

Perception of Social Media Platform among College Students

Nisha Rajendran

ABSTRACT

An online platform known as Internet community allows users to build Internet community or interactions with individuals who share their interests in personal or professional pursuits, hobbies, or connections in real life. In the current scenario, Internet Community is a rich source of informational entertainment for the majority of literate people. These individuals use Internet community as a forum to express themselves and a vent for their ideas, sentiments, and creative thinking. However, using something excessively can have a negative effect and reduce productivity. This is especially true for college students, as it is rare to meet someone without a Internet community account on sites like Facebook, Whatsapp, ShareChat, Instagram, etc. If you notice majority of the college students, spend more time on Internet Community and get maniacal about it, checking it on average every 30 minutes. In addition to academic schedules, Internet community eats up the majority of students' productive time. This study demonstrates how Internet community affects students' valuing of their time, diverts them from their main objective, and wreck havoc in their personal lives. Thanks to easy access and widespread use of mobile smartphones, the internet community has become immensely popular in recent years. This essay looks into how students' perceptions of the effects of online communities on their success in school, their physical and emotional health, and their general well-being. 220 students from USF's College of Behavioral and Community Sciences took part in a self-reported online survey to learn how frequently students and teachers use the Internet community. The results demonstrate that college students frequently use the Internet community, with many of them doing so while attending classes or working on their homework. More research could be done to examine the effect of online communities on students' feelings and academic performance. We think that technology is essential to today's equation for student success, particularly given the continued growth of social media platforms. 39 percent of people are jobless, compared to 31 percent who work full-time and 30 percent who work part-time.

45% of the population admitted to checking social media sites for 6–8 hours per day, compared to 23% who admitted to doing so for more than 8 hours, 20% who admitted to doing so for 2-4 hours, and only 12% who admitted to doing so for less than 2 hours. The results demonstrate that there are disadvantages to using Internet community, even though most college students do so and spend a lot of time there. According to recent research, the use of the Internet community in higher education has dramatically increased. We know very little about the effects that students' use of the Internet community has on them, though. Understanding how and when students' use of the Internet community impacts their academic engagement and creativity is the aim of the current study. The findings demonstrate that students' use of online communities is positively correlated with their intrinsic motivation, creativity, and academic engagement. Additionally, cyberbullying has a boundary conditional impact on these relationships, weakening direct and indirect relationships when cyberbullying is more common. Significant theoretical and practical ramifications have been discussed along with limitations and future study paths. The importance of establishing a connection between social networking site use and college students' academic success has increased as a consequence of social networking sites being widely used by college students. The results of the majority of the research that is presently available in this area, however, are noticeably inconsistent and rely heavily on student self-reports. Additionally, the research that is currently accessible frequently presupposes a linear relationship between college students' use of social networking sites and their academic success, omitting the potential moderating impact of social networking site use intensity. Based on competing claims in the literature, we propose an inverted U-shaped relationship between

college students' use of social networking sites and their academic success in this study. The growth and acceptance of online communities have given rise to a brand-new space for collaboration and conversation. People congregate in online groups to share opinions and comments on various pieces of information. Blogs, company-sponsored chat rooms and discussion boards, consumer-to-consumer email, forums and websites for product and service reviews, internet discussion boards and forums, moblogs, and social networking sites are just a few examples of the various online encounters that can be had in the Internet community.

Keywords: Internet community, Internet community education, college students, addictiveness of Internet community, Facebook , Instagram, Whatsapp , Youtube.

