

How to Cite:

Kamaraj, R., & Thiagarajan, G. (2022). Social media usages of COVID -19 pandemic period college students with special reference to Chennai district. *International Journal of Health Sciences*, 6(S4), 8451–8459. <https://doi.org/10.53730/ijhs.v6nS4.10587>

Social media usages of COVID-19 pandemic period college students with special reference to Chennai district

Dr. R. Kamaraj

Assistant Professor, Department of Commerce, School of Arts & Science –
Vinayaka Mission's Research Foundation, AV Campus –Chennai
Corresponding author email: kamaraj019@gmail.com

Dr. G. Thiagarajan

Assistant Professor, Department of Business Administration, S.A. College of Arts
& Science – Chennai-77
Email: thyaga179@gmail.com

Abstract---Social media is one of the most important platforms in this world nowadays. Business, communication, and profit-making cannot exist without social media. Social media usage is quite beneficial in this regard, and everyone should communicate promptly. This study focuses on how students use social media applications to prepare for higher education and their current circumstances. According to this perspective, during the COVID 19 epidemic, everyone adopted a home learning environment. Students use a variety of social media platforms, including the Zoom app, Ms-Teams, Google Meet, etc. Some students are having difficulty with networks, a lack of technology, and a lack of knowledge regarding social media usage in this regard. As a result, the management of the education system should appropriately communicate and use social media applications. There are various demographics studying in both higher education and primary school in India, but the current time strongly supports and encourages student use of social media, especially educational applications. With particular reference to Chennai, researchers learn about students' social media usage, awareness of issues, and technological knowledge and skills.

Keywords---social media, communication, educational applications, technology, awareness.

Introduction

In the modern world, social media has a strong support for the educational sector. Everyone uses social media for a variety of reasons, including business, education, leisure, and so on. However, during the COVID-19 pandemic, the educational sector mainly anticipated support from social media and connections to appropriate networks. According to this perspective, social media connections only benefit students in urban areas, and semi-urban and rural students are primarily affected. There are also network problems, computer and technology skills gaps, and network issues, but students are still learning daily aspects step by step. Government and non-government organisations should expand their networks everywhere, as this will greatly aid in ensuring that students' education continues without interruption. Additionally, the government strongly prohibits offensive advertising, films with running messages, and links that are not necessary, as well as other homepages.

Review of Literature

Owusu-Acheaw and Agatha Gifty Larson (2015) respondents who had access to social media sites and had mobile phones with internet capabilities were also aware of their existence. They spend between thirty minutes and three hours every day on their social media accounts as a result.

Jamal Abdul Nasir Ansari and Nawab Ali Khan (2020) noted that the usage of social media in transferring learning resources, collaborating on projects, and interacting with peers and professors would encourage students to be more enthused and dynamic. The corporate world can use these recommendations to create strategies for using social media for collaborative learning.

Monia Ouedera and Inam Abousaber (2018) Social media has facilitated better communication between instructors, staff, and students, which helps spread accurate information and advances students' knowledge of concepts and course progress.

Evans Atteh et al, (2018) noted that the most of the students regularly use social media. In addition, many educators use social media and other networking platforms to improve their own and their students' learning capacities, empowering them to become active participants in their own education. While social media platforms may have their drawbacks, if used wisely, they can be a great resource for knowledge sharing, learning, and healthy activities.

Agwi Uche Celestine and Ogwueleka Francisca Nonyelum (2018) indicated that a significant technological advancement in recent years is to blame for the social media's enormous global popularity. Social media websites are used by students from all walks of life. Many people, especially students, have grown accustomed to social media to the point where they can easily spend hours on.

Research GAP

Everyone's life requires social media. We struggle to think of a day or even a few hours without it. In our smartphones, it is always with us. Everywhere people go, social media is accessible. It covers a range of activities, including social networking and communication, academic information and career guidance, and online services like bookings, bill payment, and other things. Social media use in the modern world has profoundly changed our society in many ways, and it now permeates practically every part of our life. In addition, social media has significantly altered our way of living.

Objective of the study

1. To understanding the social media usage and needs in India.
2. To analysis the social media usages for Competence factors and Convenience factors.
3. To find out the social media importance of utility factors and intelligence factors.

Research methodology

The present research covers primary and secondary data and is descriptive in nature. Secondary data was collected from numerous public and unpublished sources, while primary data was gathered using a planned interview schedule.

