IMPACT OF SOCIAL NETWORKING SITES ON SOCIAL VALUES: A CASE OF UNIVERSITY STUDENTS

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ABSTRACT

In this paper, researchers examined the impact of social networking sites on the social values of students studying at the university. Researchers conceptualized the uses of social networking sites and examined the relative impact on group interaction and communication, respect for human dignity, individuality, equality, and democracy. A self-constructed questionnaire is used for the collection of information from the 200 students of HNB Garhwal University. The findings of the study revealed that the students used many social networking sites for their social presence, enhancing knowledge as well as better communication skills. In the case of social values, the determinants of the use of social networking sites had a significant effect on various aspects of social values. Implications and practices of research are discussed in the research paper.

Key Words : *Social Networking Sites, Social Values, University Students, Democracy, Human Dignity.*

Introduction

Students in developing countries are becoming more devotees of social media as well as contributing their views and knowledge to virtual platforms. The usage of social media by youth has become a way of life and personal activities are made public (Edge, 2017). Many studies have been conducted on students to know the usage of social networking sites (SNS), its impact on their behavior, and educational achievements as well as the positive and negative impact on their ethical considerations. India is a nation full of social diversities and a common student who studied in Indian universities is trying to make a virtual social identity with the help of social networking sites. The social lifestyle of youths is affected by social media and the impact of social media is negative sometimes (Shabir, Hameed, Safdar & Gilani, 2014). Rajeev (2015), observed that students can now participate in social discussions and share their ideas, at this point, one can say that social media influences youths' daily life path and particularly the students. World events of today are impacted by social media as researches prove that fifty percent of people on a daily basis get instant news through this channel (Lowisz, 2014). Students studying in higher education have engaged in excessive usage of social media which has coined a debate on whether the usage of social media has impacted their social lifestyle, wellbeing, and behavior (Al-Sharq, 2015). He also argued that the level of changes brought by social media has motivated tutors, students, institutions, and other stakeholders to improve their interactions and teaching and learning methods. From this point of view, students and teachers both are influenced by social media in positive as well as negative manner. Mingle and Adams (2015) reported that social media changes educational settings and learners' behavior. In the context of the Indian community, the perception of people towards equality, individuality, human dignity, and democracy represents a modern social value system and in the modern virtual world, where people find information with a tap of a finger, a question arises that how university students are making their perception with the use of social media towards these modern social values?

Objective of the Study

The objective of the present study was to explore the usage of social media and examine the impact of social media on the social values of students studying at HNB Garhwal University.

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Research Methodology

A normative survey research design was adopted to investigate the influence of social media on the social values of university students. Social values consist of five independent values (Group interaction and communication, Equality, Respect for individuality, Democracy, and Human dignity) were used as the criterion variable and the time spend on social media and belief in information provided by social media were used as the independent variables. The research design of the study includes three steps. In the first step, researchers conceptualize the terms: social values and social media and constructed a questionnaire for information collation. There were three questions in the questionnaire related to the usage of social media and a set of 21 statements (5-point rating) related to five Morden social values i.e. group interaction and communication, equality, respect of individuality, democracy, and human dignity. In the second step, the multistage stratified random sampling method was adopted for sampling. 200 students from four schools (School of Education, school of social science and Humanities, School of Science, and School of Commerce) of HNB Garhwal University were selected as the sample of the study. 50 students from each school were selected randomly. Frequency distribution, percentage, and rank were used for descriptive analysis of usage of social media, and Kruskal – Wallis's test was used for inferential analysis.

