UG	T-test	Tenable
	PG and above		Tenable

To answer the specific research question 1.11, T-test was conducted to evaluate the null hypothesis (H04.11). There is no difference between Gender (male, female) and Time spent on social media per day. (N=507) The independent variable, gender included two groups: Male and Female. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of Male (M=1.94, SD=.75, n=264) and Female (M=1.91, SD=.81, n=243); $t(505) = .482, p=.630$. Thus there is significant evidence to accept the null hypothesis (H01.11) and conclude there is no difference between Gender (male, female) and Time spent on social media per day.

To answer the specific research question 1.12, T-test was conducted to evaluate the null hypothesis (H04.12). There is no difference between Gender (male, female) and Time spent on social media during weekdays. (N=507) The independent variable, gender included two groups: Male and Female. The assumption of homogeneity of variances was tested and found not tenable using Levene's Test. There was significant difference in the scores of Male (M=2.28, SD=.75, n=264) and Female (M=2.09, SD=.83, n=243); $t(505) = 2.633, p=.009$. Thus there is significant evidence to reject the null hypothesis (H01.12) and conclude there is no difference between Gender (male, female) and Time spent on social media during weekdays.

To answer the specific research question 1.13, T-test was conducted to evaluate the null hypothesis (H04.13). There is no difference between Gender (male, female) and Time spent on social media during weekends. (N=507) The independent variable, gender included two groups: Male and Female. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of Male (M=2.34, SD=.76, n=264) and Female (M=2.24, SD=.82, n=243); $t(505) = 1.44, p=.148$. Thus there is significant evidence to accept the null hypothesis (H01.13) and conclude there is no difference between Gender (male, female) and Time spent on social media during weekends.

To answer the specific research question 1.21, T-test was conducted to evaluate the null hypothesis (H04.21). There is no difference between age (16 to 20 years, above 20 years) and Time spent on social media per day. (N=507) The independent variable, age included two groups: 16 to 20 years and above 20 years. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of 16 to 20 years (M=1.93, SD=.79, n=400) and above 20 years (M=1.93, SD=.74, n=107); $t(504) = -.112, p=.911$. Thus there is significant evidence to accept the null hypothesis (H01.21) and conclude there is no

difference between age (16 to 20 years, above 20 years) and Time spent on social media per day.

To answer the specific research question 1.22, T-test was conducted to evaluate the null hypothesis (H04.22). There is no difference between age (16 to 20 years, above 20 years) and Time spent on social media during weekdays. (N=507) The independent variable, age included two groups: 16 to 20 years and above 20 years. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of 16 to 20 years (M=2.20, SD=.79, n=400) and above 20 years (M=2.14, SD=.80, n=107); $t(505) = .687$, $p=.492$. Thus there is significant evidence to accept the null hypothesis (H01.22) and conclude there is no difference between age (16 to 20 years, above 20 years) and Time spent on social media during weekdays.

To answer the specific research question 1.23, T-test was conducted to evaluate the null hypothesis (H04.23). There is no difference between age (16 to 20 years, above 20 years) and Time spent on social media during weekends. (N=507) The independent variable, age included two groups: 16 to 20 years and above 20 years. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of 16 to 20 years (M=2.30, SD=.80, n=400) and above 20 years (M=2.29, SD=.74, n=107); $t(505)= .090$, $p=.928$. Thus there is significant evidence to accept the null hypothesis (H01.23) and conclude there is no difference between age (16 to 20 years, above 20 years) and Time spent on social media during weekends.

To answer the specific research question 1.31, T-test was conducted to evaluate the null hypothesis (H04.31). There is no difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media per day. (N=507) The independent variable, educational qualification included two groups: under graduation and post-graduation and above. The assumption of homogeneity of variances was

tested and found tenable using Levene's Test. There was no significant difference in the scores of UG (M=1.94, SD=.80, n=433) and PG and above (M=1.85, SD=.69, n=74); $t(505)= .896$, $p=.370$. Thus there is significant evidence to accept the null hypothesis (H01.31) and conclude there is no difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media per day.

To answer the specific research question 1.32, T-test was conducted to evaluate the null hypothesis (H04.32). There is no difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media during weekdays. (N=507) The independent variable, educational qualification included two groups: under graduation and post-graduation and above. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of UG (M=2.20, SD=.790, n=433) and PG and above (M=2.11, SD=.83, n=74); $t(505)= .923$, $p=.356$. Thus there is significant evidence to accept the null hypothesis (H01.32) and conclude there is no difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media during weekdays.

To answer the specific research question 1.33, T-test was conducted to evaluate the null hypothesis (H04.33). There is no difference between educational qualification (under graduation, post-graduation and above) and Time spent on social media during weekends. (N=507) The independent variable, educational qualification included two groups: under graduation and post-graduation and above. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of UG (M=2.30, SD=.80, n=433) and PG and above (M=2.24, SD=.71, n=74); $t(505)= .618$, $p=.537$. Thus there is significant evidence to accept the null hypothesis (H01.33) and conclude there is no difference between educational qualification (under graduation,

post-graduation and above) and Time spent on social media during weekends.

DISCUSSION AND CONCLUSION

Usage of social media is proving to be an increasingly important communication in many ways, particularly towards young people such as school and college going students. Social media and youth cannot be unglued from it. It is accepted statement that social media are not just increasingly important tool for communication in India, but also all around the globe. The findings of this study suggested that almost all the students in Coimbatore were spending the same amount of time on the usage of social media on all days. Social media have become increasingly important in the lives of college students. The present research deliberates usage time of social media by students and the results of the study reveal that there is no much difference between genders: most of the males and females spend same time equally on all days. According to the researcher [7] these days' students are so engrossed in the

social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy on social networks, while lectures are on. Researcher in this study inculcates that "today's youth spend a considerable portion of their daily life interacting through social media" [1] She points out that the majority of the Egyptian students spend between one to more than six hours daily on social media platforms, such as Facebook and Google. According to this research, the researchers identified that students between ages 16 and above and who were doing under graduation and above use the social media the same way and there is no difference between them. This study gives the enlightening and confirming information. In recent years use of social media has become very popular all around the world due to a great development of technology and even the students are among people who use social media in an effective way for various purposes.

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