Effective use of Social Media Sites by PG Students and Researchers in the Social Science Faculty in Bangalore University

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Abstract:

The Social networking sites (SNS) have permeated our daily lives. As social media usage with mobile devices such as smart phones and tablet devices increases, it has gained attention to communicate in emergency situations such as natural disasters. Moreover, many researchers consider Social networking sites as promising tools for gathering information to find the solutions of contemporary issues. This is attributed to social media characteristics such as the immediate and extensive dissemination of information. Therefore, various studies continue, for example, those that analyze posts on micro blogging sites after major disasters or that develop applications for utilizing Twitter Another characteristic of Social networking sites are to share information via social feedback such as through retreating and pressing the like button (liking) easily. When users who view, original posts share this information with others not connected to the original user, the posts are immediately and widely disseminated. However, sharing information is not always useful in emergency situations. Sharing incorrect or inappropriate information interferes with the distribution of useful information regarding responses to emergency situations. To utilize social media, it is important to explore the information sharing behavior of students/ scholars in detail.

1. Introduction

Long range informal communication locales have progressively turned into a significant apparatus for youthful grown-ups to interface and associate with their friends. As a large portion of these youthful grown-ups are additionally students, teachers have been searching for approaches to comprehend the wonders to saddle its potential for use in instruction, particularly in science personnel of Bangalore University. Significant where SNSs are prevalent among the PG understudies and researchers, yet there is little information accessible to portray examples of utilization for the more extensive section of the objective populace. This examination displays the consequences of an across the country review on tertiary dimension understudies in Bangalore University. The respondents invest the vast majority of their energy online for informal communication and learning. The outcomes likewise show that while the respondents are utilizing SNS for casual learning exercises use it to connect with their speakers in casual learning settings. The respondents likewise detailed investing more energy in SNS for mingling as opposed to learning and they don't accept the utilization of SNS is influencing their scholastic execution.

1.1 Objectives:

- ➢ To analyze the purpose and usage of social networking sites in social science faculty
- ➢ To identify the impact of social networking sites on educational establishments.
- ➢ To explore the way social media has been used within educational institutions.
- ➢ To find out the effect of social network
- ➢ sites sociability.

1.2 Methodology:

As the motivation behind this investigation was of an illustrative and exploratory nature, the Researcher felt the most suitable technique for research for this specific subject was quantitative. The required information and test is unmistakable, in short I expected to gather information that gave an understanding to how sociology individuals explore through SNS, data revealed on close to home profiles and reasons concerning why certain data was or was excluded on the page, and obviously this required people with ordinary access and learning of PCs and the web.

Explicitly information was gathered through the conduction of semi-organized poll. This information was then bolstered with a concise substance investigation of the every one of the member's person to person communication profiles in which I analyzed the level of data unveiled. Percentile analysis used to examine the data and MS EXCEL used for the analysis.

3. Analysis of Results and Discussion

Dissection of the findings Tables and graphs are the most common methods of presenting analyzed data. In total, 110 questionnaires were distributed and offered continuous follow up, 84 were returned with responses, this gave responses rate of 76.36% questions that were posed to the respondents include question on the qualification of the user.Keeping in view the objectives of the present study and in order to find out the significant differences among three groups belongs to low social network sites (SNS) users, average social network sites users and high social network users, percentile analysis was calculated. The obtained results have been shown in the following tables and graphs. The analysis of results on Academic performance, Emotional maturity, creativity and play activities was been presented respectively in the following section.

Content analysis and descriptive analysis such as mean, frequencies and percentages were used to analyze the data. Frequency distribution tables, pie charts and histograms were used where appropriate so as to ensure that the research is clear and easily understandable. After the analysis and interpretation of data, a final report was written to provide a summary of the findings.

In this section, the results from the data collected are analyzed and discussed. The aim of the questionnaire was to gain respondents' attitudes and perceptions of the use of social networking.

Table1: Designation-wise distribution

Research scholar and PG students	Questionnaires distributed	Response	Percentage
Research scholar	25	20	80%
PG students	75	64	85.33%
Total	**110**	**84**	**76.36%**