Results

Table 1

Use of social media networks by university students

Social Media Networks	N	%	Rank
WhatsApp	200	100.00%	1
YouTube	175	87.50%	2
Facebook	151	75.50%	3
Google+	142	71.00%	4
Instagram	94	47.00%	5
Twitter	92	46.00%	6
Snap chat	75	23.00%	7
LinkedIn	63	31.50%	8
Pinterest	46	23.00%	9

Total = 200 Students

From the above table, WhatsApp (100%) had the most highly used social media network with the first rank, followed by YouTube (87%) with the second rank. Facebook was third rank with the 75.50% of users and Google+ received fourth rank with 71% of users. Instagram (5th), Twitter (66th Snapchat (7th), and LinkedIn (8th) had commonly used by university students with the 47%, 46%, 23%, and 31.50%, respectively. Pinterest (23%) was the least-used social media network with the ninth rank. It can be inferred from Table No. 1 that WhatsApp, YouTube, Facebook, and Google+ were used frequently by students studying at university.

Table 2

Time spend on Social Media

Time spend on SM	N	%
Half an hour	23	11.50%
One hour	66	33.00%
Two hours	82	41.00%
More than two hours	29	14.50%
Total	200	100.00%

Table No. 2 depicts that 82 (41%) students spend a minimum of two hours on social media in a day. 66 (33%) and 23 (11.5%) students were involved in social media minimum of one hour and half an hour, respectively. 29 (14.5%) students told that they spend more than two hours on virtual social platforms.

Table 3

Believes in Information provided by Social Media (SM)

Believe in the information provided by SM	N	%
I believe but I verify the information from other sources	117	58.50%
Analyze the information based on logic	56	28.00%
Never believe	27	13.50%
Total	200	100.00%

Above table revealed that 117 (58.5%) students believe in the information provided by social media but they

also verified that information from other media sources. 56 (28%) students analyze the social media information based on their logic and 27 (13.5%) students never believe the information provided by social media.

respectively. Hence it can be concluded that there is a significant effect of time spent on social media on the perception of equality and human dignity.

Table 4
Time spent on social media (SM)

Time spent on SM		N	Mean Rank	Chi-Square	df	Asymp. Sig.
Group interaction and communication	Half an hour	23	99.17	6.204	3	0.102
	One hour	66	88.97			
	Two hours	82	103.31			
	Above two hour	29	119.84			
	Total	200				
Equality	Half an hour	23	58.67	15.901	3	0.001
	One hour	66	107.39			
	Two hours	82	100.39			
	Above two hour	29	118.29			
	Total	200				
Respect of individuality	Half an hour	23	102.3	0.535	3	0.911
	One hour	66	103.58			
	Two hour	82	99.49			
	Above two hour	29	94.93			
	Total	200				
Democracy	Half an hour	23	120.15	4.215	3	0.239
	One hour	66	101.56			
	Two hours	82	93.06			
	Above two hour	29	103.53			
	Total	200				
Human dignity	Half an hour	23	65.57	19.634	3	0
	One hour	66	87.77			
	Two hour	82	113.33			
	Above two hour	29	120.91			
	Total	200				

Table No. 4 revealed that the effect of time spend on social media was significant on equality H (3) = 15.901, p < .01 and human dignity H (3) = 19.634, p < .01 social values. The other social values indicated a non-significant effect of time spend on social media, group interaction H (3) = 6.204, p >.05, respect of individuality H (3) = .535, p > .05, and democracy H (3) = 4.215, p > .05,

Table 5
Believe in the information provided by social media (SM)

Believe in the information provided by SM		N	Mean Rank	X^2	df	Asymp. Sig.
Group interaction and communication	I believe but I verify the information from other sources	117	92.90	11.119	2	0.004
	analyse the information on the basis of logic	56	122.03			
	never believe	27	88.80			
	Total	200				
Equality	I believe but I verify the information from other sources	117	108.10	12.287	2	0.002
	analyse the information on the basis of logic	56	101.68			
	never believe	27	65.13			
	Total	200				
Respect of individuality	I believe but I verify the information from other sources	117	103.86	6.65	2	0.036
	analyse the information on the basis of logic	56	105.91			
	never believe	27	74.70			
	Total	200				
Democracy	I believe but I verify the information from other sources	117	101.72	0.695	2	0.706
	analyse the information on the basis of logic	56	102.05			
	never believe	27	91.98			
	Total	200				
Human dignity	I believe but I verify the information from other sources	117	111.24	9.922	2	0.007
	analyse the information on the basis of logic	56	85.16			
	Never believe	27	85.78			
	Total	200				

