

TEACHER- STUDENT SOCIAL MEDIA USE EVALUATING PATNA COLLEGES



Priyanka Hansa

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University Department of library science, B.R.A. Bihar University, Muzaffarpur, India

E-mail; priyankahansa229@gmail.com

ABSTRACT

"The development of the internet has resulted in the expansion of a group of technologies known as Web 2.0." O'Reilly Media first used the phrase "Web 2.0" in 2004 to refer to web applications that allow for online collaboration, contribution, social networking, communication, and dissemination of user-generated material. The term "Web 2.0" was created by O'Reilly Media. The term "social networking sites" refers to websites with user profiles that enable users to maintain social relationships with one another by viewing, visiting, and sharing their lists of social connections with other members of the site.

KEYWORDS: social networking sites, social relationships, contribution

INTRODUCTION

People's ability to connect with one another and exchange information has substantially improved as a result of the exponential growth of the internet and the revolution in information technology that has taken place over the last several decades. In the course of the last two decades, it has mostly been characterised by the presence of tremendous advancements in information technology. The proliferation of internet usage has resulted in the creation of social networking sites (SNSs) and has made their use necessary in the modern world. Since the use of social networking sites has become so widespread, academics from all over the globe have begun to focus their attention on these platforms. According to Ahn, "The development of the internet has resulted in the expansion of a group of technologies known as Web 2.0." O'Reilly Media first used the phrase "Web 2.0" in 2004 to refer to web applications that allow for online collaboration, contribution, social networking, communication, and dissemination of user-generated material. The term "Web 2.0" was created by O'Reilly Media. The term "social

networking sites" refers to websites with user profiles that enable users to maintain social relationships with one another by viewing, visiting, and sharing their lists of social connections with other members of the site. People's ability to connect with one another and exchange information has been significantly impacted by the rise of social networking. In addition, social networking sites provide a forum online for students of many cultural origins and nations. Social networking sites (SNSs) have recently seen a meteoric rise in popularity around the globe, and as a result, they have attracted the attention of students, academics, and users to a significant degree. SNSs are "a group of persons connected together by a set of relations," according to another definition provided by Manjunatha (2013).

"Virtually" linking people who may or may not know one other, online social networking services created "virtual" connections. SNSs are web-based services that, according to Boyd and Allison (2007), "allow individuals to build a social and professional profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their lists of connections and those made by others within a system." SNSs also allow individuals to view and traverse the lists of connections made by other users within a system. Individuals are also able to have private accounts on social networking sites, access and share content, and interact with others in different locations. The user is able to develop content that is collaborative and productive, as well as distribute it on the internet, thanks to the use of web 2.0. In addition to this, it gives users a place to interact with one another, express their thoughts and views, and display the information they have gained. Students are able to get in contact with their relatives and friends via the use of SNS. SNSs are also helpful to libraries in terms of offering information services to its users, viewing and exchanging information, operating in an online mode, promoting library services, providing online reference services, and soliciting input from users on a certain service or document (Verma, 2015). The usage of social networking services (SNSs) offers users the opportunity to communicate with one another and share information, both of which have significant potential for the growth of education, particularly in higher education for the teaching and learning process. "Social Networking Sites are made up of other people," writes Yamakanith and Gurusamy (2014). "They could also feature profile of events, corporations, or even political organisations." SNSs are becoming more popular since people use them for a wide variety of purposes, and this trend is expected to continue. In 2010, the number of people actively using social networking sites worldwide topped 320 billion. Therefore, it is clear that online SNSs provide a wealth of information, entertainment, and opportunities for communication.

RESEARCH MYTHOLOGY

A number of studies have been conducted to measure the use of social networking sites (SNSs) in India as well as globally by a variety of researchers; however, no detailed study has been conducted to measure the use of SNSs by teachers and students of UG colleges in North East India and particularly in Mizoram State, which is strategically located. The review of the relevant literature shows that this is the case. As a result, the purpose of this study is to fill a gap in the existing research by investigating the usage of social networking sites (SNSs) by college instructors and students in Aizawl, Mizoram.

