Awareness And Use Of Social Media Among Graduate And Post Graduate Students Of Kurukshetra University, Kurukshetra, Haryana

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ABSTRACT-

This study has explored the Awareness and Use of Social Media among Graduate and Post Graduate Students of Selected Disciplines of IIHS (Institute of Integrated and Honors Studies) of Kurukshetra University, Haryana. This study has used a quantitative research approach to collect data from 182 Graduate and Post Graduate Students of IIHS (Institute of Integrated and Honors Studies) Kurukshetra university using questionnaires to estimate the impact. The study found that most respondents were aware of social media. It also found that 125 (68.68%) among the respondents used SNSs to solve Question-related coursework, whereas 115 (63.18%) respondents used SNSs to prepare projects, assignments, and other class work.

Keywords: Awareness, Use, Social Media, Graduate and Post Graduate Students, IIHS, Kurukshetra University

INTRODUCTION

In the current situation, social networking sites play a completely critical role in distributing useful statistics to their users free of charge and quickly. Due to the advent of the cell age, SNSs are now available for digital meetings, offices, educational institutions, etc., where people provide facts about their ideas and get others' opinions on their thoughts. These websites have developed a new means of public self-expression that no longer allows people to interact with others to proportion their hobbies and specialties while inviting the public to do so. Beyond the traditional and limited mastery, there can be a style of online organization of individuals who are self-directed, critical, self-directed, and active in cutting-edge technology. This is a fitting example of communities growing with truth and understanding. Open to anyone who wants to participate. Social networking sites are vitally used by faculty, scientists, students, and university students this online sharing of educational and study records.

Social media has permeated the maximum type of companies. Coaching institutions do not lag behind this global phenomenon, and they are protecting it. Social media will take a little paperwork, along with social

networking websites, blogs, vlogs, instant messaging, and virtual communities. The rapid rise of social media offers higher education incisions opportunities to improve their information and coaching efforts. The wide reach and reputation of social media make it suitable for top educational institutions' administrators, students, and teachers. For mastering and teaching, social media is recruited in a complete context format, with language broadcasting, writing development, magnificence discussions, synchronized and asynchronous speaking, networking, and, therefore, approach equipment. The use of social media in teaching is characteristic of the connection between university students and lecturers. Social media provides a unique degree of interaction between college students and attention to the fact that speaking through social media is easy and convenient, they get the right to information, and they present the facts. Research shows that in recent years, college students have expanded their use of social media to assist them with additional time, giving and presenting lectures, disseminating information, and participating in sessions. The use of social media has also proven to be an upward driver in interactions between academics and university students. Moreover, social media victimization liver information and educational purposes also and exposure. Organizations will present facts about new analysis agendas, policy changes, events, process openings, and alumni engagement. More abolished news to interested parties via social media. Some universities also use university media as a recruiting tool for college kids. Social media provides an excellent platform to attract large numbers of students to market new courses, faculty, research, and field opportunities. Social media continues to change pedagogy and may be accustomed to supporting learning about educational activities that have historically been limited to the classroom. The use of social media in teaching provides several challenges, but its importance cannot be noted. Research shows that the overwhelming majority of students trust that social media can be used to help deliver student-centered learning techniques. With the victimization of social media, students no longer passively assimilate understanding but begin to be productive and contribute as an alternative. In today's academic environment, getting to know is becoming an innumerable human approach.

Social media victimization reinforces this system. As in many alternative fields, victimization in social media remains in coaching. However, higher education institutions in the industry still need to embrace social media for their assistance.

REVIEW OF LITERATURE

Adekonojo et al. (2019) studied Awareness and Usage of Social Media by Undergraduates in Selected Universities in Ogun State. They found that most respondents were aware of social media. However, they found that the least was Flickr (28.7%) and Friendster (26,.4%), respectively. The data further revealed that social media tools are mainly used for group discussions and tutorials with coursemates. The course attended that students should be aware that the excessive use of social media is addictive and time-wasting; furthermore, lecturers should contribute to students making more important uses of social networking, including them in their lessons. **Richardson(2017)** This study identifies relevant theories of student involvement and summarizes conceptual framework considerations concisely. Understanding how social media affects student engagement is crucial for educators who want to help students succeed in school. Participants in the study answered questions about the social media platforms they use, their knowledge of student engagement, and the influence social media has

Table 1: The analyzed data

S. No.	Discipline	Questionnaire distributed	Questionnaire received
1.	B.A (General)	50	42
2.	B.Sc. (Non-Medical)	52	45
3.	BCA (Bachelor of computer application)	51	43
4.	M.Sc. Physics	29	27
5.	M.Sc. (Bio-Technology)	32	25
6.	Total	215	182

Table 1.1: Course-wise Distribution of Respondents

Discipline-wise distribution of respondents	No of Respondents
B.A (General)	42 (23.07%)
B.Sc. (Non. Medical)	45(24.72%)
BCA (Bachelor of computer application)	43(23.62%)
M.Sc. Physics	27(14.83%)
M.Sc. Biotechnology	25(13.73%)
Total	182

on that engagement. Regarding their opinions of their use of social media and its effects on student involvement, participants provided answers to both closed- and open-ended questions. This study broadens our understanding of college students' opinions of social media's different effects on their involvement with their studies.

