

SOCIAL MEDIA AND E-RESOURCES AS AN EDUCATIONAL TOOLS IN SELECTED GOVERNMENT UNIVERSITIES OF PUNJAB

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Abstract: In this digital era, students and teachers use social media as a platform for knowledge sharing, information dissemination, and communication. The study explores the use of social media and e-resources as an educational tools by students, research scholars, and Faculty members of selected government universities of Punjab. The study was conducted within the context of advancement in teaching and learning techniques for educational development. A sample of 600 respondents was surveyed for data collection. Students and research scholars reported frequently using social media informally for socialization and entertainment but also as a formal educational tool. Most of the students and research scholars perceived that social media facilitated easy access to e-resources, saved time, interaction with peers, interaction with faculty, online engagement, and collaborative learning. Most of the teachers perceived that social media cross the boundaries of time and space. New media applications made it possible the concept of online classes and online learning. The researcher observed the implication of social media in the education process.

Keywords: Social Media, E-Resources, Educational Tools

1.0 Introduction : Technology has managed to create fundamental changes in peoples' life (Sendur Atabek & Atabek, 2020). There are many examples of technology-related applications that have become popular in the recent period, the most prominent of which is social media or new media. Social media consists of services that allow users to generate and share online content. The use of social media also incorporates social networking, defined as services that will enable users to manage relationships in online communities (Karahoca & Yengin, 2018). The use of social media offers opportunities for increased engagement, promoting a deeper connection between students, teachers, and course content (Dragseth, 2018).

Social media has transformed every sphere of life. It exists everywhere, from searching daily news to interacting with your friends, family members, or community. It is an interactive platform where content can be created, distributed, and shared with a large number of Internet users in the least time. The traditional education techniques used by universities and libraries are being re-evaluated and changed with the emergence of social media or digital media and e-resources. Universities intend to advertise and promote their education systems on social media sites like Facebook, Twitter, Instagram, Google+, and other social media networking sites and also use various social media applications and websites for teaching and research. Now day's, universities and educational institutions recognize the value of new media.

The conversation of print media information into digital content has brought a new concept of Electronic Information Resources. Electronic information resources require electronic devices to generate, send, receive, and operate digital content like electronic journals, e-books, text-based e-documents, Full-text (aggregated) databases, Indexing, and abstracting databases, Reference database (biographies, dictionaries, directories, encyclopedias, etc.), Numeric and statistical databases, E-images, E-audio/visual resources, etc. The electronic information resources are shared and stored on CD ROM, Tape, and over the Internet.

Nevertheless, students and teachers around the globe do not have equal access to the Internet and differ immensely in their new media literacy, education level, and learning conditions. This aspect of the digital divide could slow

down the economic and social development of certain counties and prevent their people from achieving their full potential. It is vital to address the potential inequity by creating equal opportunities. One way of addressing this problem is by using social media and e-learning, both of which have become widely used over the past two decades in educational development. Social media and its associated learning methods, such as brainstorming, can enhance teamwork skills to improve students’ analysis and problem-solving skills. During the pandemic, social media platforms are used to search for prevention and educational information to reduce the effect of this virus on many aspects of society (Khamis & Geng, 2021).

The vital role that technology plays in education allows teachers to design meaningful learning experiences that embed technology. This is not a new area for teachers; we have always considered the tools and resources that can best support learning activities for students. Technology is becoming a necessity in university classrooms. Using technology gives lecturers the diversity of their lectures, displaying more information and enhancing student learning. In addition, the use of different technologies in the classroom can help lecturers to save time and allow for more attention to be paid to the content of the course.

2.0 Importance of the study

There is limited research focused on the usage of social media and e-resources as an educational tool in the universities of Punjab. Thus, this study explores how social media and e-resources promote online teaching and learning in the government universities of Punjab by facilitating student engagement.

