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THROUGH SEM MODEL IDENTIFY THE INFLUENCE OF SOCIAL MEDIA ON COLLEGE STUDENTS IN ERODE DISTRICT

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THROUGH SEM MODEL IDENTIFY THE INFLUENCE OF SOCIAL MEDIA ON COLLEGE STUDENTS IN ERODE DISTRICT

ABSTRACT:

Social media diffusion has accentuated among the college students across the globe in particularly in Erode district of Tamilnadu. Social media are becoming very popular among the college students and teachers. In the present age, all the generations of the internet users are using social media because it is becoming a prominent communication tool. It fills the academic gap between students and teachers. In this research, it is necessary to better understanding of how the college students are investing their skills for navigating social media for communicate with others. Also, this study examines the factors affecting the students' usage level of social media. For this, around 210 college students were selected randomly who are studying in Arts and Science Colleges in Erode district of Tamilnadu, India. Questionnaire is an important tool for data collection. The collected information from the students were analysed by using SPSS 22.0 and AMOS 22.0. The statistical tools are using for this research are percentage analysis, mean score analysis, Anova analysis and Structural Equation Modelling. Theresult of this research has indicated that the UG Arts group students are highly impacted in using social media than science group students.

Keywords : Impact of Social Media, College Students, Perceived Ease of Use, Perceived Usefulness, Intention to Use Social Media

1. INTRODUCTION

While social media, such as Facebook andtoalessor extent twitter, raise significant interestin the practitioners' communityinterms oftheir educational impact, especially asa communication tool, academic researchinthis area is still initsinfancy. Studies addressing social media network fromaneducational perspective have just begun to findimportance education for collaborative learning,in particular concerning determinants of adoption of social media.Ease of use, allowing for rapid updating, analyzing and sharing continuouslyincreasinginformation stemming from our daily life, establishing spontaneous relationships, supportinginformallearning practices by means ofinteraction and communication, and facilitating delivery of education are explained as the reasons why social networks such as Facebook,MySpace,Friendster,Youtube, and Flickr are adopted and accepted rapidly althoughthey had originallyemerged for sharing photos, personalinformation, videos, profiles and content. Thus, using social networks in an academic performance contextis attractive forthese college students, will be givena chanceto acquire new knowledgethrough subliminal, effective and smoothlearning processes whiletaking partin enjoyable interactive situations mediatedthroughinteresting and motivating tools and content.

Facebookis being considered as an educationaltool because ofits beneficial qualities such as enabling peer feedback, goodness of fit with social context, andinteraction tools. Because mostFacebook users are between 18 and 25 years old, they mostly are university students.

Hence, it can easily be deduced that it can be a useful educational tool especially by providing active participation and collaboration. On the other hand, how and for which purposes these tools will be used in educational contexts is still awaiting researchers' interest. In the related studies it is argued that Facebook and other social networks facilitate informal learning because of their active role in members' daily lives. Social network sites support collaborative learning, engage individuals in critical thinking, enhance communication and writing skills through activating members' work in personalized environments. In addition to these, claim that social networks are pedagogical tools because people can use them for connectivity and social support, collaborative information discovery and sharing, content creation and knowledge and information aggregation and modification.

2. REVIEW OF LITERATURE

According to Ahmad Jahed Mushtaq (2018) revealed that the majority of the students were interested to use social media positively for their educations in despite of public views concerning the misuse of social media among students in the society. A research conducted by the authors Jeanna Mastrodicasa and Paul Metellus (2013) explored that social media were not the problem while the problem was the specific use and purpose of social media activities that made the difference. It was found that enhance student engagement through the use of a common hash tag on Twitter, encouraging participants to participate virtually. The author Terri Pinyerd (2014) indicated in this research that the effects of social media on college students were mixed, with the good comes the bad and vice versa and only the ability to self-regulate the amount of time spent on these sites each day can determine the effects on the social and educational aspects of the life of the average college student. According to a research conducted by the authors of Raymond Owusu Boateng and Afua Amankwaa (2016) concluded from their study that social media was widely used by students of higher institution. Further, the results showed that participant were in support of the idea that social media contributed a significant quota to the development of their academic life.