Adebayo (2015) analyzed Awareness and Usage of Social Networking Sites among Students of Federal Polytechnic, Offa, Nigeria. Most of the respondents use social networking sites to a large extent, particularly Facebook, and they use it for numerous drives.

Gupta (2015) Conducted a study on the Awareness and use of social media applications among library staff o,f power sector organizations. The study concluded that those library staffs were neither sufficiently aware of social media applications nor had a fair understanding of their usefulness in libraries. The data also found that library staff lacked appropriate training on using library social media applications.

Owusu-Acheaw (2015) study revealed that most of the respondents had mobile phones with Internet facilities and had knowledge of the existence of many media sites. The study further confirmed that most respondents use their phones to visit their social media sites and spend between thirty minutes to three hours per day. In addition, the study revealed that the use of social media sites had affected the

Table 2: Awareness regarding social media

S. No.	No. of respondents
1. Yes	182 (100)
2. No.	0 (0)
3. Total	182

Table 3: awareness regarding different types of social media

S. No.	Social networks	No. of respondents
1.	WhatsApp	152 (83.51%)
2.	Twitter	85 (46.70%)
3.	Instagram	146 (80.21%)
4.	Facebook	117 (64.28%)
5.	Blog	65 (35.71%)
6.	You Tube	95 (52.19%)

respondents' academic performance negatively and that there was a direct relationship between the use of social media sites and academic performance.

METHODOLOGY

The data was collected in May 2022. A structured questionnaire was distributed to Graduate Students of IIHS (Institute of Integrated and Honors Studies) and Post Graduate students of IIHS and Selected Science Departments of Physics and Bio-Technology of Kurukshetra University; total questionnaires 215 were distributed through personal interactions and 182 were filled out questionnaires were obtained. The analyzed data is presented in tabular form.

SCOPE OF THE STUDY

The scope of the study is limited to the graduate students of selected disciplines of IIHS (Institute of Integrated and Honours Studies) Kurukshetra University, Kurukshetra, that is, B.A. (General), B.Sc. (Medical), BCA (Bachelor of Computer Application), and postgraduate students from the M.Sc.Physics and M.Sc. Biotechnology departments of Kurukshetra University.

Table 4: Use of different social media networks by respondents

S. No.	Social, network	No of respondents
1.	WhatsApp	145 (79.67%)
2.	Facebook	115 (63.18%)
3.	Instagram	135 (74.17%)
4.	Blog	45 (24.72%)
5.	Twitter	75 (41.20%)
6.	You Tube	92 (50.54%)

ANALYSIS AND INTERPRETATION OF DATA

The table 1.1 depicts discipline-wise respondents' investigation, and it found that 42

(23.07%) respondents belong to BA (General),   followed

Table 5: Frequency of social media Usages of Respondents

S. No.	Frequency of social media usage	No. of respondents
1.	Several times in a day	76 (41.75%)
2.	Twice a day	42 (23.07%)
3.	Once a day	19(10.43%)
4.	Once in two days	16 (8.79%)
5.	Once a week	15 (8.24%)
6.	Occasionally	14 (17.07%)
7.	Total	182 (100)

Table 6: Sped time on occasions of Respondents

S.no.	Time spends	No. of respondents
1.	5-10 minutes	35 (19.23%)
2	15 minutes	41 (22.52%)
3.	30 minutes to 1 hour	61 (33.51%)
4.	More than 1 hour	45 (24.72%)
5.	Total	182

by B.Sc. Nonmedical 45(24.72%), B.Sc.(Non-Medical) 43(23.62%), BCA (Bachelor of Computer Application), M.Sc. Physics 27(14.83%) and M.Sc. Biotechnology, 25(13.73%).

Are you aware of social media?

The table 2 shows the awareness among the respondents about SNSs and found that all the respondents are well aware of SNSs.

Which social network are you aware of among the following? (Multiple)

The table 3 shows the awareness regarding different social media networks and found that 152 (83.51%) students were aware of WhatsApp SNSs, followed by 146 (80.21%) on Instagram, 117 (64.28%) on Facebook, 95 (52.19%) on YouTube, 85 (46.70%) Twitter and respondents were aware of the social network.

Which social network do you use among the following?