DATA ANALYSIS

The use of information and communications technology (ICT) in libraries has led to the fast increase of electronic resources and new techniques of technology, as well as a transition away from traditional print resources and toward contemporary electronic resources. The analysis of data in a general sense involves a number of closely related operations that are carried out for the purpose of summarising the collected data and organising it in a comprehensible manner to enable the respondents to answer the questions. These operations are performed in order to provide the respondents with the ability to answer the questions. The analysis is the result of looking as deeply as possible into the whole issue, focusing on the data that have been gathered and attempting to understand how they fit into the bigger picture. The process of analysing data entails doing an in-depth review of the information while keeping in mind the goals of determining the structure of the relationships between the variables. The calculation of various measures, in addition to the search for patterns of association that may exist within the data group, is what is meant when we talk about analysis (Kothari, 1990). The scholar has made use of the pertinent data collected via the filled-out questionnaire in order to do a comprehensive analysis and draw conclusions. The analysis of data and the discoveries that it yields are both essential components of a scientific investigation. Due to the fact that it accomplishes analysis based on the questionnaire, data analysis is one of the most essential ideas involved in the study. It is the process of calculating specific metrics as well as looking for patterns of association that exist between different data sets.

DATA ANALYSIS AND INTERPRETATION:

The data analysis represents the information on the usage of social networking sites by the colleges that were the focus of the research. The researcher decided to gather the data by adopting the questionnaire approach and employing the random sample methodology. The primary objective of this research is to investigate the degree to which college students and faculty members in Aizawl make use of social networking websites. For the purpose of gathering primary data, a structured questionnaire was developed and then given to the students and faculty members of institutions in Aizawl city that were connected to Mizoram University. This was done with the study's goals in mind. There are a total of 14 degree colleges, and a questionnaire was sent out to 560 students (40 from each college) and 140 professors (10 from each college). Of the 700 questionnaires that were sent out, 618 (88.28%) were returned with responses. The obtained data has been meticulously processed and tabulated with the use of statistical tools of research on awareness, usage, purpose, effect, and challenges encountered by the instructors and students who were included in the study. The whole of the data collected for this research has been formatted into appropriate statistical tables and figures, which make use of frequency distributions and percentage breakdowns.

BASIC INFORMATION DISTRIBUTION OF RESPONDENTS:

It is highly crucial to learn as much as possible about the people who participated in the research. As was mentioned before, a total of 700 questionnaires were handed out to students and faculty members at institutions in Aizawl, and 618 replies were collected; this represents

an 88.28% response rate. Table 1 provides a breakdown, by designation, of the respondents who filled out the survey. It reveals that 560 questionnaires were given out to students, of which 496 (88.57%) were returned by the 14 degree colleges, while 140 questionnaires were given out to teachers, of which 122 (87.14%) were returned. Table 4.1 also shows that of the total number of respondents, 122 (87.14%)

Table 1 Basic Information Of The Respondents

Designation	Total Number of Questionnaire Distributed	No. of Questionnaire Received	of Received Percentage
Students	560	496	88.57%
Teachers	140	122	87.14%
Total	700	618	88.28%

(Source: Primary Data)