A study conducted by the authors Sandra Okyeadie Mensah and Ismail Nizam (2016) showed that social media platforms had a significant impact on students' academic performance in Malaysia tertiary institution. Moreover, they had obtained that time appropriateness and health addiction had a stronger significant influence on students' academic performance. The authors Gilbert M. Talaue (2018) examined that communication with peers through social networks can help a student socialize, find new friends, discuss with them issues related to studies. Thus, it can be concluded that social media have a dual impact on student achievement, and it is necessary to approach adolescents' use of social networks with ultimate responsibility. From a study conducted by Richardson (2017), observed that social media interactions can be positive and can be utilized to supplement courses and possibly increase academic performance and student engagement. Also, the author stated that social media can enhance student success while expanding their knowledge base and improving the well-being of students through communications and relationships if utilized properly. A good research conducted by Qingya et al. (2011) reported that majority college students preferred to use social media and therefore spent vast hours checking social media sites. Furthermore, they revealed that there was a negative aspect to college students' use of social media while most college students used social media and spent many hours checking social media sites. High rate of the use of social

networking media had a positive impact on students and teachers in terms of the perceived ease of use of e-learning technology found by Ali Mohamed Elkaseh et al. (2016). Also, they noted that the perceived ease of use and perceived usefulness were important factors for predicting a student's and teachers' behavioral intention to use social networking media for e-learning in Libyan higher education. The authors Waleed Mugaheed Al-Rahimi et al. (2013) identified the best correlation between the perceived ease of use (PE) and collaborative learning (CL) with intention to use social media (IU) with correlation coefficient. They concluded that social media facilitated the collaborative learning and academic experience with the majority of the participants but need to more interactive and collaborative with peers and teachers.

3. STATEMENT OF THE PROBLEM

Nowadays, college students are using the social media like facebook, twitter, Instagram, Pinterest, etc, at the high level and so its impact also being at the high level. The impact of social media has directed the college students with positively or negatively. If the students felt positive feelings, they felt high impact of social media, and felt less impact of social media vice versa. So, it is necessary to identify the impact of social media among the college students who are studying in Arts and Science Colleges in Erode.

4. OBJECTIVES OF THE STUDY

Based on the above research gap found from the reviews, the following objectives have been framed.

- a) To examine the demographic profile of the college students in Erode.
- b) To analyse the impact of social media among the college students.

5. RESEARCH DESIGN

Naturally the research is descriptive research design. Questionnaire is the main tool for data collection. By using the questionnaire, the researcher has collected the opinion of the college students, whose are studying in Arts and Science Colleges in Erode, about the impact of social media in their education. For this, around 210 college students were selected through random basis. The collected details about the impact of social media were subduced into tables with the help of percentage analysis, mean and SD analysis, Anova analysis and SEM analysis. SPSS 22.0 and Amos 22.0 have been used in this research.

6. DATA ANALYSIS

This section has divided into two heads viz., demographic profile of the respondents and impact of social media on students through structural equation modeling in Erode.

6.1 Section 1 : Demographic Profile of the Respondents

The following table shows the demographic profile of the respondents.

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Table 1 : Demographic Profile of the College Students

No.	Demographic Profile	No. of Respondents	Percentage
1	Gender		
	Male	87	41.4
	Female	123	58.6
	Total	210	100.0
2	Age		
	18 Years	59	28.1
	19 Years	25	11.9
	20 Years	46	21.9
	21 Years	55	26.2
	Above 21 Years	25	11.9
	Total	210	100.0
3	Educational Status		
	UG	108	51.4
	PG	70	33.3
	M.Phil / Ph.D.	32	15.2
	Total	210	100.0
4	Monthly Family Income		
	Below Rs.20000	132	62.9
	Rs.20000-Rs.30000	23	11.0
	Above Rs.30000	55	26.2
	Total	210	100.0
5	Type of College		
	Govt. College	67	31.9
	Govt. Aided college	98	46.7
	Self-Financing College	45	21.4
	Total	210	100.0
6	Nature of College		
	Gents	60	28.6
	Women	91	43.3
	Co-Education	59	28.1
	Total	210	100.0
7	Stream of Study		
	Arts	123	58.6
	Science	87	41.4
	Total	210	100.0