Table No. 5 revealed that the effect of believe on information provided by social media was significant on group interaction and communication H(2)=11.119, p<.01, equality H (2) = 12.287, p< .01, respect of individuality H (2) = 6.650, p < .05 and human dignity H(2)=9.922, p<.01 social values. It was also found that there is no significant effect of belief on information provided by social media on democratic value H (2) = .695, p < .05 of students studying in university. Hence it can be concluded that belief in the information provided by social media affects social value group interaction and communication, equality, respect for individuality, and human dignity of university students.

Discussion

Results thus indicated that WhatsApp is the main source of social media followed by YouTube and Facebook. All students are using WhatsApp as the main source of information on a virtual platform. Maximum students are spending one to two hours on social media and it is quite below the average usage of social media worldwide. As of 2017, daily social media usage of global internet users amounted to 135 minutes per day (2017, Statista: The statistics portal). Maximum students believe in information provided by social media but they also verified that information from other media sources. Time spends on social media significantly affects the social values of university students i.e., equality and human dignity. Students, who are spending more time on social media do not make discrimination between people on the basis of caste, religion, and community and they also believe that the usage of social media creates an equal society. Those students, who spend more time on social media also respect human dignity and they think that the usage of social media reinforces humanity among people. Belief in the information provided by social media significantly affects the social values of university students i.e., group interaction and communication, equality, respect for individuality, and human dignity. Students, who believe in the information provided by social media but verify it from other sources do not make discrimination on the basis of caste, religion, and community, and respect the individuality and human dignity of a person. They also believe that the usage of social media creates a good platform to understand modern social values i.e., equality, respect for individuals, and human dignity. Students, who analyze the information on the basis of their logic, have good group interaction and communication among people.

Conclusion

The conclusion drawn from the present study is that WhatsApp is the main source of social media followed by YouTube and Facebook of HNB Garhwal University students and they are spending an average of two hours/ day on social media. The time spends on social media and belief in the information provided by social media significantly influence the social values of university students. Students, who spend more time on social media, are showing a positive attitude towards equality, respect for individuality, and human dignity. Students, who analyze the information on the basis of their logic, have good interaction and communication skills. Seeking information via social networking sites is a positive and significant predictor of people's social capital, and civic and political participatory behaviors, online and offline (Zungia, Jung, and Valenzuela, 2012).

Overall, it can be concluded that the usage of social media affects modern social values i.e., Group interaction and communication, equality, respect for individuality, and human dignity among university students in a positive manner.

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ATTITUDE OF PROSPECTIVE...

Table 7

Attitudes towards ATET based on qualification

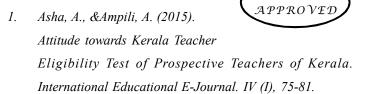| Qualification	N	Mean (M)	SD	df	Calculated 't' value	Table value	Level of significance
PG	47	98.63	11.67	74	1.308	1.992	0.05
UG	43	101.23	6.65				

It was found that the calculated 't' value is 1.308, which is smaller than the tabulated t value which is 1.992. The value is not significant at 0.05 level of significance for two-tailed tests for the degree of freedom (df) is 74. That means the calculated t value (1.308) is smaller than the tabulated t value (1.992). So Ho2 is accepted. It revealed no significant difference is found between the attitude of TGT and PGT-level Prospective Teachers.

Conclusions

The Teacher Eligibility Test is important to keep the value of this profession alive. All the B.Ed. students of both institutions are having favorable attitudes towards ATET. Teacher training institutions must take responsibility to improve the attitudes of prospective teachers toward TET as well as the teaching profession. Without their healthy attitudes regarding the profession, it would be difficult to reach the objective of the Right of Children to Free and Compulsory Education Act, 2009 (RTE 2009) and National Education Policy 2020.

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