INTRODUCTION

The Internet is a fantastic technological invention. In this age of globalization, the use of the Internet in our daily lives has become critical (Shabir, Hammeed, Safdar and Gilani (2014)). The use of the Internet is critical in all fields, including business, marketing, banking, transportation, communication, and education. Aside from that, various SNSs such as Twitter, WhatsApp, Hike, Skype, and Facebook have grown in popularity among students and the general public (Arora (2014)). A social networking site (SNS) or Internet community is a website that allows users to establish social connections with those who share their interests in real-life activities, personal or professional pursuits, or both (Deshmuks and Tathe (2014)). It allows visitors to engage with other website users and create a public profile. Students are more engaged in their studies when media is offered in the classroom. (Parvathy and Suchithra (2015)). Media can aid in the demonstration of a subject by providing students with access to examples from real life. While using smart boards and other interactive media, students can manipulate objects on a screen for illustrative purposes. (Arjun and Juna (2015)). The Internet community has grown to be an essential part of peoples' lives in today's communication climate, particularly for students. Its use is rising significantly more than at any other time, especially in the post-pandemic period when the educational systems are undergoing a huge transformation. 3 billion people worldwide are presently using Internet communities, according to recent studies on the topic (Iwamoto and Chun, 2020). According to statistics, people spend an average of two hours per day using a variety of Internet community applications. They do this by trading pictures and messages, updating statuses, tweeting, favoriting, and commenting on a large number of recently updated socially shared items. Users of the Internet Community are becoming more prevalent, and they are spending more time on Internet community organizations. (Abbott, 2017). Online social networks like Facebook, Twitter, Instagram, and YouTube are popular examples. Students frequently use these online groups on multiple occasions daily and they play a significant role in their lives. (Junco et al., 2010). Social networks and texting services accounted for more than 2 hours per day (half an hour more than five years earlier) of internet users' daily computer time in 2017, or about one-third of their overall daily computer time. (Mander, 2017). One of the greatest inventions of our time, the Internet community, allows people to communicate and engage with one another on a worldwide scale. They consequently reside in a world community. Mobile technologies are increasingly used, which increases their effectiveness even though they are not absolutely required for Internet community access. Mobile technology may only exclude 5% of pupils because more than 95% of students have access to a mobile device that can access the internet. On their campuses, most colleges do, however, have computer labs. One of the main objectives is to offer students the opportunities they need to develop their social skills and the social networks that will support them throughout their academic careers and beyond. (Falvey, 18995).

This paper focuses on the affective factors of regret, stress, and anxiety in students and investigates how Internet community may either exacerbate or ameliorate these feelings. This is due to the perception of Internet community on education. In order to better understand the benefits and drawbacks of these potent platforms on students' mental health, the finest studies on this topic from the recent past will be reviewed in this article.