Study Area

Tamil Nadu's Chennai District is the subject of the study. For the purposes of data gathering and analysis, various universities and colleges are referred to as the "universe."

Sampling Techniques

Stratified random sampling techniques were applied to select the sample respondent. The primary data collected 135 questionnaires were distributed throughout Chennai City various universities and colleges using a convenience sampling strategy. A total of 120 replies were received, resulting in a 92.5 percent overall response rate. Fifteen of the surveys were missing information, and three were judged unsuitable for the study because of their intriguing findings. Finally, the study's remaining 111 samples were collected.

Sample Size Calculation

The Sample size was formulated according to Slovin's formula. Total respondents are 360, based on the formula; required sample size is 111 which is considered as sample respondents.

Statistical Tools Used

The researcher used different Statistical tools like, percentage analysis, descriptive statistics, and a test of normality, factor analysis, and regression analysis.

Scope of Research Work

The current research study's objective is to gather information from social media usage on college students' experiences during the COVID -19 pandemic. According to this point of view, social media has the greatest impact on the educational sector's ability to communicate with people across locations via video calling, conferences, seminars, and workshops. Social media helps college administration hold staff meetings and face-to-face meetings with parents and teachers. Social media is a particularly educational tool that significantly enhances student usage and academic performance in this regard.

Table No.: 1. 01
Features of Zoom, Microsoft Teams and Google Meet

zoom		
		
 • Free account available • Access from all devices • Host up to 100 people (free plan) & 500 people (paid plan) • Up to 49 persons on screen • Screen sharing and co-annotation • Meeting participants can be placed in breakout rooms to hold small-group discussions. • Additional features	 • Collaboration tools • Send files through chat + instant messaging • Full integration with Google Apps • Host up to 250 persons for free until 30/09/2020 • No additional fee for call-in participants • Access from all devices • Recordings (in the cloud), file and screen sharing • Automatic captioning is available • No time limit on calls	 • Collaboration tools • Full integration with Office 365 • Video conferencing with background blur • Recordings (in the cloud), file and screen sharing • Instant messaging • Access from all devices • Tabs to make finding information easy • Automatic captioning is available • No time limit on calls
 • Download the app • Time limit of 40 minutes • Security problems 'Zoom-bombing' • Purchase an audio conferencing plan for call ins	 • No waiting room for participants that join early • Only person at a time can share his screen. • Users Privacy can be improved	 • No waiting room for participants that join early • Users Privacy can be improved • No Grid view

Source: <https://gcloud.devoteam.com>

Personal profile of college students

In any study, the respondent's personal background has an impact on the research question. Age, gender, study program, educational background, level of ICT knowledge and skill, level of social media platform usage, social media usage, social media usage frequency, and devices used for social media platform usage are some of the demographic variables included in the primary data collected from the respondents in this study.

Table No.: 1.02
Outline of the respondents

Demographic Profile (N = 111)	Description	Frequency	Percentage
Gender	Male	63	56.8
	Female	48	43.2
Programme of Study	Sciences	9	8.1
	Commerce	78	70.3
	Economics	3	2.7
	Management	21	18.9
Educational background	Undergraduate	87	78.4
	Postgraduate	24	21.6
ICT Knowledge/Skill	Strongly Disagree	10	9.0
	disagree	17	15.3
	Moderate	65	58.6
	Agree	15	13.5
	Strongly Agree	4	3.6
Social Media Platform Usage	Facebook	5	4.5
	Twitter	3	2.7
	You Tube	38	34.2
	WhatsApp	65	58.6
Social Media Usage Duration	Infrequently	7	6.3
	>1	9	8.1
	1-2 hours	39	35.1
	2-3 hours	31	27.9
	< 3 hours	25	22.5
Daily frequency of social media	Infrequently	14	12.6
	1-3	31	27.9
	3-6	29	26.1
	7-9	13	11.7
	Above 10 times	24	21.6
Social Media platform	Computer	10	9.0
	Laptop	7	6.3
	Mobile Phone	94	84.7
Descriptive Statistics		Age	
Mean		19.234	
Std. Deviation		1.531	
Minimum		17	
Maximum		23	

Table No.: 1.02, shows that majority of the gender are male (56.8%), followed by female (43.2%), most of the questionnaire are Commerce (70.3%) followed by Management (18.9%), Sciences (8.1%) and Economics (2.7%). Majority of the respondents are Under-graduate (78.4%) followed by Post-graduate (21.6%), Majority of the respondents are Good (58.6%) followed by above average (15.3%), Very Good (13.5%) fare (9.0%) and excellent (3.6%). Majority of the respondents are WhatsApp (58.6%), followed by You Tube (34.2%), Facebook (4.5%), Twitter

Table No.:1.03 demonstrates that, according to Competence Factors and Convenience Factors, students are more likely to use social media than other age groups (21.961 and 17.798 respectively), while Utility Factors are intermediate at 15.883 and Intelligence Factors are lowest at 13.251. The overall variance variables, which the researcher looked at, were 68.894 percent.

