

Factors affecting use of Social Media by students- A study of Delhi NCR

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Abstract - We can lot of changes and developments in the field of communication which emerged as a generation of smart phones. Regardless of the benefits of such developments, there may be adverse effects of it which cannot be ignored for the future perspective. These effects can be evidenced by the time spent by the young generation on phones or social media which distracts them from the real relationships with friends and family. They feel more connected with virtual world rather than real relationships. With this intention in mind, this study is conducted to identify the factors of social media usage. In order to collect data, 203 college students were surveyed which included graduation level and post-graduation level through convenience sampling technique. Data is collected during May 10, 2018 to June 20, 2018. For extracting factors, exploratory factor analysis method is used and the factors named Addiction to smart phones (Nomo-phobia), Disconnect with real relationships, Obsession virtual communication and family atmosphere were extracted as a result of EFA.

Key words: Social media, Social behaviour, Students.

I. INTRODUCTION

Technology development made the learning easy for the students. Development of smart phones, internet accessibility and various apps facilitated the students to learn anywhere and anytime. Social media has become an integral part of the student's life (Deng and Tevaras,2013). It provides students with the opportunity to communicate, access any kind of information, get in touch with people (Abdulahi et al., 2014; Ahn, 2011).Further, social media can be used to share information and ideas and improve reading skills(Badri, M., et al., 2017) However, despite the obvious benefits, researchers have become increasingly concerned with the adverse effects on the quality of social interactions due to excessive use of all these (Campbell & Barron, 2012; Campbell & Kwak 2010).

For content contributors, the benefits of participating in social media have gone beyond simply social sharing to building a reputation and bringing in career opportunities and monetary income. But the students, especially adolescents use social media for sharing their images, videos or chats which increases their virtual interaction but at the same time they ignore the family and friends connections in real. Extreme use of social media or networking sites like Facebook, Whatsapp, Instagram etc. among the students is distracting them from their social circle and the relationships with their family. It can also be observed by ignoring behavior of the students when they are with their friends or when they are with their family and even sometimes when they are in classrooms. For this

reason this research have been carried out to find out whether there is effect on social media usage with respect to certain demographic variables like working status of parents, single child and among different age groups. Further to examine the effect of time spent on social media on the social behaviour of the students.

II. REVIEW OF LITERATURE

Various research studies found the influence of social media and social networking sites on the behavior of the students and adolescents. Use of social networking sites result into social circle declination (Kruat et al. 1998). Studies also found that internet users tend to spend less time with friends and family (Ranny, 2000). Research also shows that Generation Y seems to lose an actual social interaction, had an anxiety and feel frustrated (Busko, 2009).

Researchers have focused on the various antecedents of the phubbing behavior of the people (VarothChotpitayasonondh& Karen M Douglus, 2016). Findings revealed that internet addiction, fear of missing out, self-control and smart phone addiction leads to phubbing behavior. Further, aggression and lack of attention have been found to be associated with the internet addiction (Davey & Davey, 2014). Clinical reports of American Academy of Pediatrics state the benefits and risks of using social media on the children, adolescents and the families. According to this report, the benefits of social media includes socialization, communication, learning opportunities and accessing health information while the

risks includes cyber bullying, online harassment, sexting, facebook depression. Studies also noted the associations of students media usage and engagement in risk behaviors like problematic alcohol use and illicit drug use (Gabielli G. Groth., et al., 2016)

Researchers found that the intensity of facebook use appears to be related with personal contentment, greater trust, and participation in civic and political activities among college students. The students with high facebook engagement participates more in the university level activities but use of facebook for educational purpose decrease the student's concentration (Tugberk K., et al., 2016). Some research also reported unfavorable consequences of phubbing in the romantic context, establishing smart phones as the cause of conflict (e.g., Roberts and David, 2016), lower relationship satisfaction and reduced wellbeing (e.g. McDaniel and Coyne, 2016). Specifically, "generation Y" respondents report negative jealousy-related emotions as a result of their partner's latest phubbing episode (Schmitt, 1994; Tov-Ruach, 1980; Lazarus, 1991), including perceived loss of attention, anger and sadness. Adolescents and college students who spend more time online disclose more information

(Christofides et al., 2009; Christofides et al., 2012), which can distort intimate relationships (Lewis and West, 2009). Interpersonal relationships may be susceptible to the interface of technology which may lead to interruptions in face to face conversations (McDaniel and Coyne, 2016). Nakamura (2014) noted that gazing at the phone is a form of non-verbal behavior/ communication. It may communicate as if the person is busy or the phone user is ignoring other acquaintances. Such behavior may also give a feeling to the observer of being hold or wait. The phone users are perceived differently by different people which influences not only face to face communication but also power the relationships between participants.