The table 4 shows that 145 (79.67%) respondents were using WhatsApp SNS, and 135(74.17%) respondents were using Instagram SNS. 115 (63.18%) students were using Facebook SNS, whereas 92 (50.54%) students were using YouTube SNS, and 75 (41.20%) students were using Twitter social network. Only 45(24.72%0 among the students were using Blog.

Frequency of social

The table 5 shows the frequency of SNSs used

by respondents, and it demonstrates that 76 (41.75%) students use SNSs many times a day, and 42 (23.07%) students use SNSs Twice a day, whereas 19(10.43%) students are using SNSs once in a day. Although 16 (8.79%) students were using SNSs once two days, 15 (8.24%) students were using SNSs once a week always, while 14 (17.07%) respondents were using SNSs occasionally.

Table7: Preferred way of accessing SNSs

Tools to access	Respondents
Mobile	86 (47.25%)
Laptop	75 (41.20%)
PC	45 (24.72%)
Any other	17 (9.34%)

The table 6 shows the frequency of SNSs used by respondents, and it demonstrates that 76 (41.75%) students use SNSs many times a day, and 42 (23.07%) students use SNSs Twice a

Table 8: Preferred times of use SNSs of Respondents

Preferred time to use the social networking site	Respondents
Morning	5 (2.74%)
Afternoon	26 (14.28%)
Evening	38(20.87%)
Night	52 (28.57%)
Anytime	61 (33.51%)
Total	182

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always, while 14 (17.07%) respondents were using SNSs occasionally.

The table 7 shows the frequency of SNSs used by respondents, and it demonstrates that 76 (41.75%) students use SNSs many times a day, and 42 (23.07%) students use SNSs Twice a day, whereas 19(10.43%) students are using SNSs once in a day. Although 16 (8.79%) students were using SNSs once two days, 15 (8.24%) students were using SNSs once a week always, while 14 (17.07%) respondents were using SNSs occasionally.

The table 8 shows the preferred times of using SNSs by the students, and it was found that there was no fixed time to access SNSs because 61 (33.51%) students were using SNS randomly anytime. 52 (28.57%) preferred to use SNSs preferred, while 38(20.87%) users used SNS I preferred used 26 (14.28%) used SNS in the afternoon

Purposes of using social networking

Table 9: Purpose of using SNSs of Respondents

S. No.	Purpose	No of respondents
1.	To connect with friends/classmates	92 (50.54%)
2.	For preparing projects, assignments, and other class work	115 (63.18%0
3.	Question related to coursework	125 (68.68%)
4.	To download music and video	63 (34.61%)
5.	To chat with friends	96 (52.74%)
6.	To search for a job	82 (45.05%)

The table 9 revealed that 115 (63.18%) of the respondents joined online study groups. 125 (68.68%) respondents' questions related to coursework and academic information exchange. 96 (52.74%) respondents used SNSs to chat with friends. 92 (50.54%) respondents use SNSs to connect with friends and classmates. 82 (45.05%) respondents used SNSs to search for jobs in/her fields, whereas 63 respondents used SNSs to download music and video.

Main problems faced by respondents in accessing SNSs

Table 10: Problem faced by respondents while accessing

Main problems faced by respondents in accessing SNSs	No of respondents
Lack of technical knowledge	5 (2.74%)
Lack of time	51 (28.02%)
Internet speed	126 (69.23%)

The table 10 shows that 126 (69.23%) respondents indicated that poor internet facility is the main problem they are facing in using SNS,s and 51 (28.02%) respondents indicated that lack of time is the problem in accessing SNS,s whereas 5 (2.74%) respondents said that lack of technical knowledge is the problem in accessing SNSs.

CONCLUSION

The advent of technology in the digital age has changed the way human knowledge, access, and communication. The development of ICT has revolutionized the rapid growth of knowledge sharing in a digital environment where people from different parts of the world share information, retrieval, and access any time and anywhere; a social network is built on how people should know and interact with each other. Social Networking allows users to exchange information, opportunities, and ideas. Social Networking is now an integral and essential part of our daily lives. It structures on top of traditional social networks, connecting users with young people with similar interests. In the new paradigm, users need essential library functions such as collection, editing, storing, and disseminating information, and their need for information is changing in this digital environment. Currently, social networking sites play a vital role in the distribution of useful information freely and quickly to their users. Thanks to advances in mobile technology, now SNSs are publicly available everywhere, such as physical meetings, workplaces, educational institutions, etc. Where each person provides information about their ideas and gets the opinions of others, these sites have developed a new way of expressing themselves that not only publicly allows people to interact with others to share their hobbies and craftsmanship but also invites public opinion on it. Apart from traditional reading and restrictions, there is a trend for online groups of people who are self-controlled and active in generating new ideas and is an excellent example of knowledge building and knowledge communities, open to all who wish to participate. Social networking sites are significantly used by academics, scientists, researchers, and students to share online information related to education and research.

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