Table No.:1.4
Test of normality and descriptive statistics

SOMED	Mean	SD	Variance	Skewness	Kurtosis	Kolmogorov-Smirnova		Shapiro-Wilk	
						Statistic (df = 111)	Sig.	Statistic (df = 111)	Sig.
F1	33.568	8.495	72.157	-0.863	0.519	0.117	0.001	0.934	0.000
F2	26.018	6.514	42.436	-0.907	0.524	0.164	0.000	0.928	0.000
F3	18.315	4.841	23.436	-0.898	0.273	0.141	0.000	0.925	0.000
F4	15.000	3.797	14.418	-1.065	0.818	0.167	0.000	0.906	0.000
Lilliefors Significance Correction									

Table No.1.4 descriptive statistics that show that the data is typically distributed among the study area's social media users. The Kolmogorov-Smirnova and Shapiro-Wilk normality tests demonstrate that the data is normal and suitable for higher-order multivariate analysis. Normal distribution and reliability may be found in the Mean, Standard Deviation, Variance, Skewness, and Kurtosis of social media dimensions.

Table No.: 1.5
Regression analysis of social media

Dependent Variable	Significant Predictors	Mean (SD)	F-Value	R	R ²	Adjusted R ²	β (t-Value)	Sig.
F1		33.567 (8.495)	154.386	0.901	0.812	0.807		
	F2	26.018 (6.514)					0.421 (5.159)	0.000*
	F3	18.315 (4.841)					0.205 (2.900)	0.005*
	F4	15.000 (3.797)					0.342 (4.523)	0.000*
P Value of >0.05* - (F2, F3, F4 all Factor significantly influencing the F1)								
Notes: *Significant @ 5% Level.								

The Table No.:1.5 explains that, the face value of 154.386, R value = 0.901 and R² Square = 0.812, Adjusted R square = 0.807 according to the above. This means that the independent variables of F2, F3, and F4 have an influence on the dependent factor of F1 of social media usage for college students, and that F-value = 154.367 and P = 0.000 are statistically significant at the 5 percent level, according to the above table. As a result, it is determined that independent variables are sufficient for the F1 to have exploratory potential of social media. The presence of individual impact over the dependent components is indicated by a strong regression fit. The results of the Coefficients of F2 (t = 5.159, beta value = 0.421, p = 0.001), F3 (t = 2.900, beta value = 0.205, p = 0.000) and F4 (t = 4.523, beta value = 0.342, p = 0.001) are significant at the 5 percent level, according to

the table. As a result, it is concluded that the F2, F3 and F4 have a favourable and significant influence on college students F1 in terms of their social media.

Conclusion

Everyone expects four things in today's world: food, clothing, shelter, and social media. Because everyone will either stay at home after COVID-19, this is crucial or necessary in the current situation. The use of social media educational applications, especially those that many respondents advised and used for the zoom app, Google Meet, Ms-Team, etc., is only optional as students continue their studies. After the COVID 19 pandemic, social media has been extremely helpful. The education administration closed schools and colleges due to widespread difficulties, but they will choose new options to help students transition from traditional classroom instruction to online learning. Government should provide education and appropriate laws and regulations for all educational institutions, in this opinion. Additionally, without terms and conditions, someone may be sending students inappropriate messages and videos. In addition, the government and educational departments control every area with great care. Without social media, students in high school and colleges would struggle greatly, as social media offers great educational assistance and the advancement of academics.