REVIEW OF LITERATURE

Walton (2017), Cyber bullying and social networking sites, causes sadness in its users by compromising their mental and physical cleanliness. The research of Garcia (2016) reports that a poll of students in California revealed that nearly half of the student population had three or more accounts across a variety of Internet community platforms, including Face book, Instagram, Snap Chat, Twitter, WhatsApp, and others and according to Dunn (2011) asserts that college students' active participation in social networking sites may or may not lead to employment, In the view of Tiffany Pempek and Sandra L. Calvert (2009), In a social networking site, college students typically spend 30 minutes each day. They believe it to be a venue where they may express their emotions and works of art to their pals, with whom they already had a close bond. Based on the study of Nyland (2007) lists the following five primary uses for social networking sites networking, entertainment, maintaining relationships, social events, and media creation. Impact of social platform Shabir, Hameed, Safdar, and Gilani (2014), analyses the on young people's social lives. The frequency, proportion, and mean statement score of the data were explored. In the research of the Deshmukh and Tathe (2014), determine the effects of social networking sites on Indian youth, did a study named "AnImpact of Social Networking Sites on Young People. "In order to determine if social networking sites are a blessing or a curse for modern society, Sachdev (2015) Conferred the study "Impact of Social Networking Sites on the Youth of India: A Bird's Eye View." According to, a study by Heffner and Tara (2016) was done among students at Rowan University in the USA. In the finding of the study, social platform is not the right platform to improve the student's education. Based on the study of the Mushtaq (2015) discovered that Internet community platforms did not permit people to read news, leading to a rise in Internet community addiction. According to a 2011 study by Wang, Q., Chen, and Liang, the majority of college students used Internet community and logged several hours on these websites. In his study "Impact of Social Networking Websites on Students," Khan, S. (2012)discovered that teenagers among the ages of 15 and 25 mostly used social networking sites for recreational purposes, and his study "Influence of Social Platform," Donkoh (2018) discovered that Internet community had a positive impact on kids' social and academic lives. Based on their investigation into the "Efficacy of Social Platform in Education," Rajesh & Michael (2015) reached the conclusion that Internet community is a very effective medium for education. Students can utilize Internet community platforms efficiently for academic reasons as well as for social interaction, blogging, study groups, and the search for colleges and employment opportunities. One of the "heaviest users" of the internet community, which has grown to be one of the most commonly used types of media by billions, are college students between the ages of 18 and 22. (Y. Wang, Niiya, Mark, Reich, & Warschauer, 2015, p. 571). According to this study, the current generation of college-age students is the first to have grown up in an online society. These students participate in a range of online groups, including LinkedIn, Snapchat, Instagram, Facebook, and Twitter. In his 2009 study, Karpinski found that individuals who use social networking sites like Facebook and WhatsApp spend less time studying than those who don't, which lowers their GPAs. Furthermore, Internet community platforms (like Facebook, Whatsapp, etc.) continue to be important sources of distraction for today's youth, according to Karpinski and Duberstein (2009). Kubey, Lavin, and Barrows assert a connection between Internet community site use and academic success (2001). Students in college are very interested in online communities. The Internet community was referred to as Facebook, YouTube, Blogs, Twitter, My Space, or LinkedIn for the purposes of this research (Martin, 2008). Despite giving a comprehensive view of Internet community use among university students and highlighting the fact that such use can have both positive and negative effects, a Nielsen Media Research study from June 2010 found that almost 25% of students' online time is now spent on social networking websites. (Jacobsen, & Forste, 2011).

OBJECTIVES OF THE STUDY

- ❖ To identify the most popular Internet community platform among college students.
- ❖ To examine the impact of Internet community on college students physiological state and well-being.
- ❖ To identify the satisfaction level of Internet community platform among college students.

SCOPE OF THE STUDY

- ❖ The study sheds insight on students' addiction to Internet community.
- ❖ The study raises attention of the damage that Internet community does.
- ❖ The research fills in the gaps left by Internet community in the group of students.
- ❖ The study provides a base for future research and acts as a repository for information.

RESEARCH METHODOLOGY

Finding out the effects of Internet community education among college students is one of the major goals of this study. Both primary and secondary data were used in this research. A well-structured form was used to collect primary data. Books, magazines, and websites are used to collect secondary info. 120 Coimbatore district-based college students make up the survey's sample number. The Convenient Sampling Method was used to gather the interviewees' data. The data has been analyzed with the right instruments and methods. The chi-square test, standard deviation, and ordering correlation are descriptive statistics.