Table1 shows that, out of distributed 110questionnaires distributed 20 Research scholars21 (80%) and 64 (85.33%) PG Students totally 84(76.36%) were responded.
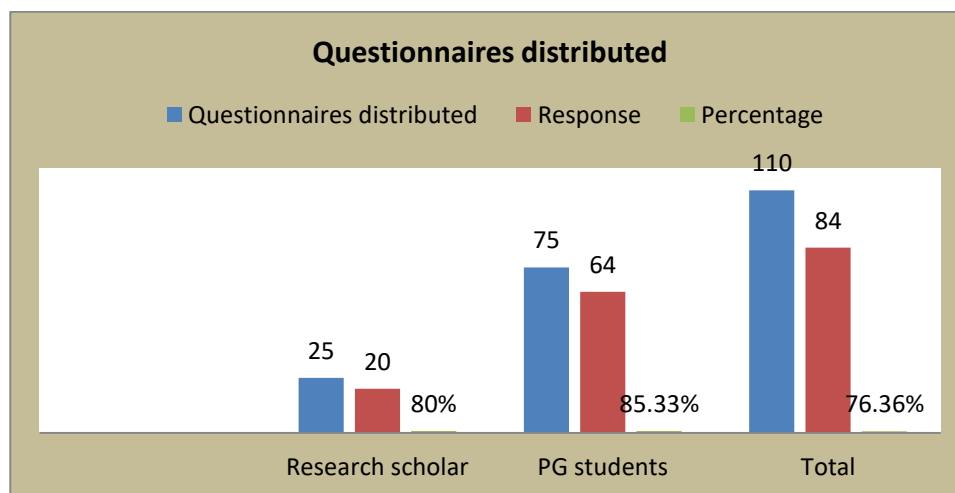
Fig.1

Table:2 Social science establishments using SNS

Social science establishment uses SNS	Responses	Percentage
Very well	42	50%
Quite well	26	30.95%
Poorly	12	14.28%
Not at all	4	4.77%
Total	**84**	**100%**

Table 2 shows that, the Social science establishment uses SNS among respondents. The most of the respondents were responded it is very well social science establishment uses SNS50%, followed by quite well 30.95%, Poorly 14.28 %and few respondents were accepted that Not at allsocial science establishment uses SNS 4.77%.

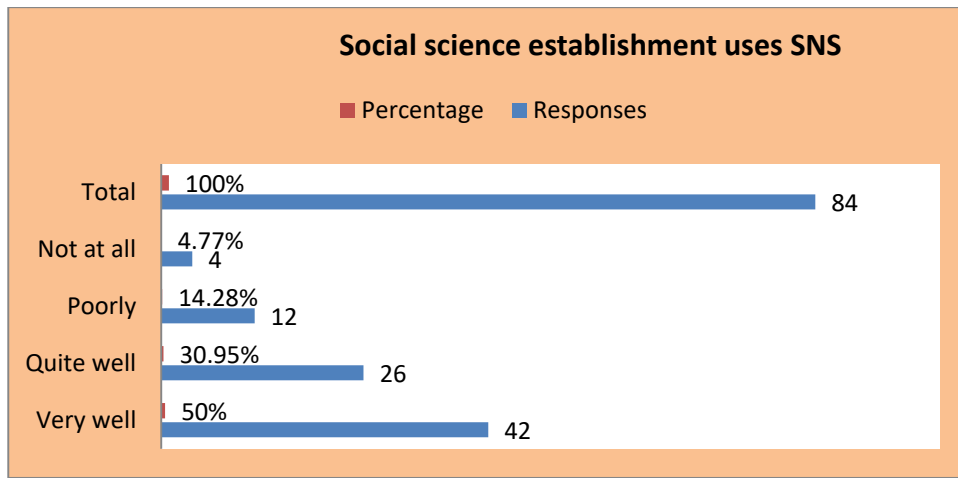*Fig.2*

Table3: Usage of an online social networking for educational purposes

Online social networking for educational purpose	Responses	Percentage
Yes	35	41.66%
No	49	58.33%
Total	**84**	**100%**

Table 3shows that, usage of an online social networking for educational purposes in the past. Most of the respondents were used online social networking for educational purposes in the past41.66% and some respondents were not used the online social networking in past 49% for the educational purpose.
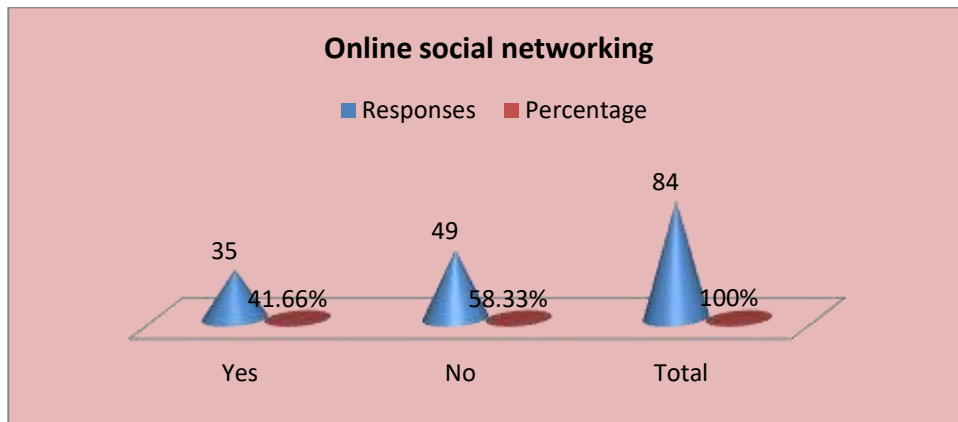