3.0 Statement of problem

The tremendous growth of information and communication technologies has had a high impact on teaching and learning techniques. Today’s students, research scholars, and teachers are exposed to all types of new media technologies in many aspects of their lives. So it is the need of modern times to analyze the use of social media and electronic information resources as educational tools in the university culture. The researcher has selected five government universities from Punjab.

The present study is, therefore, one of the studies to examine the use of social networking tools as educational tools and identify the perception of students and research scholars, and teaching professionals while using social networking sites for education in universities.

4.0 Significance of the study

The study has explored the impact of new media technologies on the reading and learning habits of university students. The researcher also examined the effect of social media on the teacher-student relationship. At what scale have the new media technologies and resources been used in universities for education?

5.0 Research methodology

The Survey method, with the help of structured questionnaires, has been used in the present study for the primary data collection from the faculty members, research scholars, and postgraduate students. Non-probability sampling or purposive sampling method was used at the university level. Deliberately five Government universities of Punjab were selected **which have a higher grade in academics and research and have the proper infrastructure to provide e-resources facilities**. The researcher divides the university population into two variables designation of respondents (PG students, Research Scholars, and Teachers) and the gender of respondents (Male and Female). Probability sampling is used by students, research scholars, and teachers for the data collection based on one another variable male and female population. Schedule online and offline questionnaire was used by the researcher as a tool for data collection. Structured questions were used by the researcher to collect data from the respondents. The study is based on the tabular technique of analysis. Data is presented in the form of tables, charts, and graphs. Percentage is a method of expressing a proportion that is equal to the proportion times 100. The data percentage of results in a study was calculated to compare the outcomes of the results to draw inferences.

6.0 Research Area

GOVERNMENT UNIVERSITIES
Punjabi University, Patiala
Guru Nanak Dev University, Amritsar
Punjab Agriculture University, Ludhiana

IK Gujral Punjab Technical University, Jalandhar

Central University of Punjab, Bathinda

7.0 Objectives

- To find out the popular electronic devices to use social media and e-resources for education.
- To find out the social media applications used to share e-resources.
- To find out the usage frequency of social media and e-resources for education purposes among students, research scholars, and teachers.

8.0 Literature Review

Naqvi (2019)⁶ examined the status of social media among students and scholars of the College of Medicines, Nursing, and Health Sciences, Fiji National University. In the study, it was found that most of the students were satisfied with the usage of Facebook, followed by YouTube and Instagram through their accessible devices for academic purposes. The study also evaluated the negative impacts of social media, such as distraction from analysis, research, and career activities.

Weerasinghe & Hindagolla (2018) examined the use of social media by university professionals in their workplace based on the skills, usage experience, frequency, and type of social media sites. In the findings, it was found that the majority of the librarians of Sri Lanka used social media sites in their workplace, having experience of 1-5 years, and had adequate skills to use social media sites.

Hossaini (2017) reviewed the research experience on usage, awareness of available electronic information resources, and the effect of Electronic Resources on academic teaching and learning. The questionnaire was used to collect data regarding the usage of ICT and Electronic information resources from two different college libraries. Information gathered from 2 universities was examined. The key findings indicate the benefit of easy access, time-saving, easy-to-find, easy-to-store, and handling of using e-resources and social media tools. The students are aware of the electronic information resources.

Chawinga (2017) examined the benefits and factors that affect the use or non-use of social media or new media in the classroom teaching-learning process at Mzuzu University, Malawi. The findings stated that Twitter, Facebook, and Blogs were the learner-centered approach and facilitated the discussion and sharing of course material and helped in the interaction of the lecturer 24x7.

Sakas & Sarlis (2016) explored the use of Twitter in the promotion of library content over Twitter, which helped the decision-makers to make a decision and move through a model proposed in the study after reviewing the theoretical approach.

