

Social Media as a Tool for Higher Education: A Study Conducted in Mysuru

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ABSTRACT

Social media has become an important digital platform in higher education, enabling students to communicate, collaborate, and access academic resources efficiently. The present study aims to examine the role of social media as a tool for higher education among students in Mysuru. The study adopts a quantitative research approach with a descriptive research design. Primary data were collected from 50 students of higher education institutions in Mysuru through a structured questionnaire using the convenience sampling technique. Secondary data were obtained from books, journals, research articles, and authentic online sources. The collected data were analysed using percentage analysis, tables, graphs, and statistical techniques. The findings reveal that most students perceive social media as an effective educational tool that enhances learning, academic communication, collaboration, and knowledge sharing. The study concludes that the responsible use of social media can significantly improve the teaching-learning process and support academic development in higher education.

Keyword: Social Media, Higher Education, Students, Academic Learning, Knowledge Sharing, Mysuru

INTRODUCTION

Social media has become an integral part of modern society and has significantly influenced the way people communicate, learn, and share information. With the rapid growth of internet technology and smartphones, social media platforms such as WhatsApp, YouTube, Instagram, Facebook, Telegram, and LinkedIn have become popular among students and educators. These platforms are no longer used only for entertainment and social interaction; they have emerged as affective tools for learning and academic development. Higher education institutions across the world are increasingly incorporating social media into teaching and learning processes. Social media provides students with easy access to educational resources, online lectures, study materials, research articles, and academic discussions. It enables learners to connect with teachers, classmates, and experts from different parts of a world, thereby creating a collaborative learning environment. Students can participate in online discussions, share knowledge, clarify doubts, and engage in group learning activities through various social networking platforms. The use of social media in higher education has transformed traditional classroom learning into a more interactive and student-centered approach. Educational videos, webinars, online tutorials, and digital content available on social media platforms help students enhance their understanding of various subjects. Platforms such as YouTube provide educational channels that offer high-quality learning content, while WhatsApp and telegram facilitate communication and information sharing among students and faculty members. LinkedIn helps students build professional networks and stay informed about career opportunities and industry trends. In recent years, the adoption of social media in education has increased considerably, especially after the digital transformation of learning environments. Social media supports flexible learning by allowing students to access educational content anytime and anywhere. It

encourages self-learning, critical thinking, creativity, and active participation in academic activities. The availability of online communities and discussion groups further helps students exchange ideas and gain diverse perspectives on various topics. Despite its numerous advantages, the use of social media in higher education also presents certain challenges. Excessive use of social networking sites for non-academic purposes may lead to distractions, reduced concentration, and lower academic performance. Students may spend significant amounts of time on entertainment-related content, which can negatively affect their studies. Mysuru, known as one of the major educational centers in Karnataka, hosts several universities and higher educational institutions. Students in Mysuru actively use social media for academic communication, information gathering, and collaborative learning. Understanding the role of social media in higher education within this context is essential for educators, institutions, and policymakers. This study aims to examine the effectiveness of social media as a tool for higher education among students in Mysuru and to evaluate its impact on learning, academic performance, communication, and knowledge sharing. The findings of this study are expected to provide valuable insights into the educational benefits and challenges associated with social media usage. The study will also help educational institutions develop appropriate strategies to integrate social media into the teaching-learning process effectively and responsibly.

REVIEW OF LITERATURE

Dhawan (2020) examined the role of online learning during the COVID-19 pandemic and found that social media and digital platforms played a crucial role in ensuring continuity of education. The study highlighted that social media enhanced communication and collaboration among students and teachers. **Alhumaid et al. (2020)** investigated the effectiveness of social media in higher education and concluded that social networking platforms improved student engagement, access to educational resources, and collaborative learning experiences. **Sobaih, Hasanein, and Abu Elnasr (2020)** studied the use of social media in universities and found that platforms such as Facebook and WhatsApp positively influenced students' academic performance and learning outcomes. **Manca (2021)** explored the educational use of social media and reported that social networking sites support knowledge sharing, peer interaction, and the development of digital literacy skills among university students. **Ansari and Khan (2021)** analyzed the impact of social media on higher education students and observed that educational use of social media improved communication, teamwork, and academic participation. **Al-Rahmi et al. (2022)** examined the relationship between social media usage and academic performance and found that social media significantly enhanced collaborative learning and student satisfaction in higher education institutions. **Chugh and Ruhi (2022)** reviewed various social media platforms used in higher education and concluded that social media facilitates interactive learning, information exchange, and academic networking among students. **Kumar and Nanda (2023)** studied social media as an educational tool and found that platforms such as YouTube, Telegram, and WhatsApp contributed to improved learning effectiveness and student engagement. **Alharbi (2024)** investigated the role of social media in digital education and reported that students increasingly relied on social media for accessing study materials, participating in discussions, and developing professional skills. **Sharma and Verma (2025)** examined social media usage among college students in India and found that social media positively influenced academic communication, knowledge sharing, and collaborative learning when used responsibly.