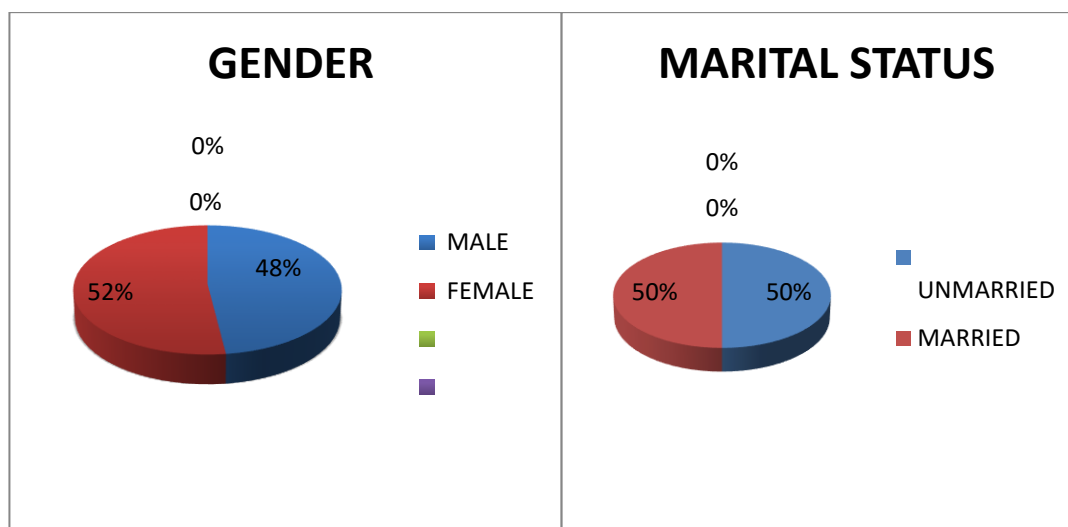
RESULTS AND DISCUSSION

TABLE 1 : SOCIO – ECONOMIC PROFILE OF THE SURVEYEES

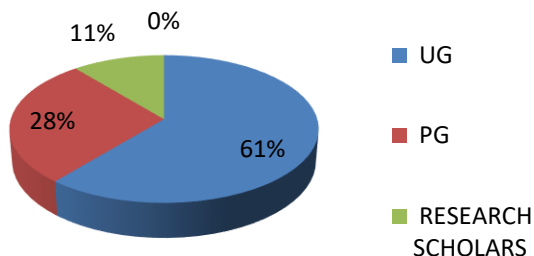
S. No	Demographic Variable		No. of surveyees	Percentage
1	Age	18 to 20	58	48%
		21 to 23	35	29%
		Above 23	27	23%
2	Gender	Male	58	48%
		Female	62	52%
3	Marital Status	Married	27	23%
		Unmarried	93	77%
4	Educational Qualification	UG	73	61%
		PG	34	28%
		Research Scholars	13	11%
5	Course	Commerce	47	39%
		Computer Science	36	30%
		Biology	22	18%
		Others	15	13%
6	University	Deemed	32	27%
		Autonomous	62	52%
		Others	26	21%

Source : Primary data

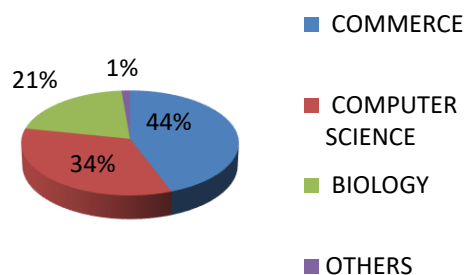
Inference: According to above table Education qualification UG 73% is higher than the PG 34%. Therefore they are the one who use more Internet community platform than others.