Anushandhan (2013) studied electronic information resource access and awareness at Berhampur University. The questionnaire method was used for the data collection, and the result shows that about 53% of research scholars use e-resources daily. 87% of research scholars are not satisfied with the library's existing functioning. Most of the students (83%) use it to search for specific information in their field of interest.

Sudhier and Lakshmi (2011) conducted a study at the University of Kerala. The study found that 56.67% use the Internet for educational purposes. The result shows that the students are using e-services for academic purposes, and they chose the Internet for educational purposes. Internet resources are the most used e-resources among the students from the Arts faculty

Dickson & Holley (2010) investigate the use of primary social networking tools and e-resources being used in academic libraries in the United States. It was found in the research that social networking becomes an easy and effective way to connect with students and for outreach activities in the library by using social networking tools such as Facebook, Wiki, Blogs, etc.

9.0 Data Analysis

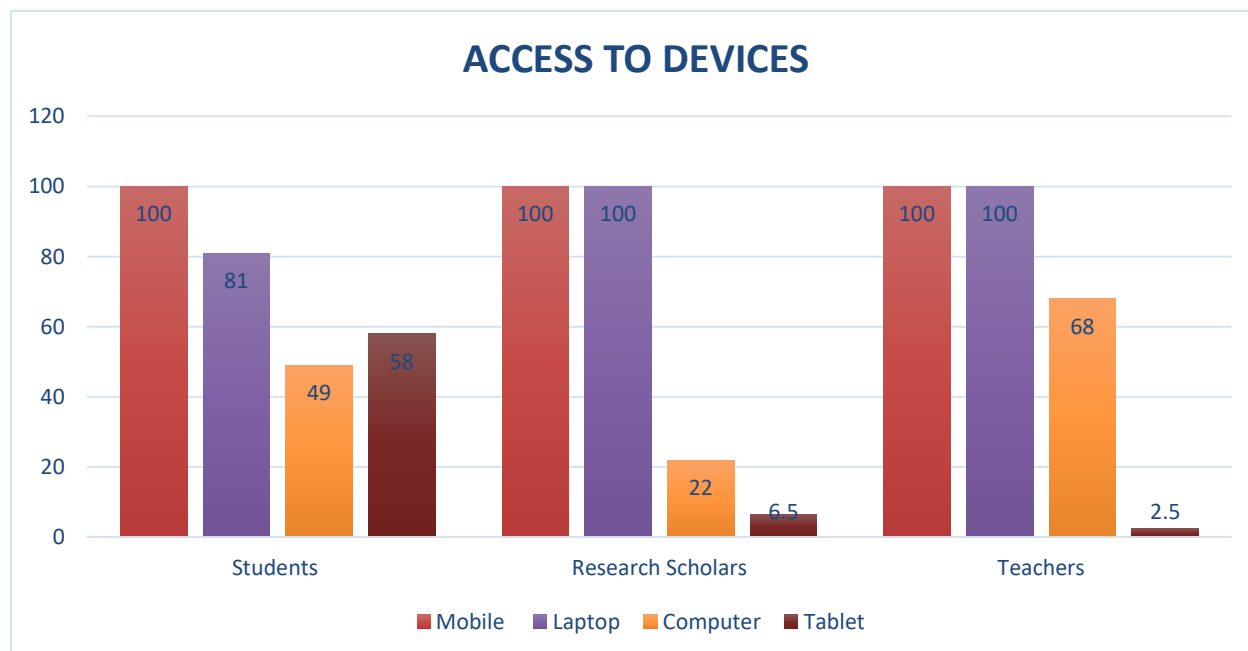
Table: 1 Access to devices to use social media and e-resources for education

	Students		Research Scholars		Teachers	
	Male	Female	Male	Female	Male	Female
Mobile	100 (100%)	100 (100%)	100 (100%)	100 (100%)	100 (100%)	100 (100%)
Laptop	85 (85%)	77 (77%)	100 (100%)	100 (100%)	100 (100%)	100 (100%)
Computer	52 (52%)	46 (46%)	22 (22%)	22 (22%)	65 (65%)	71 (71%)
Tablet	31 (31%)	27 (27%)	5 (5%)	8 (8%)	4 (4%)	1 (1%)