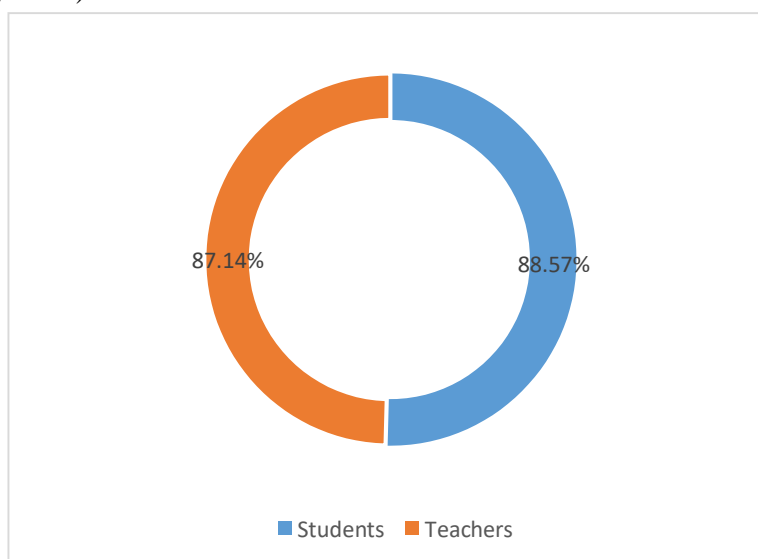


Figure 1 Basic Information Of Respondents

COLLEGE WISE DISTRIBUTION OF RESPONDENTS:

The distribution of the respondents by college is shown in Table-4.2, and it can be seen that NIELIT and RIPANS have the greatest response rate, which is equal to 100% of the total. Government Zirtiri Residential Science College has the fourth highest response rate which constitute 92%, followed by Government J. Thankima College, Government T. Romana College, and IASE with 90% responses each. Government Hrangbana College has become the sixth highest response rate with 86%, followed by Government Aizawl North College. The answer rate at Pachhunga University College is the highest at 78%, while the response rate at Government Aizawl West College is the lowest at just 68%.

Table 2 College Wise Distribution Of Respondents

Name of College	Students n=40(%)	Teachers n=10(%)	Total ResponseRate n=50(%)
Pachhunga University College	31(77.5)	8(80)	39(78)
Govt. Hrangbana College	33(82.5)	10(100)	43(86)
Govt. Aizawl College	37(92.5)	10(100)	47(94)
Govt. Aizawl West College	25(62.5)	9(90)	34(68)
Govt. Zirtiri Residential Science College	39(97)	7(70)	46(92)
Govt. J. Thankima College	38(95)	7(70)	45(90)
Govt. T. Romana College	35(87.5)	10(100)	45(90)
Govt. Aizawl North College	37(92.5)	5(50)	42(84)
Govt. Johnson College	40(100)	9(90)	49(98)
Govt. Mizoram Law College	33(82.5)	9(90)	42(84)
IASE	36(90)	9(90)	45(90)
NIELIT	40(100)	10(100)	50(100)
RIPANS	40(100)	10(100)	50(100)
Mizoram College of Nursing	32(80)	9(90)	41(82)

(Source: Primary Data)

GENDER WISE DISTRIBUTION OF THE RESPONDENTS

The fundamental information of the respondents is broken down by gender in table 3, which displays the results in a table manner. In the category of students, the research revealed that the percentage of male respondents from PUC was 61.29%, which was significantly higher than the percentage of female respondents. With 57.57% of all respondents being male, HBC has more male respondents than female respondents. With 59.45% of the total respondents being male, GAC has more than half of the male respondents. GAWC has 52% male responses and 48% female responders. According to the GZRSC, the majority of respondents are female, and female respondents form 71.79% of the total. GJTC has a higher percentage of male responders, with 25 male students accounting for 65.78% of the total. The GTRC has more male replies than any other demographic, at 51.42%. With 19 female respondents making up

51.35% of the total, GANC has a greater proportion of female respondents than male respondents. More over half of the respondents in the GJC are men, making up 52.5% of the total. There are more female students enrolled at GMLC, which accounts for 57.57% of the total replies. There are 52.77% more male students than there are female students among the IASE survey respondents. Seventy-five percent of the students that responded to the survey are male, making up the majority of the respondents. The students at RIPANS had a higher percentage of female responses, with 75%, while the respondents from MCON are exclusively female, with 32 respondents making up 100% of the total.