STATEMENT OF THE PROBLEM

Social media has become an important tool for higher education students in Mysuru. It enables easy access to educational resources, knowledge sharing, collaboration, and communication with peers and teachers. These platforms support learning and academic activities, making information more accessible and interactive. However, excessive use of social media for entertainment and social networking may lead to distractions and reduced concentration, affecting academic performance. This study examines the role of social media in higher education by analysing its benefits, challenges, and overall impact on students' learning, communication, and academic success.

NEED FOR THE STUDY

The increasing use of social media among students has changed traditional learning methods. Educational institutions are adopting digital technologies to improve teaching and learning experiences. This study helps understand the effectiveness of social media in higher education and provides insights into its educational benefits and challenges among students in Mysuru.

OBJECTIVES OF THE STUDY

1. To analyze the impact of higher education among students in Mysuru.
2. To examine the outcomes of social media usage on students' academic learning, communication, and knowledge sharing.
3. To evaluate the benefits and challenges of using social media as a tool for higher education.

HYPOTHESES OF THE STUDY

Null Hypotheses 1

H₀₁: There is no significant impact of social media usage on the academic performance of higher education students in Mysuru.

Alternative Hypotheses 2

H₁₁: There is a significant impact of social media usage on the academic performance of higher education students in Mysuru.

RESEARCH METHODOLOGY

The presents study adopts a **quantitative research methodology** to examine the role of social media in higher education among students in Mysuru. Quantitative research helps in collecting numerical data and analysing its statistically at draw meaningful conclusions. Data are collected through a structed questionnaire distributed among students of higher educational institutions. The study uses descriptive research design to understand the patterns, usage, benefits, and challenges of social media in education.

RESEARCH DESIGN

The study adopts a **descriptive research design** to examine the role of social media in higher education among students in Mysuru. This design helps in collecting and analysing information regarding students' usage, perceptions, and experiences of social media as a learning tool.

SAMPLING METHOD

The study uses **Convenience Sampling Technique** for selecting the respondents. Under this method, students from higher educational institutions in Mysuru were chosen based on their availability and willingness to participate in the survey. This technique was adopted because it is simple, economical and suitable for collecting data within the available time and resources.

SOURCES OF DATA COLLECTION

- **Primary Data:** Primary data were collected directly from students of higher educational institutions in Mysuru through a structured questionnaire.
- **Secondary Data:** Secondary data were collected from books, journals, research articles, websites, and other published sources related to social media and higher education.

LIMITATIONS OF THE STUDY

- The study is limited to students of selected higher educational institutions in Mysuru.
- The study is based on respondents' opinions and perceptions, which may be subject to personal bias.
- Time and resource constraints restricted the scope of the study.