Table: 1.1 Access to devices to use social media and e-resources for education (variable table)

Variables	Mobile	Laptop	Computer	Tablet
Students	200(100%)	162 (81%)	98 (49%)	58 (29%)
Research Scholars	200(100%)	200(100%)	44 (22%)	13 (6.5%)
Teachers	200(100%)	200(100%)	136 (68%)	5 (2.5%)

Figure: 1 Data source table no 1.1



In this table, the data shows all students, research scholars, and teachers use smart mobile phones to access e-resources for educational purposes. All 100% of teachers and research scholars use laptops to access e-resources, whereas 81% of students use laptops to access e-resources. 49% of students and 68% of teachers use laptops to access, operate and share e-resources as compared to only 22% of research scholars. 29% of students use tablets to access, operate and share e-resources as compared to only 6.5% of research scholars and 2.5% of teachers.

There is a difference in the usage of laptops among male and female students and a difference in the use of computers among male and female teachers.

The usage of laptops among students is lower than the usage of laptops by research scholars and teachers. Tablets are advanced electronic devices with high specifications from mobile, which is the main reason students use tablets more as compared to research scholars and teachers.

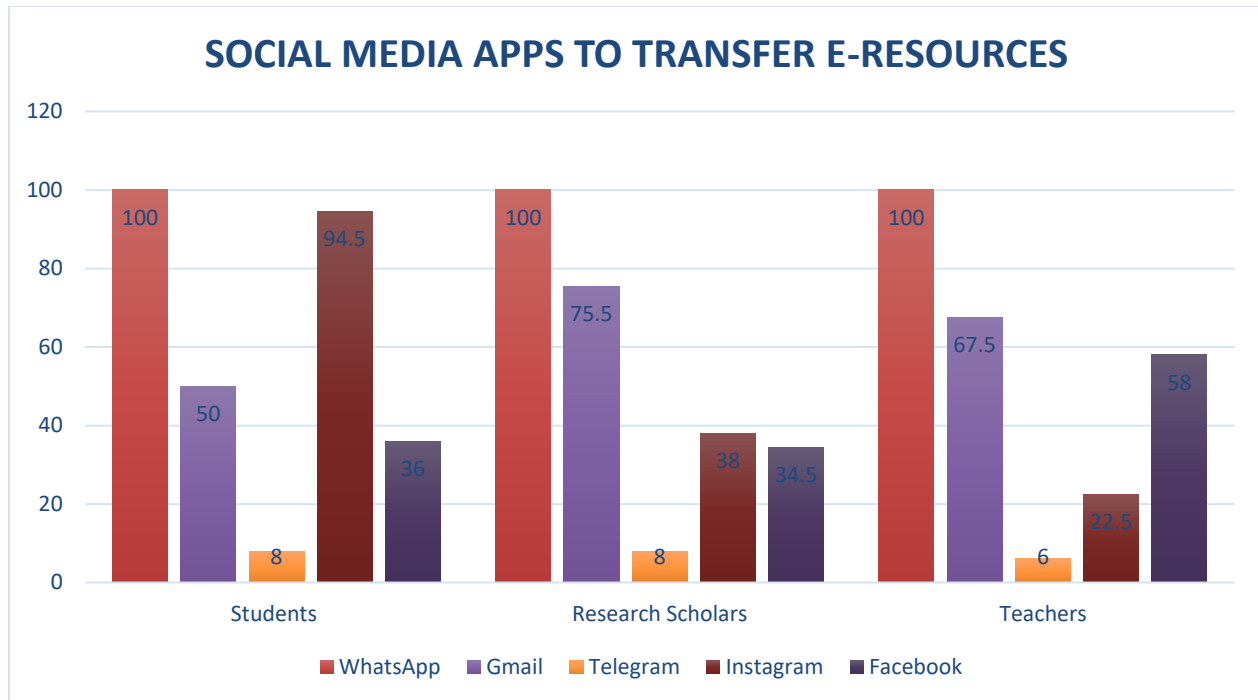
Table: 2 Social Media Apps Used To Transfer E-Information For Teaching And Learning