The investigation also revealed that there are a greater number of male respondents (62.5% to be exact) among PUC instructors than there are female respondents (37.5%). According to HBC, more over half of the responses are male, making up 60% of the total. The GAC has a higher percentage of female teachers serving as responders (60%). Within the category of instructors, the GAWC has a greater number of female respondents (55.55%). There are more male respondents among the instructors at GZRSC (71.42%), but there are more female respondents among the teachers at GJTC (71.42%). According to GTRC, the bulk of the responders are male, which accounts for 80% of the total. The GANC polled more men than women, with male respondents making up 60% of the total. With a percentage of 77.77%, the majority of GJC's respondents are female. This indicates that the number of female respondents is greater than the number of male respondents. There are more female responders than male respondents among the instructors at GMLC, with 88.88% of them being female. According to the results of IASE, there are significantly more female respondents than male respondents (77.77%). The instructors from NIELIT had a majority of male responses, with 70 percent of the total coming from respondents who are not female. RIPANS has more female respondents than male responders, with 80% of the sample being female. One hundred percent of the people who responded to the survey were female instructors from MCON.

According to the results of the study, the majority of respondents that were part of the student group were females. Female respondents made up 51.81% of the total, while male respondents made up 48.18% of the total. The category of teachers has a much higher proportion of female respondents, with 58.19% of the total, compared to male respondents, who make up 41.80% of the total. Because of this, we are able to draw the conclusion from both sets of data that the number of female respondents is much larger than the number of male respondents.

Table 3 Gender Wise Distribution Of The Respondents

Name of Colleges	Students			Teachers		
	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
PUC	19(61.29)	12(38.70)	31(100)	5(62.5)	3(37.5)	8(100)
HBC	19(57.57)	14(42.42)	33(100)	6(60)	4(40)	10(100)
GAC	22(59.45)	15(40.54)	37(100)	4(40)	6(60)	10(100)
GAWC	13(52)	12(48)	25(100)	4(44.44)	5(55.55)	9(100)

GZRSC	11(28.20)	28(71.79)	39(100)	5(71.42)	2(28.57)	7(100)
GJTC	25(65.78)	13(34.21)	38(100)	2(28.57)	5(71.42)	7(100)
GTRC	18(51.42)	17(48.57)	35(100)	8(80)	2(20)	10(100)
GANC	18(48.64)	19(51.35)	37(100)	3(60)	2(40)	5(100)
GJC	21(52.5)	19(47.5)	40(100)	2(22.22)	7(77.77)	9(100)
GMLC	14(42.42)	19(57.57)	33(100)	1(11.11)	8(88.88)	9(100)
IASE	19(52.77)	17(47.22)	36(100)	2(22.22)	7(77.77)	9(100)
NIELIT	30(75)	10(25)	40(100)	7(70)	3(30)	10(100)
RIPANS	10(25)	30(75)	40(100)	2(20)	8(80)	10(100)
MCON	-	32(100)	32(100)	-	9(100)	9(100)
TOTAL	239(48.18)	257(51.81)	496(100)	51(41.80)	71(58.19)	122(100)

(Source: Primary data)

CONCLUSION

People are now able to connect with one another and exchange information in fundamentally different ways as a result of the growth and progress of technical advancements in the digital age. The advancement of information and communication technology in the context of the digital environment has brought about changes in the manner in which individuals in various regions of the globe obtain and access information as well as exchange information. The concept of how individuals should know and communicate with one another is the foundation around which social networks are created. Social networking services enable users to more easily share information, opportunities, and ideas with one another. With the development of mobile technology, social networking sites are now easily available to the general public in all settings, including the workplace and academic institutions, where users share information about their opinions. People are able to interact with one another, exchange information with one another, and build new connections thanks to the tools that SNSs give. As a result of the proliferation of social networking websites, our capacity for meaningful social connection is being challenged in a variety of different ways as we adapt to an ever more computerised environment.

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