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It could be found from the analysis that 41.4 percent of the respondents are male and 58.6 percent of the respondents are female. Around 28.1 percent of the respondents belong to 18 years, 11.9 percent of the respondents belong to 19 years, 21.9 percent of the respondents belong to 20 years, 26.2 percent of the respondents belong to 21 years and 11.9 percent of the respondents belong to above 21 years. Nearly 51.4 percent of the respondents are doing UG

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degree, 33.3 percent of the respondents are doing PG degree and 15.2 percent of the respondents are doing M.Phil /Ph.D. degree in the selected arts and science colleges in Erode.

From the analysis, it is noted that 62.9 percent of the respondents are earning below Rs.20000 in a month, 11.0 percent of respondents are earning Rs.20000 to Rs.30000 in a month, 26.2 percent of the respondents are earning above Rs.30000 in a month. Nearly 31.9 percent of the respondents are studying in government colleges, 46.7 percent of the respondents are studying government aided colleges and 21.4 percent of the respondents are studying in Self-Financing Colleges. Nearly quarter portion of the college students like 28.6 percent of the students are studying in men's colleges, 43.3 percent of the respondents are studying in women's colleges and 28.1 percent of the respondents are studying in co-education colleges. Around 58.6 percent of the respondents are studying under the arts degree courses and 41.4 percent of the respondents are studying under the science degree courses.

Section 2 :Impact of Social Media

For examining the Impact of Social Media among the college students, in this research, the researcher has used Technology Acceptance Model (TAM). In this model, a user's motivation to adopt a new technology can be explained by three constructs viz., 1) Perceived Ease of Use (PEU), 2) Perceived Usefulness and 3) Intention to Use of Social Media. The following table shows the 12 items used to measure the constructs included in our framework. Each variable consists of four sub items. A five point Likert's scaling technique has been used for this study. It is described in the following table.

Table 2 : Impact of Social Media

No.	Variables	Mean	SD
	Perceived Usefulness (PU)		
1	I believe that using social media is a useful learning tool.	3.85	0.95
2	I feel that using social media will help me to learn more about my class.	4.12	1.00
3	I believe that using social media enhance my effectiveness.	4.20	1.06
4	I believe that using social media will improve students' satisfaction with their education.	4.28	0.89
	Overall Mean	4.11	0.97
	Perceived Ease of Use (PEU)		
1	I feel that using of social media will be easy.	3.84	1.13
2	I feel that using social media will be easy to incorporate in my classroom.	3.71	0.94
3	I feel that using social media makes it easy to reach peers.	3.78	1.20
4	I feel that using social media makes it easy to reach teachers.	3.71	1.16
	Overall Mean	3.76	1.11
	Intention to Use Social Media (IU)		
1	Using the social media is part of how I express my personality with my peers.	3.53	1.11
2	I intend to recommend my friends to using of social media in the	3.93	1.06

	future.		
3	I would not mind to switch over to another social media if it has better functionalities	4.17	1.10
4	I intend to increase the use of my social media in the future	3.85	0.94
	Overall Mean	3.87	1.05

From the above analysis, it is cleared that the colleges students are belief the social media will give support to improve their educational status with high level of satisfaction (4.28). It is followed by social media enhances my effectiveness (4.20). Another set of students felt that the social media will help them to learn more when compare to my class (4.12). On the other hand, the respondents believe that the social media is very useful learning tool (3.85). In the case of perceived ease of use (PEU), the college students are opined that the use of social media is very easy (3.84). It is followed by the social media is easy to reach other students (3.78), it is easy to reach teachers (3.71) and finally the social media will be easy to incorporate in their classroom (3.71).