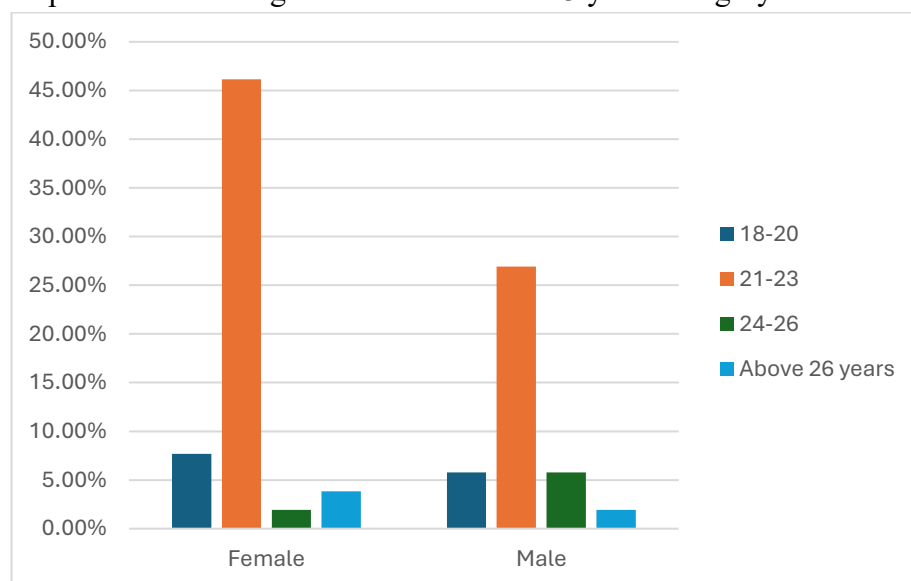
DATA ANALYSIS

1.What is the age-wise distribution of respondents according to gender?

1.Gender	18-20	21-23	24-26	Above 26 years	Grand Total
Female	7.69%	46.15%	1.92%	3.85%	59.62%
Male	5.77%	26.92%	5.77%	1.92%	40.38%
Grand Total	13.46%	73.08%	7.69%	5.77%	100.00%

Analysis

The table and graph show that the majority of respondents (73.08) belong to the 21-23 years age group. Female respondents constitute 59.62% of the total sample, while male respondents account for 40.38%. Most respondents in both genders are in the 21-23 years category.



Interpretation

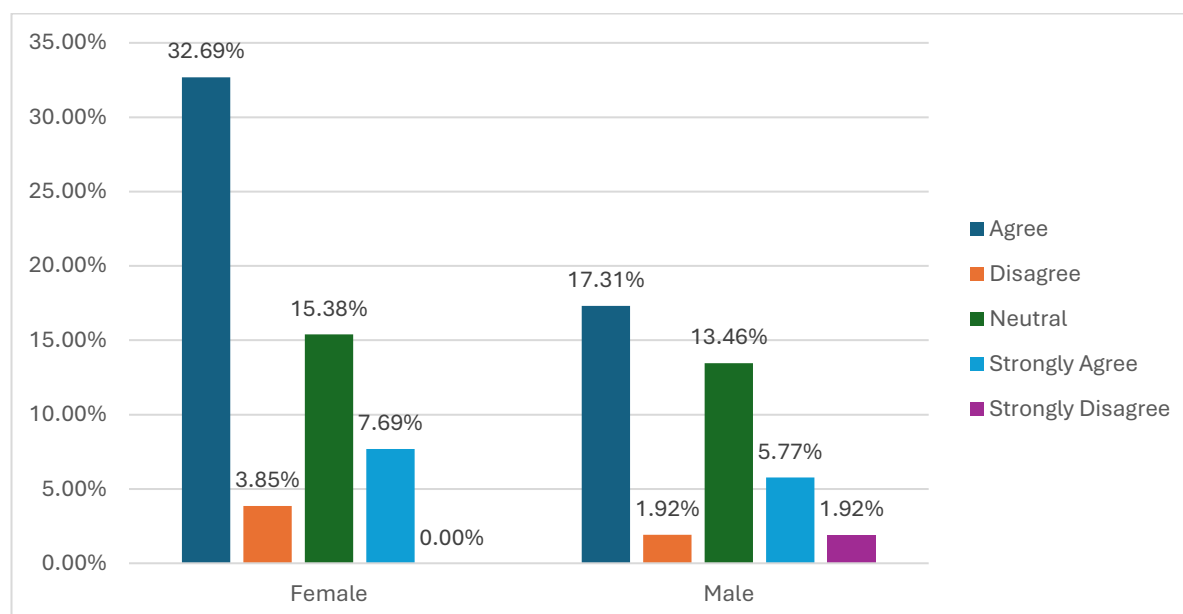
It is inferred that the majority of the respondents are female students aged 21-23 years, indicating that young adults form the major portion of the study population. This age group is likely to be active users of social media for higher education purposes.

2. What is the opinion of respondents regarding the use of social media as a tool for higher education according to gender?

1.Gender	Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Grand Total
Female	32.69%	3.85%	15.38%	7.69%	0.00%	59.62%
Male	17.31%	1.92%	13.46%	5.77%	1.92%	40.38%
Grand Total	50.00%	5.77%	28.85%	13.46%	1.92%	100.00%

Analysis

The table and graph show that 50.00% of the respondents agree with the statement, while 13.46% strongly agree. About 28.85% of the respondents remain neutral, 5.77% disagree, and only 1.92% strongly disagree. Female respondents show higher agreement (32.69%) compared to male respondents (17.31%).