EDUCATION QUALIFICATION



COURSE



UNIVERSITY

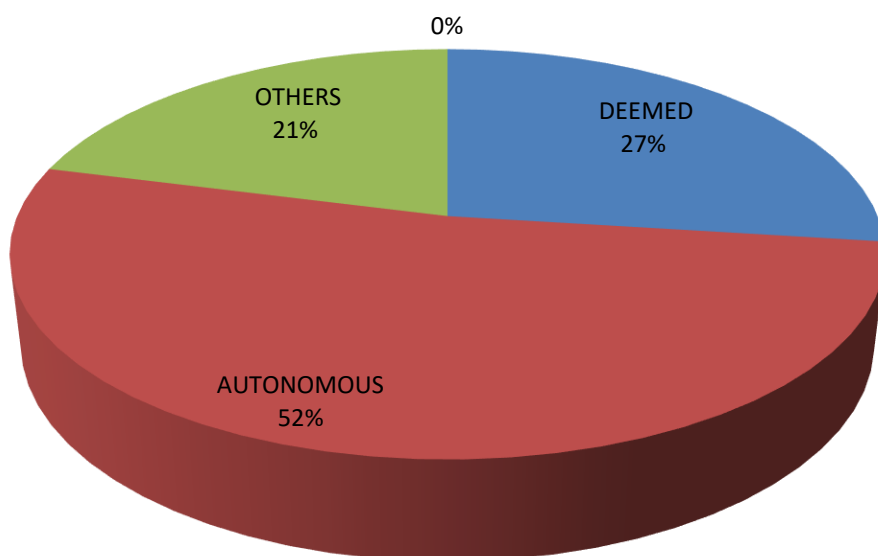
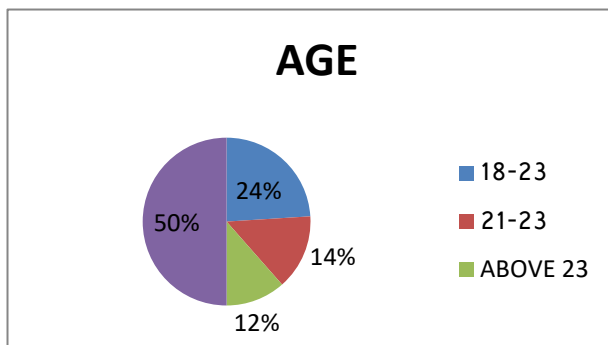


TABLE:2 ASSESSMENT OF AGE GROUP ON INTERNET COMMUNITY



Inference: Majority of the surveyees belongs to the age group of 18-23.29% surveyees belongs to the age group of 21-23% and the rest of the surveyees belong to the age group of above 23.

TABLE 3 : AVERAGE TIME SPENT ON INTERNET COMMUNITY PER DAY

S.NO	PARTICULARS	SURVEYEES	PERCENTAGE
1	Less than one hour	18	15%
2	One and half hours	23	19%
3	More than two hours	79	66%
	TOTAL	120	100%

Inference: Majority Social media is used by 42% of students for enjoyment, 22% for knowledge sharing and 16% for social identification . 13% and 7% of them utilize it to relieve stress and increase their understanding.

TABLE 4 : STUDENTS ADDICTIVENESS ON INTERNET COMMUNITY

S.NO	PARTICULARS	SURVEYEES	PERCENTAGE
1	Whatsapp	58	48%
2	Youtube	42	35%
3	Instagram	20	17%
	TOTAL	120	100%

Inference: In this table, the usage of Whatsapp 58% is higher than the you tube 35% and Instagram is 17%.

TABLE 5 : INTERNET COMMUNITY USAGE PURPOSE

S.NO	PARTICULARS	SURVEYEES	PERCENTAGE
1	Acquiring New Knowledge	10	8%
2	Data Sharing	27	23%
3	Public Identity	20	18%
4	Entertainment	49	41%
5	Stress Reliever	14	11%
TOTAL		120	100%

Inference: In Social Media usage purpose, Entertainment 49% was used higher than the Data sharing 23% and stress reliever 11%.

HYPOTHESES

H₀: Use of the Internet community and a student's Internet community addiction are not significantly correlated.

CHI-SQUARE ANALYSIS

Testing the link among social media use and the students addictiveness on Internet community.

S.NO	PARTICULARS	STUDENTS ADDICTIVENESS ON INTERNET COMMUNITY		
		YES	NO	TOTAL
1	Whatsapp	47	11	58
2	Youtube	28	14	42
3	Instagram	13	07	20
TOTAL		88	32	120

S.NO	Observed frequency	Expected frequency	O-E	(O-E) ²	(O-E) ² /E
1	47	42.5	4.5	20.25	0.4764
2	28	30.8	-2.8	07.84	0.2545
3	13	14.6	-1.6	02.56	0.1753
4	11	15.4	-4.4	19.36	1.2571
5	14	11.2	2.8	07.84	0.7
6	07	5.3	1.7	02.89	0.5452

The resultant figure = 3.4085

$$\begin{aligned}\text{Variations in freedom } v &= (r-1) (c-1) \\ &= (3-1) (2-1) \\ &= 2\end{aligned}$$

The summarized values for the 2 difference are $2 = 0.05$ and 5.99

Given that the estimated value is lower than the value in the table. Hence H_1 is rejected whereas H_0 is approved. As a result of the estimated value being less than the table value, an

inference is made. H_1 is rejected whereas H_0 is approved. Therefore, there is no obvious link between the amount of time spent on the Internet community and its effects on students' close relationships.