While considering the intention to use social media (IU), the respondents are having no hesitation to use another social media if the new one has more and better functionalities (4.17), followed by they are recommend to others about the social media (3.93), it intend to increase the use of social media in the future also (3.85) and finally the college students are using social media is a part of their activities that increase their personality among the friends (3.53). The overall mean score shows that perceived usefulness is having the mean and SD as 4.11 and 0.97 respectively. The Perceived Ease of Use indicates that the mean and SD are 3.76 and 1.11 followed by the intention to use social media has the mean and SD are 3.87 and 1.05.

Impact of social media among various categories of students

The following table shows the mean and standard deviation of the impact of social media among the sample respondents in Erode. In order to find the relationship between demographic variables and impact of social media, a hypothesis has been framed and tested with the help of Anova analysis.

Null Hypothesis : The Impact of social media is not equally distributed among the college students with respect to their Gender, Age, Educational Status, Monthly Family Income, Type of College, Nature of College and Stream of Study.

Table 3 :Impact of Social Media among College Students

No.	Demographic Profile	Mean	SD	'F' Value	'p' Value
1	Gender				
	Male	3.92	0.29	0.089	0.766 ^{NS}
	Female	4.11	0.36		
2	Age				
	18 Years	3.91	0.33	3.368	0.011*

	19 Years	4.07	0.25		
	20 Years	3.89	0.30		
	21 Years	4.24	0.35		
	Above 21 Years	3.75	0.36		
3	Educational Status				
	UG	3.92	0.33	1.169	0.313 ^{NS}
	PG	4.19	0.35		
	M.Phil / Ph.D.	3.84	0.28		
4	Monthly Family Income				
	Below Rs.20000	3.96	0.30	5.049	0.007**
	Rs.20000-Rs.30000	4.12	0.33		
	Above Rs.30000	3.80	0.38		
5	Type of College				
	Govt. College	3.91	0.33	0.629	0.534 ^{NS}
	Govt. Aided college	4.14	0.32		
	Self-Financing College	3.87	0.37		
6	Nature of College				
	Gents	4.00	0.27	3.041	0.049**
	Women	4.17	0.36		
	Co-Education	3.90	0.34		
7	Stream of Study				
	Arts	4.12	0.34	0.000	0.986 ^{NS}
	Science	3.91	0.31		

Note : ** - Sig. at 1% level; * - Sig. at 5% level; NS-Not Significant.

From the above analysis it is noted that majority of the respondents are highly impacted the use of social media who belongs to female, belongs to 21 years aged, studying PG degree, earn Rs.20000 to Rs.30000 as family monthly income, studying in Govt. Aided College, studying at women's colleges and studying in arts based course.

From the result of Anova test, it is noted that the null hypothesis is accepted for the variables gender, educational status, type of college and stream of study. On the other hand, the null hypothesis is rejected for the variables age, monthly family income and nature of college.

Relationship between the variables of Impact of Social Media Variables (SEM Analysis)

An attempt has been found the relationship between the variables of impact of social media variables, ie., perceived usefulness, perceived ease of use and intention to use the social media among the college students whose are studying in arts and science colleges in Erode. For this, a model has been constructed as below and tested by using Structural Equation Modeling.