Extant literature also focused on the effects of social media on learning. Participation in social media has many positive aspects in terms of learning. Some benefits from using social media networks includes sharing information and ideas but it also has negative aspects as it could negatively affect the academic performance of the students. It could further negatively influence the academic life of the students (Badri, M., et al., 2017). Further the negative aspect was supported by the study of Abraham E. F., et al., 2015 who found that excessive use of social media disrupts the lecture learning and negatively impacts their academic achievement. Study of Rebecca S., et al., (2016) focused on the effects of ostracism and inclusion of social media on the young people's perception. Study found that social media ostracism was perceived by students as threatening to mood while there are possible benefits of social media inclusion to the student's behavior and their well-being. According to the study of Wilfred W.F Lau, there are potential negative

impact of social media on student's social well-being which includes cyber bullying, sense of belongingness and well-being. Ashraf J., et al., 2012 observed various challenges and opportunities of using social networking in education. As per the study challenges include privacy, real friendship and taking away time (amount of time spent online with each other) while opportunities include flexibility, convenience and accessibility. Perceived usefulness and perceived enjoyment were found to be the important determinants of student's intention to use social networks for learning. Students who perceive social network as useful and enjoyable have positive attitude towards using them which in turn contributes to their learning (Nevine M. Labib & Rasha H. A. Mustafa, 2015). Studies also observed there is the effect of different learning styles on the student's intention to use social media for learning. Further it was found that there are significant effects of self on the intention to use social media for learning. For instance, students having the participatory style focus more on self than the students with collaborative style of learning (Vimala B., et al., 2015). Using YouTube and mobile devices as a medium promotes ubiquitous learning. Further the habit of self-learning and revision is developed if such technology is involved in teaching (Hsing -chin Lee, 2014). Studies also observed that use of social media applications in teaching engages the student to improve his learning performance which in turn improves their satisfaction. Some studies noted that use of phones by the students in classrooms may underestimate the effect of this behavior has on the learning process. Studies also found the adverse effects of phubbing on learning (Abramova, O., et al., 2017)

III. RESEARCH METHODOLOGY

The study is exploratory in nature. In order to explore the factors, broad analysis of literature review on Social Media has been done to find out the integrated view of literature. Total 43 papers were reviewed and the questionnaire was framed taking the help of few papers (Masood Badri, Ali Al Nuaimi, Yang Guang, Asma Al Rashedi, Tugberk Kaya, Huseyin Bicen, Yu-Kang Lee, Chun-Tuan Chang, You Lin, Zhao-Hong Cheng, Stoney Brooks). In order to collect primary data, 203 college students were surveyed which included graduation level and post-graduation level through convenience sampling technique. The questionnaire comprised of 21 statements based on 5 point Likert scale, where the reliability and validity were calculated by the Cronbach's alpha and face validity respectively. Factor Analysis, using IBM SPSS Statistics 21 programme, was implemented to calculate the results.

The purpose of this study is to highlight the factors of social media usage.

IV. RESULTS AND DISCUSSION

Descriptive Statistics: Descriptive statistics summarizes the characteristics of the respondents which help the

researcher to understand the nature of the sample surveyed. Following table summarizes demographic profile of the respondents.

Table1. Demographic Profile of the Survey Respondents

Sample characteristics		Frequency
Gender	Male	100
	Female	102
Age in years	18-19	74
	20-24	129
Working Status of parents	Father	155
	Mother	6
	Both	37
	None of them	5
No. of Siblings	0	19
	1	109
	2	56
	3	9
	4	6
	5	2
	10	1
	15	1

Reliability: The reliability of the questionnaire was evaluated using SPSS software through Cronbach’s alpha which was found to be .88 which is quite higher than the standard value of 0.7. So the questionnaire is reliable with the Cronbach’s alpha value of .88. The reliability score of the constructs is shown in the following table.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.884	21

Factor Analysis: Factor Analysis was performed to analyze interdependent correlations among a large number of items which helped to identify common underlying dimensions. For extracting factors, method of Principal component analysis was used.