STANDARD DEVIATION

THE IMPACT OF INTERNET COMMUNITY ON COLLEGE PHYSIOLOGICAL STATE AND WELL BEING

S.No	The Impact Of Internet community On College Students Mental Health And Well Being.	STRONG LY AGREE	AGRE E	DISAGR EE	STRONG LY DISAGRE E	TOTAL
1	Using Internet community makes me feel more connected to others	57	48	23	12	21.02
2	Internet community has a negative impact on my mental health	40	67	44	22	18.5
3	I feel pressure to present a perfect image of myself on Internet community	23	54	60	43	16.26
4	Internet community has a positive impact on my self-esteem	47	60	53	33	11.47
5	I have experienced cyber bullying on	30	55	35	16	16.14

	Internet community					
6	Internet community use has interfered with my ability to focus on school work or other important tasks	54	43	25	55	13.93
7	I feel anxious or stressed when I am unable to check my Internet community accounts regularly	14	30	51	27	15.32
8	I have found helpful resources or support through Internet community communities or groups	25	68	59	23	23.11
9	I have had to take breaks from Internet community to manage my mental health	64	12	18	48	24.67
10	Internet community has influenced my perception of my own body image or appearance	53	48	26	25	14.58
	Total	407	485	394	304	175

Source: Secondary data

Inference: 64% of the respondents are strongly agreed to take breaks from Internet community to manage my physiological state.

RANKING CORRELATION:

This is done to identify the satisfaction level of Internet community platform among college students

S.No	Social Media (Xi)	Rank	Purpose (Yi)	Rank	$D_1 = X_i - Y_i$	$\sum D_1^2$
1.	Face Book	2	Knowledge gaining	5	-3	9
2.	Wats App	1	Information Sharing	2	-1	1
3.	Tik Tok	3	Social Identity	3	0	0
4.	Instagram	4	Entertainment	1	3	9
5.	Others	5	Stress Buster	4	1	1
	TOTAL					20

Since $N=5$ and $\sum D_1^2 = 19$ we need to apply the formulawe get

$$\begin{aligned}
 R &= 1 - 6 \sum d^2 / n(n^2 - 1) \\
 &= 1 - 6 \times 20 / 5(5^2 - 1) \\
 &= 1 - 0 \\
 &= 0
 \end{aligned}$$

Inference: R value is zero as a consequence of the calculation mentioned above.

Zero denotes the absence of any relationship between the most famous Internet community and the purpose for use. As a result, the null hypothesis, H_0 , can be adopted because there is no correlation.

SUGGESTIONS

- ❖ Due to the diversions that earlier students were given by the digital world in the guise of exposure, they were far more at ease than their contemporary counterparts.
- ❖ Nowadays, the majority of college students carry cell phones with them at all times, Majority like a sixth finger.
- ❖ Every invention is a two-edged blade with advantages and disadvantages of its own.
- ❖ These millennial, who were born after the year 2000, have easy access to modern technology.
- ❖ The welfare of the pupils should always be a concern for society. These students are extremely active on Internet community.
- ❖ Participating in Internet community is not incorrect, but it develops problematic when it turns into an addiction and takes up a significant amount of time.
- ❖ Even if Internet community has a lot to offer in terms of academic education, students often ignore it in favor of the fantasy realm, which saps both their creativity and valuable time.
- ❖ The majority of the knowledge exchanged on Internet community is unreliable, but it stirs up students' emotions and leads them astray.
- ❖ These millennial kids lack a mentor to provide them with appropriate guidance on this matter