Fig.3

Table4: Purpose of using academic networking sites

S.N	Purpose	Strongly agree (%)	Agree (%)	Uncertain (%)	Disagree (%)	Strongly disagree (%)	Total (%)
1	Research sharing/ update knowledge	16(19.04%)	17(20.23%)	12(14.28%)	24(28.57%)	15(17.86)	100%
2	Writing book/ research article	18(21.42)	22(26.19)	19(22.61)	25(29.77)	00(0%)	100%
3	Upload publication like article/book chapters	22(26.19)	18(21.42)	27(32.14)	9(10.71)	8(9.53)	100%
4	Collaborative work	35(41.66)	42(50)	07(8.33)	0(0%)	0(0%)	100%
5	Request full text article from author	28(33.33%)	21(25%)	13(15.47%)	18(21.42)	04(4.77%)	100%
6	Search/Navigation	59(70.23%)	16(19.04%)	4(4.76%)	05(5.96)	0(0%)	100%
7	Downloading citation, feedback and articles	44(52.38%)	28(33.33%)	6(7.14%)	04(4.76%)	02(2.37)	100%

The data in Table 4 showsthat, the purpose of using academic networking sites among respondents. The most of respondents were strongly agreed that they are usingSNSs for Searching and navigating i.e,. 70.23%. 52.38% strongly agreed and 28% agreed that they are using for Downloading citations and articles. 33.33% were strongly agreed for using Requesting for fulltext from the authors. Unfortunately Writing books and research articles are very less i.e., 19.04% and21.42% strongly agreed and 20.23%and 26.19% agreed respectively.
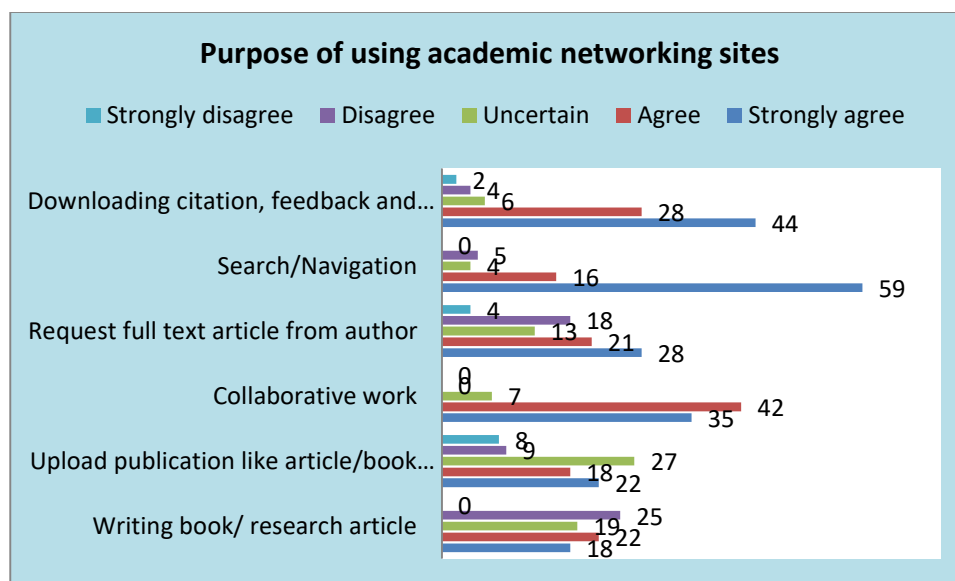

Figure.4

Table5: Effectiveness of SNS on yourperformance

Effectiveness ofSNS onyour performance	Responses	Percentage
Very negative effect	18	21.42%
negative effect	27	32.14%
Positive effect	29	34.53%
Very Positive effect	10	11.91%
Total	84	100%