The Kaiser Meyer Olkin measure verified the sampling adequacy for which the value found was 0.843, which is above the acceptable limit of 0.5 (Field 2009). Bartlett’s test of sphericity, chi-square value of 1496.432 at p value 0.000 indicates that it is suitable to apply Factor analysis as high values are shown in table 3 of KMO test.

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.843
Bartlett's Test of Sphericity	Approx. Chi-Square	1496.432
	Df	210
	Sig.	.000

Factor analysis was conducted to obtain Eigen values for each item in the data. Five factors had eigen values higher than Kaiser’s criterion of 1 and, in combination, explained 59.75% of the variance. Table 4 shows factor loadings after varimax rotation, eigen values, and the percentage of variance accounted for by the three factors. The items that clustered on the factors suggested that factor 1 represented social behaviour of the students, factor 2 represented the disconnect with the real relationship because of the usage of social media, factor 3 represented the addiction of the phone and social media, factor 4 represented the virtual connection as so named as virtually socialized and factor 5 represented Family Atmosphere. Accordingly, the extracted components were labelled.

Table 4 Summary of factors extracted

Factor Name	Eigen Value	% of variance explained	Item converged	Factor loadings
Addiction to smart phones (Nomophobia)	6.557	31.222	6. I often get angry if someone interrupts me during my mobile phone use	.501
			7. I keep myself engaged with phone even when talking with others	.826
			9. Others complain about me using mobile phone too much	.691
			12. I get irritated and frustrated if someone asks me not to use phone	.490
			14. I become upset if someone disturbs me while using my phone	.783
			18. I keep on checking my updates very frequently when I am with friends	.689
			21. I need space when using social media and want nobody to disturb me	.498
			Disconnect with real relationships	1.962
10. I observe adverse effects on my friendship with someone because of my engagement over phone	.606			
15. I usually find less time for interaction with family	.790			
16. Social media usage by me caused a problem with my parents	.790			
17. I prefer to spend my time more on Social media sites rather than spending time with others.	.797			

				.625
Obsession	1.397	6.654	1. The first thing I do in morning is to check my phone for any updates 2. I cannot imagine even a day of my life without using social media 3. I find it hard to control myself for using social media 4. I tried to limit time spent on Social media many times but I am unsuccessful	.593 .816 .814 .653
Virtual Communication	1.318	6.291	8. I feel connected with people through social networking 11. I feel comfortable talking with people online 19. I feel satisfied with the social relationships I have	.799 .715 .665
Family Atmosphere	1.315	6.277	13. I usually get scolded by my parents of using phone 20. I don't feel the need of having friends	-.625 .723

Description of factors:

1. Addiction to smart phones (Nomo phobia): This factor has emerged as the most significant determinant of research with a total variance of 31.222 with eigen value of 6.577.
2. Disconnect with real relationships : This factor has emerged as the second important factor with a variance of 9.343 with eigen value of 1.962
3. Obsession: This factor has total variance of 6.654 with eigen value of 1.397
4. Virtual Communication: This factor has total variance of 6.291 with eigen value of 1.318
5. Family Atmosphere: This factor has total variance of 6.277 with eigen value of 1.315

V. CONCLUSION

There are many benefits of social media be it information sharing, social sharing or learning. On the other hand, it has been observed that young people are more relied on virtual relationships rather than real relationships. This study focuses on social media usage and its effect on relationships and as a result of the factor analysis of social media usage, five factors were extracted. Factor analysis categorized five main factors namely Addiction to smart phones, Disconnect with real relationships, Obsession, Virtual Communication and Family Atmosphere.

Suggestions: Advancements and developments are the result of any changes in the business environment and aspirations of the people. Despite of many benefits of the technology developments in communication, it is creating a gap in social relations. Every single person should take care of their relationships with family, friends and real human beings. Any development should be used for the purpose for which it is actually exists or developed.

Limitations: Out of this paper, only factors related to social media usage were extracted. Further analysis on the relationships among different factors was not done due to short span of time.

Future Scope of the study: The relationships between demographic variables and the factors which came out of this study may be examined. Further the impact of social media usage on the social behaviour of the students may be measured in order to find out the extent to which the students are affected by use of social media and how it is affecting the real relationships with family and friends.

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