Interpretation:

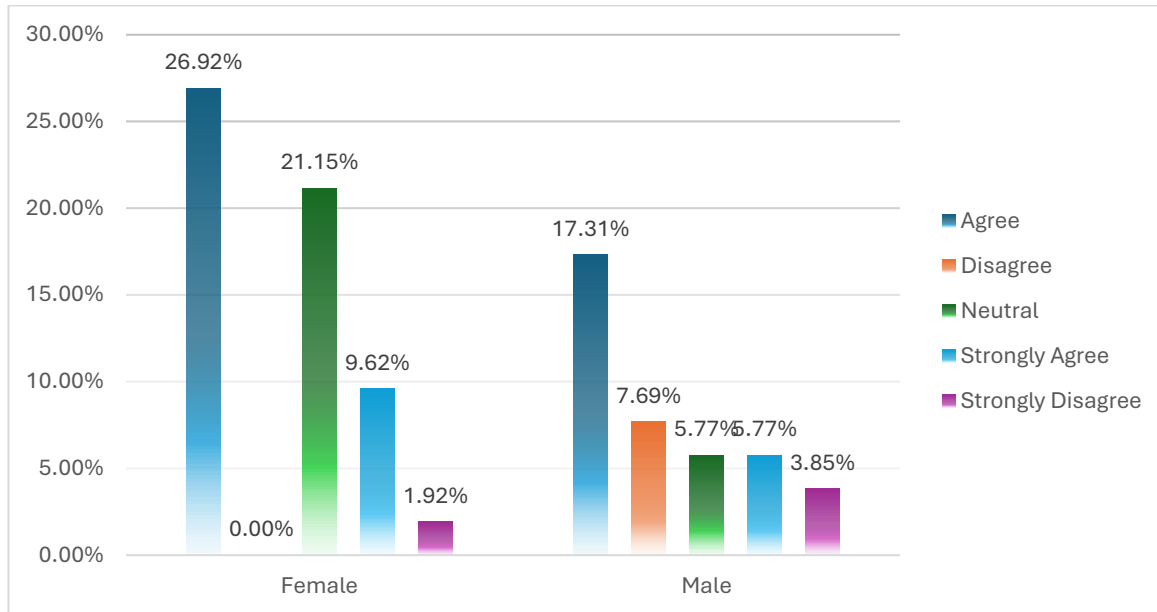
It is inferred that the majority of respondents have a positive perception towards the use of social media as a tool for higher education. Most respondents agree or strongly agree that social media supports educational activities, while only a small proposition express disagreement.

3. Do you agree that social media is an effective tool for higher education?

1.Gender	Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Grand Total
Female	26.92%	0.00%	21.15%	9.62%	1.92%	59.62%
Male	17.31%	7.69%	5.77%	5.77%	3.85%	40.38%
Grand Total	44.23%	7.69%	26.92%	15.38%	5.77%	100.00%

Analysis

The table and graph show that 44.23% of the respondents agree with statement, while 15.38% strongly agree, about 26.92 of the respondents remain neutral, 7.69% disagree, and 5.77% strongly disagree. Female respondents show a higher level of agreement (26.92%) compared to male respondents (17.31%).