Table 5 showsthat, effectiveness ofSNS on your grades or performance among respondents. The majority of the respondents were responded it is Very negative effect 25 (35.21%), followed by negative effect 15 (21.14%), Positive effect 23 (32.39%) and Very Positive effect 8(11.26%) were responded.
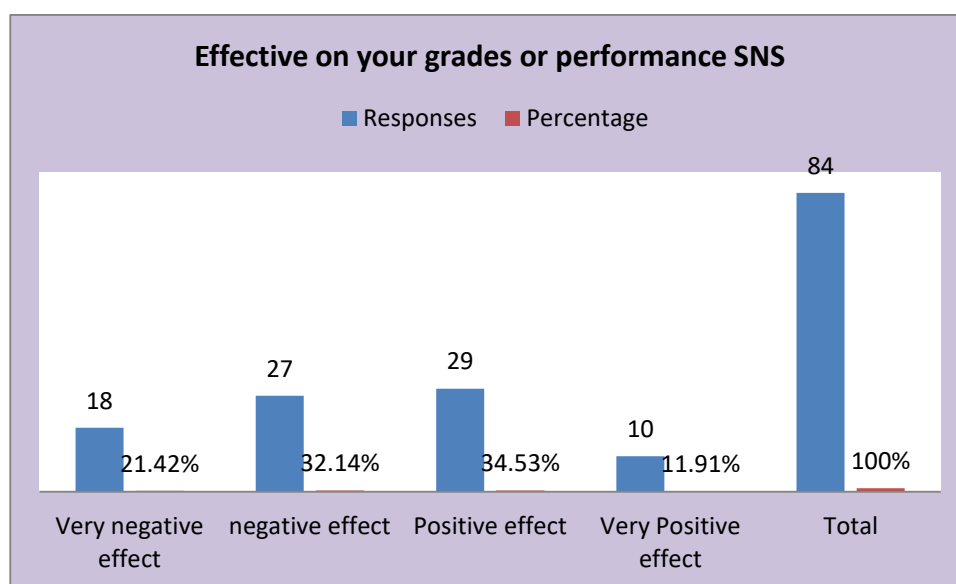
Fig.5

3. FINDINGS AND SUGGISATIONS

The present examination was intended to think about the effect of Social Network on the scholastic work of PG understudies and Research Scholars of Social Science Faculty, Bangalore University. For the lead of the examination a few goals were planned under section one. So as to accomplish the destinations of the present investigation, the information was gathered by regulating the survey for the factors under inquiries incorporating the information with respect to accomplishment scores of the clients. The past part, in this association, talked about the examination and elucidation of information. Presently, in this section there is an important to abridge the discoveries and ends coming about because of the present examination.

3.1 Findings:

- ❖ Respondents are active participants in the study as their rate of respondents is 71%
- ❖ 63 (88.74%) respondents of the education faculty SNS s respondents.
- ❖ Majority of the users i.e., 30 (42.25%) Very negative effect respondents and 2 (2.81%) are the No effect respondents.

- ❖ usage of an online social networking for educational purposes in the past. Most of the respondents were used online social networking for educational purposes in the past 40 (56.34%), and some respondents were not used the online social networking in past31 (43.66%).
- ❖ Effectiveness of SNS on your grades or performance among respondents. The majority of the respondents were responded it is Very negative effect 25 (35.21%), followed by negative effect 15 (21.14%), Positive effect 23 (32.39%) and Very Positive effect 8(11.26%) were responded.

3.2Suggestions:

Based on the analysis of the research data the following suggestions are given for more constructive use of SNS:

- ❖ Students must use Social Networking Sites properly and not just for fun and entertainment, but also for communication with their PG students and research scholars.
- ❖ Students must also encourage their classmates to use SNS frequently since it promotes good communication with their PG students and research scholars SNS academic work and related activities.
- ❖ Students must also encourage their friends to use SNS since it promotes good relationship, making friendship ties grow stronger.
- ❖ Social Networking Sites should be used for personal development, where these sites enhance IT skills and help PG students to keep in touch with their professionals.
- ❖ Social Networking Sites should be used for sharing academic knowledge.
- ❖ The Social Networking Sites should be used for the purposes of discussions on social issues and also to share their own ideas and thoughts.
- ❖ PG and research scholars should create study groups on Social Networking Sites to improve their academic performance.

4. Conclusion:

The discoveries of this investigation and prior ones demonstrated some vital outcomes. The primary autonomous variable affecting the scholastic execution of understudies, that is, online life cooperation was adversely related with understudies' result, while the other free factors were decidedly related with understudies' result. The aftereffects of this examination recommend that speakers should think of a layout on how their understudies can amplify the advantages of Social media, that school the executives should consolidate principles and guidelines on the utilization of the internet based life in the school and, that the legislature should set up satisfactory control measures to manage their utilization among understudies and instructors. Clients of interpersonal organization destinations are moderately high among the understudy network. Clients who utilize informal community destinations normally for over three hours dominatingly found in the high salary gatherings. Contraption crack clients sign into these entrances and utilize calm regularly for social association, to refresh data, and to investigate openings that enable them to find their social ties. The understudies who are prevalent in interpersonal organization destinations' condition are the associates of vis-à-vis circumstances as well.

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