	Students		Research Scholars		Teachers	
	Male	Female	Male	Female	Male	Female
WhatsApp	100 (100%)	100 (100%)	100 (100%)	100 (100%)	100 (100%)	100 (100%)
Gmail	53 (53%)	47 (47%)	80 (80%)	71 (71%)	68 (68%)	67 (67%)
Telegram	14 (14%)	2 (2%)	15 (15%)	1 (1%)	9 (9%)	3 (3%)
Instagram	95 (95%)	94 (94%)	44 (44%)	32 (32%)	22 (22%)	23 (23%)
Facebook	44 (44%)	28 (28%)	35 (35%)	34 (34%)	53 (53%)	63 (63%)

Table: 2.1 Social Media Apps Used To Transfer E-Information For Teaching And Learning

Variables	WhatsApp	Gmail	Telegram	Instagram	Facebook
Students	200(100%)	100 (50%)	16 (8%)	189 (94.5%)	72 (36%)
Research Scholars	200(100%)	151 (75.5%)	16 (8%)	76 (38%)	69 (34.5%)
Teachers	200(100%)	135 (67.5%)	12 (6%)	45 (22.5%)	116 (58%)

Figure: 2 Data source table no 2.1



This table shows the data regarding social media applications used to transfer or share e-resources for educational purposes. All students, research scholars, and teachers use WhatsApp to transfer e-resources. 50% of students, 75.5% of research scholars, and 67.5% of teachers use Gmail to transfer e-resources for academic learning. 8% of students and research scholars and 6% of teachers use telegram. 94.5% of students also use Instagram to transfer academic information, as compared to 38% of research scholars and 22.5% of teachers. 36% of students, 34.5% of research scholars, and 58% of teachers use Facebook for academic purposes.

Research scholars and teachers use Gmail more as compared to students. Because they are more engaged in academic communication. Telegram is not a popular app for transferring e-resources among government universities. Students are more engaged in Instagram. The usage of Facebook is high among teachers.

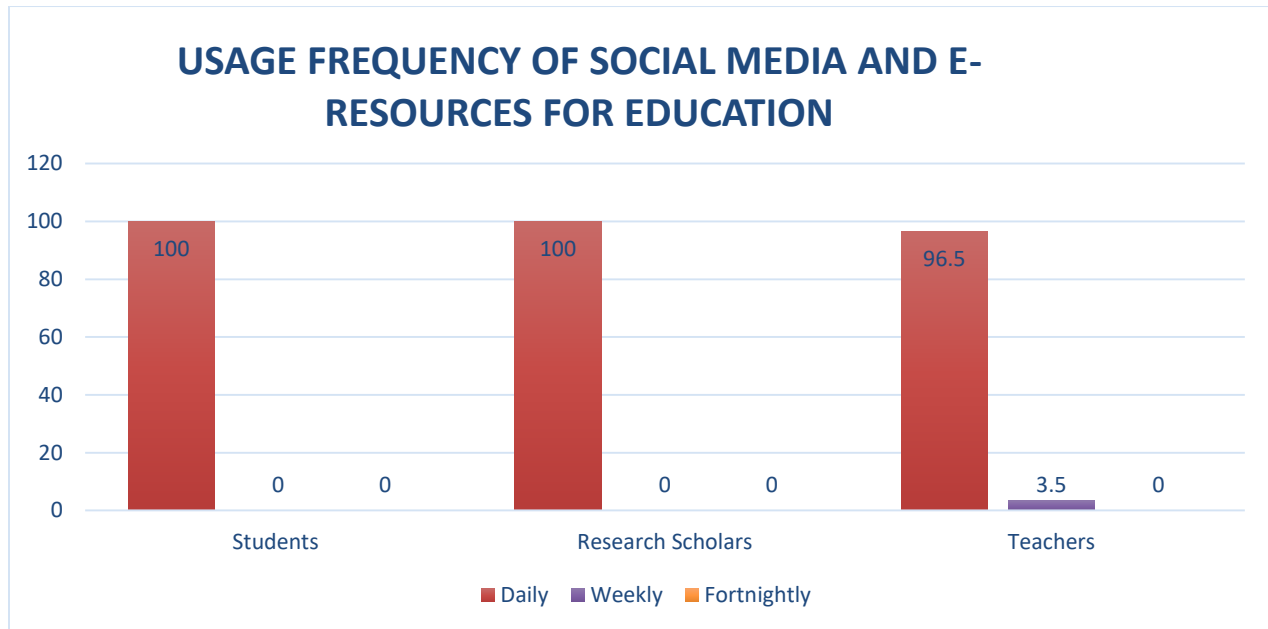
Table: 3 Usage Frequency of Social Media And Electronic Information Resources