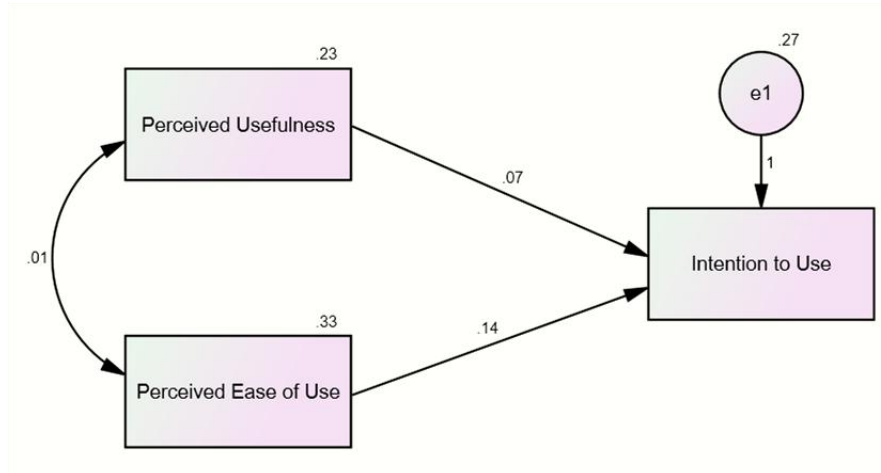


Fig 1 : Structural Equation Modeling

The model is having good fit with good in construct. From the model results, it is noted that the impact of perceived usefulness is influenced the intention to use of the social media among the sample respondents with 7 percent significantly. On the other hand, the variable perceived ease of use is highly influenced the intention to use with around 14 percent significantly. It means the intention to use the social media among the sample respondents with respect to 7 percent increase of perceived usefulness and 14 percent increase of perceived ease of use.

7. FINDINGS

- It is found from the analysis that majority of the college students are female followed by belongs to 18 years aged, studying UG degree, earn monthly in their family below Rs.20000-Rs.30000, studying Govt. Aided colleges, studying Women's college and studying arts stream.
- It is noted from the analysis that among the three variables, perceived usefulness has highly impacted the college students than other two variables.
- The mean score values indicated that majority of the respondents are highly impacted the use of social media who belongs to female, belongs to 21 years aged, studying PG degree, earn Rs.20000 to Rs.30000 as family monthly income, studying in Govt. Aided College, studying at women's colleges and studying in arts based course.
- The result of Anova analysis infers that the impact of social media is not equally distributed among the various categories of college students with respect to gender, educational status, type of college and stream of study. It indicates that male and female respondents are not having equal impact while using social media. The students who educated with UG, PG and M.Phil / Ph.D. candidates are having different level of impact in using social media in the study area. Also, the respondents wherever studying i.e., government colleges, government aided colleges and self-financing colleges, those are not having equal impact of social media. Finally, the respondents who are studying in arts or science stream are not having equal impact while using social media among them. I

- On the other hand, the respondents whoever belongs to different age group those are having equal impact while using social media. Despite the students family monthly income have different categories, they are having equal impact in using social media.
- In analyzing the impact of social media with the help of SEM analysis, it is observed that perceived ease of use is highly influenced the intention to use than perceived usefulness. It indicates that the college students are easy to use the social media and it is easily reached their friends and college teachers. So, the usage level of social media is very easy when compared to its usefulness and it induces their intention to use the social media.

8. SUGGESTIONS AND CONCLUSION

From the study, it shows the college students who belong to 21 years aged female have highly impacted the usage of social media than other counterparts. It is suggested to the other counterparts that the social media is highly impacted nowadays among the various categories of people. Social media play a vital role for communication between the students and teachers. Most of the teachers are shared their study materials through social media that helps to study the students at anytime and wherever. So, it is recommended to the counterparts that they should use the social media effectively and interestingly that leads to increase their impact level through the increase of satisfaction among them.

In the present era, female students are highly used and impacted more in using social media when compared to male. But the male students are also used the social media at the high level. Even though, the usage of social media at the high level among the male, most of them use social media for entertainment activities and less utilization of education purpose. So, it is recommended to the male students that when their usage level of social media is turned to the educational purpose, their impact level also turns as high.

When compared to impact level of social media among the three variables, perceived ease of use is highly impacted the social media users. It increases their intention to use. Even though the mean score is high for perceived usefulness, the impact is high in perceived ease of use among the students. So, the students should use the social media as learning with full of satisfaction.

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