Interpretation

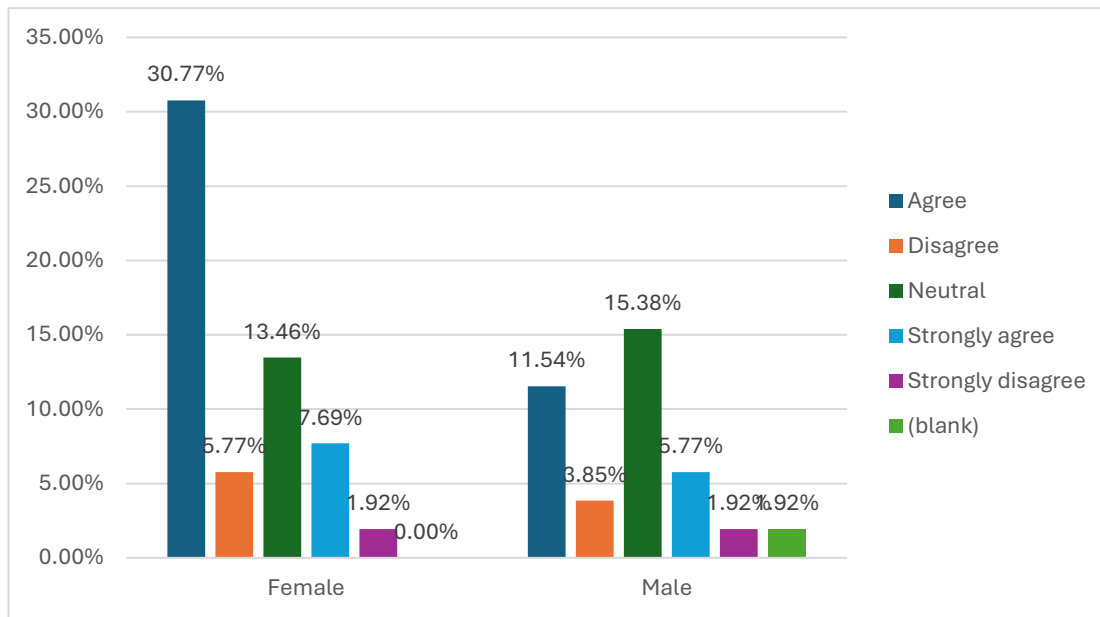
It is inferred that majority of respondents have a favorable opinion regarding the use of social media in higher education. Most respondents either agree or strongly agree with the statement, indicating that social media is perceived as a useful tool for academic purposes, while only a small proportion express disagreement.

4. Do you agree that social media improves communication and knowledge sharing among students in higher education?

1.Gender	Agree	Disagree	Neutral	Strongly agree	Strongly disagree	(blank)	Grand Total
Female	30.77%	5.77%	13.46%	7.69%	1.92%	0.00%	59.62%
Male	11.54%	3.85%	15.38%	5.77%	1.92%	1.92%	40.38%
Grand Total	42.31%	9.62%	28.85%	13.46%	3.85%	1.92%	100.00%

Analysis

The table and graph show that 42.31% of the respondents agree with statement, while 13.46% strongly agree. About 28.85% of the respondents are neutral, 9.62% disagree, and 3.85% strongly disagree. Female respondents show higher agreement (30.77%) compared to male respondents (11.54%).



Interpretation

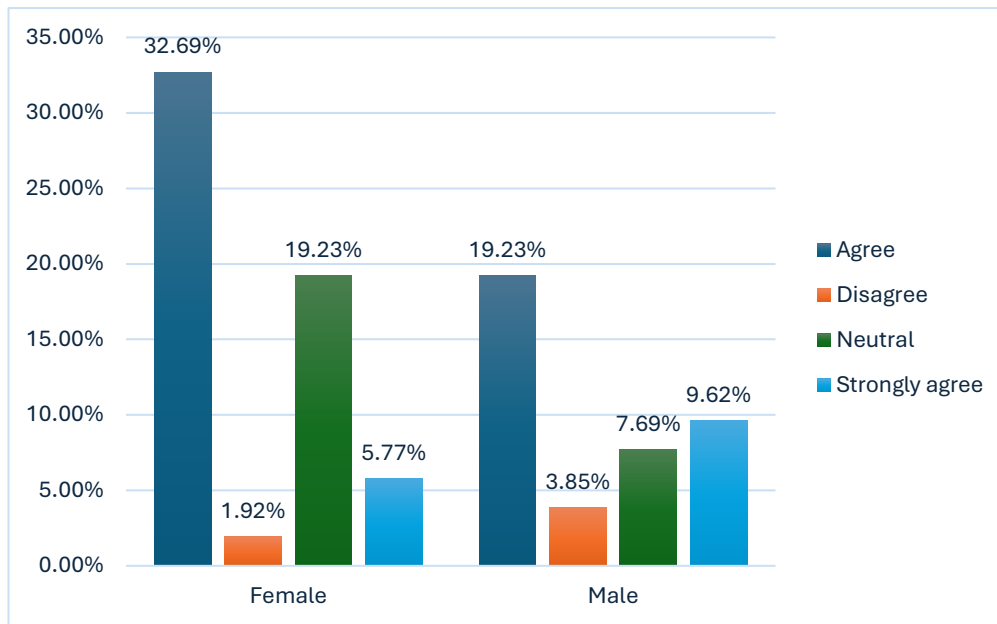
It is inferred that the majority of respondents have a positive opinion regarding the role of social media in improving communication and knowledge sharing among students. Most respondents agree or strongly agree that social media facilitates academic interaction, whereas only a small proportion disagree.