	Students		Research Scholars		Teachers	
	Male	Female	Male	Female	Male	Female
Daily	100 (100%)	100 (100%)	100 (100%)	100 (100%)	97 (100%)	96 (100%)
Weekly	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3(3%)	4(4%)
Fortnightly	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Table: 3.1 Usage Frequency Of Social Media And Electronic Information Resources

Variables	Daily	Weekly	Fortnightly
Students	200(100%)	0 (0%)	0 (0%)
Research Scholars	200(100%)	0 (0%)	0 (0%)
Teachers	193 (96.5%)	7 (3.5%)	0 (0%)

Figure: 3 Data source table no 3.1



All students and research scholars use social media and electronic information resources daily. Only 3.5% of teachers use social media and e-resources every week.

10.0 Major Findings

- All respondents use mobile phones to operate e-resources and e-information for academics.
- All respondents WhatsApp mobile application to share e-resources with peer groups and teachers.
- The usage of the Telegram application for academic information is very low.
- The use of tablets for educational purposes among students is higher as compared to research scholars and teachers.
- The usage of Instagram is higher among students.
- The usage of Gmail is higher among research scholars.
- The usage of Facebook is higher among teachers.
- All respondents use e-resources daily except 3.5% of senior teachers.

11.0 Conclusion

Social media and electronic information resources are relevant in the education sector, and this is still a long period of evolution. For the students, it is a challenge to learn via social media, as the students should be very serious about adopting it for academic learning. The implication of social media applications and e-resources as education tools in students' and teachers' perceptions is very important for future learning.

Mobile is the most popular device to access and use e-information. It is portable and provides a facility to respond immediately to any queries. Still, the mobile phone is easy to use and carry and the fastest communication device for any type of information related to weather, news, or academics. The laptop is the second preferable device for using social media and e-resources.

WhatsApp is the most used mobile (now web also) application to share e-information related to academics. WhatsApp is the first preference of respondents for educational communication. Gmail is the second preference of research scholars because emails are recognized as official documents among various institutes. The second

preference of students is Instagram because it blends entertainment with education, called edutainment, so it is popular among students. The second preference of teachers is Facebook because it is easy to use and easy to access. Nowadays, social media technologies dominate every aspect of human life, so all most all respondents use these technologies daily for academic purposes.

12.0 Recommendations

The following recommendations are made based on the findings of this study:

1. To improve the academic achievements of the students, they should be made aware of various new online research technologies.
2. There is a need to develop and promote dedicated educational apps for academic development.
3. There is a need to aware the students of digital libraries and train them on how to maintain digital libraries on their electronic devices.

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