FINDINGS

- ❖ A student body dominated by women today, 53% of people are glued to Internet community, compared to 48% of male pupils.
- ❖
- ❖ More undergraduate students (61%) than graduate students (28%), and research students (11%), use the Internet community.
- ❖ It can be assumed that the majority of responders (71%), spend more than an hour.
- ❖ In Internet community, 17% and 12% of surveyees respectively get stranded for longer than two hour, one and half hour, less than one hour.
- ❖ More surveyees use Whatsup 32% higher than Instagram 27%, others 11%.
- ❖ Internet community is used for pleasure by 42% of users, knowledge exchange by 22%, and social identity regulation by 16% of students. 13% and 7% of them use it as a stress reliever and a way to learn.
- ❖ According to research, 52% and 48% of students said that Internet community had a favorable or bad 20Impact on their academic achievement.
- ❖ 39% of students say Internet community has no Impact on their interpersonal relationships, while 61% claim it has a significant Impact.
- ❖ No distinction is made among the amount of time devoted to Internet community and how it affects students' mutual interactions, according to the Chi square test.

CONCLUSION

The future builders of our nation are our students. The limitations of Internet community use should be explained to these college students. Furthermore, negative and undesirable content predominates in Internet community over positive content, drawing a distinct distinction among subjection and eccentricity, affiliation, and inclination that should be teach to our pupils. The highly developed countries are aware of the dangers of these Internet community platforms and educate their kids accordingly to help the students' careers. Sometimes the information posted on Internet community is so obscene that it degrades kids' mental health and ruins their lives. A key factor that fosters student involvement and creativity in the classroom is their innate desire to learn. Our study revealed a positive correlation between students' participation in online groups and intrinsic motivation, which is then linked to their engagement and creativity in the classroom. In the era of digital technologies, this is a significant finding that helps us understand why and how student participation in online communities is connected to their scholastic engagement and creativity. We also consider cyberbullying as a phenomenon that hinders the connection between students' use of the Internet community and its positive outcomes. Our study's findings demonstrate that student Internet use is only positively correlated with academic success when there is a decrease in harassment among students. (such as intrinsic motivation, student engagement, and student creativity). By highlighting cyberbullying as a phenomenon that can undercut the link between students' use of social media and their successful academic outcomes, our study has significantly added to the body of knowledge on Internet community usage and cyberbullying. Although the research on social networking sites and their effects on college students does not offer a clear solution, it is evident that these sites play a significant role in the lives of today's students. It's critical to remember that technology is merely a tool for long-standing concepts like connectivity and connection. It all relies on how university students use these websites; some researchers have found advantages to particular behaviors, while others have found the exact opposite. Student affairs professionals must draw conclusions from a murky body of information. It's critical to have a fundamental knowledge of the options and how our students can make the best decisions because the use, purpose,

and even presence of Internet community sites are changing. Thanks to the internet community, people can now communicate, socialize, learn, and transact business more quickly. People have started sharing on online forums and in virtual environments as a result of technology's pervasiveness in daily life, including social media. The majority of this study aims to cast some light on how online life is affecting today's youth in general as well as whether or not it is enhancing or impairing our interpersonal relationships. We are failing to address an area of web-based social networking that is full of inspiration but where society is still having problems. Student living has become more convenient in the twenty-first century thanks to social media. We must admit that there are benefits and drawbacks to having an online presence in order to be reasonable and legitimate. It is still unclear how the Internet community revolution will affect people over the long run on both an individual and societal level. In this manner, a thorough thought is necessary. According to Wilcox (2012), the best method to determine whether an online community has an impact is to increase your mindfulness because its effects develop gradually over time. Facebook should not be avoided; instead, you should be conscious of the potential negative effects. You can choose to actively use online networking and benefit from it, as was stated near the end of this article.

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