5. Do you agree that social media contributes positively to your overall learning outcomes?

1.Gender	Agree	Disagree	Neutral	Strongly agree	Grand Total
Female	32.69%	1.92%	19.23%	5.77%	59.62%
Male	19.23%	3.85%	7.69%	9.62%	40.38%
Grand Total	51.92%	5.77%	26.92%	15.38%	100.00%

Analysis

The table and graph show that 51.92% of the respondents agree that social media contributes positively to their overall learning outcomes, while 15.38% strongly agree. About 26.92% of the respondents remain neutral, and 5.77% disagree with the statement. Female respondents show higher agreement (32.69%) compared to male respondents (19.23%).



Interpretation

It is inferred that the majority of respondents believe that social media has a positive impact on their overall learning outcomes. Most respondents either agree or strongly agree, indicating that social media serves as an effective educational tool that supports learning and academic development.

SPSS TEST

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
12	The categories of 11. Using social media enhances my understanding of course concepts occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
13	The categories of 12. Social media helps me improve my academic performance occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
14	The categories of 13. Social media increases my participation in learning-related activities occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
15	The categories of 14. Social media enables me to acquire knowledge more efficiently occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
16	The categories of 15. Social media contributes positively to my overall learning outcomes occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Case Processing Summary

		N	%
Cases	Valid	55	5.5
	Excluded ^a	944	94.5
	Total	999	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.412	3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
11. Using social media enhances my understanding of course concepts	51	1	5	3.67	1.013
12. Social media helps me improve my academic performance	51	1	5	3.53	.987
13. Social media increases my participation in learning-related activities	51	1	5	3.71	.901
14. Social media enables me to acquire knowledge more efficiently	52	1	5	3.81	.715
Valid N (listwise)	50				

CASE PROCESSING SUMMARY

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
12. Social media helps me improve my academic performance * 13. Social media increases my participation in learning-related activities	51	98.1%	1	1.9%	52	100.0%

Chi-Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.281 ^a	16	.208
Likelihood Ratio	19.748	16	.232
Linear-by-Linear Association	6.427	1	.011
N of Valid Cases	51		

FINDINGS

- The majority of the respondents (59.62%) are female, while 40.38% are male.
- Most respondents (73.08%) belong to the 21-23 years age group, indicating that young adults from the major study population.
- A majority of the respondents (50.00%) agree that social media is an effective tool for higher education, while 13.465 strongly agree.
- More than half of the respondents (59.61%) agree or strongly agree that social media enhances learning and academic activities.
- Most respondents believe that social media improves communication and knowledge sharing among students, with 55.775 either agreeing or strongly agreeing.
- A majority of the respondents (67.30%) agree or strongly agree that social media contributes positively to their overall learning outcomes.
- Only a small percentage of respondents disagree or strongly disagree with the positive role of social media in higher education, indicating an overall perception.
- Female respondents generally show a higher level of agreement than male respondents regarding the educational benefits of social media.
- A considerable number of respondents remain neutral on some statements, suggestions that experiences with social media vary among students.
- Overall, the findings indicate that social media is widely accepted as a valuable tool for learning, communication, collaboration, and academic development among higher education students in Mysuru.

CONCLUSION

The study concludes that social media has become an effective tool for higher education among students in Mysuru. The findings indicate that most students use social media for learning, communication, knowledge sharing, and accessing academic resources. It enhances collaboration among students and teachers and supports overall learning outcomes. Although some respondents expressed neutral opinions or concerns regarding its use, the majority viewed social media positively in the educational context. Therefore, when used responsibly and for academic purposes, social media can significantly improve the teaching-learning process and contribute to students' academic development in higher education.

SUGGESTIONS

- Higher educational institutions should encourage the effective and responsible use of social media by integrating it into teaching and learning activities.
- Students should use social media primarily for academic purposes and maintain a balanced between educational and recreational use to avoid distractions.
- Educational institutions should conduct digital literacy and awareness programs to help students use social media safely, ethically, and effectively for learning and academic development.

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