References

1. Agwi Uche Celestine and Ogwueleka Francisca Nonyelum (2018). Impact of Social Media on Students' Academic Performance. *International Journal of Scientific & Engineering Research* Volume 9, Issue 3, pp 1454-1560.
2. Bashir, I., Malik, A., & Mahmood, K. (2021). Measuring personal and academic differences in students' perceived social media credibility. *Digital Library Perspectives*.
3. Bhat, I. H., & Gupta, S. (2019). Mediating effect of student engagement on social network sites and academic performance of medical students. *International Journal of Sociology and Social Policy*, 39(9/10), 899–910.
4. Cao, X., Gong, M., Yu, L., & Dai, B. (2020). Exploring the mechanism of social media addiction: an empirical study from WeChat users. *Internet Research*, 30(4), 1305–1328.
5. Dzogbenuku, R. K., Amoako, G. K., & Kumi, D. K. (2019). Social media and student performance: the moderating role of ICT knowledge. *Journal of Information, Communication and Ethics in Society*, 18(2), 197–219.
6. Evans Atteh et al, (2018). A Thoughtful Overview of Social Media Usage among Students and Its Impact on their Academic Work. *Asian Journal of Advanced Research and Reports*, Vol. 8, Issue No.3, pp30-39.
7. Ezeah, G. H. (2013). Social Media Use among Students of Universities in South-East Nigeria. *IOSR Journal Of Humanities And Social Science*, 16(3), 23–32.
8. Fasae, J. K., & Adegbilero-Iwari, I. (2016). Use of social media by science students in public universities in Southwest Nigeria. *The Electronic Library*, 34(2), 213–222.
9. Gandamay, I. B. M., Antari, N. W. S., & Strisanti, I. A. S. (2022). The level of community compliance in implementing health protocols to prevent the

- spread of COVID-19. *International Journal of Health & Medical Sciences*, 5(2), 177-182. <https://doi.org/10.21744/ijhms.v5n2.1897>
10. Hameed, I., Haq, M. A., Khan, N., & Zainab, B. (2022). Social media usage and academic performance from a cognitive loading perspective. *On the Horizon*, 30(1), 12–27.
 11. Harrath, Y., & Alobaidy, H. (2018). Impact of Social Networking Sites on Student Academic Performance. *Student Engagement and Participation*, 1238–1254.
 12. Hegazy, N., Dorrah, M., & Mohasseb, M. (2021). The effect of social network sites on Medical Students' social and academic behavior. *The Egyptian Family Medicine Journal*, 5(1), 95–104.
 13. <https://gcloud.devoteam.com/blog/comparing-zoom-microsoft-teams-and-google-meet/>
 14. Jamal Abdul Nasir Ansari and Nawab Ali Khan (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learn. Environ.* 7, 9 (2020). <https://doi.org/10.1186/s40561-020-00118-7>.
 15. Lau, W. W. F. (2017). Effects of social media usage and social media multitasking on the academic performance of university students. *Computers in Human Behavior*, 68, 286–291.
 16. Monia Ouedera and Inam Abousaber (2018). A Study on the Impact of Social Media Usage on Student Academic Performance: University of Tabuk an Example. *American Scientific Research Journal for Engineering, Technology, and Sciences*, Volume 40, No 1, pp 77-88.
 17. Owusu-Acheaw1 Agatha Gifty Larson (2015). Use of Social Media and its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, Vol.6, No.6, pp 94-99.
 18. Pang, H., Qin, K., & Ji, M. (2021). Can social network sites facilitate civic engagement? Assessing dynamic relationship between social media and civic activities among young people. *Online Information Review*, 46(1), 79–94.
 19. Raza, S. A., Qazi, W., Umer, B., & Khan, K. A. (2020). Influence of social networking sites on life satisfaction among university students: a mediating role of social benefit and social overload. *Health Education*, 120(2), 141–164.
 20. Scholtz, B., Calitz, A. P., & Tlebere, T. (2017). Evaluating students' social media use for extra-curricular education. *Journal of Applied Research in Higher Education*, 9(1), 5–23.
 21. Seo, Y., Primovic, M. J., & Jin, Y. (2019). Overcoming stakeholder social media fatigue: a triologue approach. *Journal of Business Strategy*, 40(6), 40–48.
 22. Suryasa, I. W., Rodríguez-Gámez, M., & Koldoris, T. (2021). The COVID-19 pandemic. *International Journal of Health Sciences*, 5(2), vi-ix. <https://doi.org/10.53730/ijhs.v5n2.2937>
 23. Tafesse, W. (2020). The effect of social networking site use on college students' academic performance: the mediating role of student engagement. *Education and Information Technologies*, 25(6), 4747– 4763.