Research Paper

Academic Satisfaction of Under Graduate Students Towards Educational Networking Through Social Media

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ABSTRACT

Student satisfaction can be defined as a short-term attitude from evaluating the student's educational experience, service, and facilities. The study aimed to investigate the association between academic satisfaction and educational networking through social media; to study difference in academic satisfaction of undergraduate students by gender and locality. The study used descriptive survey design; conducted on 120 undergraduate students selected through satisfied random sampling. To analyze the data, statistical technique i.e. simple percentage, mean, SD, and t-test were used by the investigator. The main findings revealed the undergraduate students have high level of academic satisfaction. The study observed no significant difference in academic satisfaction by gender variable but a significant difference was found in terms of locale. The findings of the study was discussed in line with the literature.

Keywords: *Academic Satisfaction, Educational Networking, Social Media*

The educational practice change as per the content in the era of technology of educational practices is technology of oriented. Information and communication technology (ICT) in education refers to the use of information and communication technology to assist, enhance, and improve information deliver. Worldwide research has proven that ICT can increase student learning and teaching approaches. According to a report published by Japan's National Institute of Multimedia Education, enhancing the use of ICT in education and integrating technology into the curriculum has a large and favorable impact on students' accomplishments. Social networking is the use of technology to connect individuals, allowing them to cooperate with one another and build virtual communities. Social networking sites may allow visitors to send e-mails, post comments build web content and take part in live charts, Social media allows used to behave in ways that we are hardwired for in the first place as human. Based on studies, interest in social networking for educational purposes is growing by the day (Francois Gossieaux, 2010). Social networking and online collaboration tools are significantly improving students' incentives and engagement, assisting students in developing more social/collaborative views of learning, and creating a link to real-life learning. Too often, social media is viewed as the primary driver of communication and, by extension, marketing. A rising number of educational

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institutions, teachers, and students are beginning to use social media in the classroom to make it more engaging, relevant, and culturally varied, with the goal of making it a vital element of the educational environment. University and other institutions of higher education have also responded by increasing their use of social media to showcase their courses and attract students, but they have yet to fully realize the medium's potential to think of education as a process of guiding children's participation in public life more broadly, a public life that includes social, recreational, and civic engagement (Mizuko, 2009). Higher education distant learning methods have surpassed their campus-based counterparts in several ways. The courses are designed to stay up with the newest trends and technology advancements, which encourage student contact and further enrich the learning experience. According to preliminary statistics from some of the most effective program, when social media platforms are incorporated with learning modules, student participation increases dramatically, while student dropout rates decrease significantly. Though this is a relatively recent phenomenon, evidence suggests that the usage of social media can have a very favorable impact on university education, and colleges cannot afford this futuristic pattern of learning procedures for a long time. Literature have found that demographic characteristics have influenced the social media learning (Whitty, 2002), attitudinal and perceptual behavior on components of social media in education (Hargittai, 2007; Liu, 2010; Dehghani, 2011), social media and networking usage (Ahmed, 2011; Smith, 2012: Blas, 2013, Kaur and Kaur 2013), and social media and academic achievement of learners (Khan2019; Uzomsezke, 2018) etc. All the studies have contributed to significantly contribute to the field. But no studies had concentrated on the influence of educational networking through social media, which is a focused gap in the research. So, in order to explore the educational networking through social media and make some recommendation in the field of education, the investigator intended to study the academic satisfaction of undergraduate students towards educational networking through social media.

Objectives of the Study
Academic satisfaction is defined as a psychological state that results from the confirmation or not of students' expectations regarding their academic reality through the use of Educational Networking through Social Media. Convenience, Interaction, Engagement, Knowledge Retention, Collaborative Learning, and Internet Learning are all components of academic satisfaction. In present study, educational networking through social media refers to a supportive system for receiving and sharing information and services among individuals and groups with a common interest in the field of education that uses forms of electronic communication (such as Web sites for social networking and micro blogging) through online communities to share information, ideas, personal messages, and other content as notes, images, blogs, info graphics, and videos to make learning easier and more effective.

The study aimed
- To study the level of academic satisfaction of undergraduate students towards educational networking through social media.
- To find out the significant difference in academic satisfaction of undergraduate students towards educational networking through social media in relation to their gender.
- To find out the significant difference in academic satisfaction of undergraduate students towards educational networking through social media in relation to their locality.

Hypotheses of the Study

- There exists no significant difference in academic satisfactions of undergraduate students towards educational networking through social media according to gender.
- There exists no significant difference in academic satisfactions of undergraduate students towards educational networking through social media according to locality.

REVIEW OF RELATED LITERATURE

An in-depth evaluative study on the chosen topic area is called literature review which contains systematic identification, location and analysis of documents related to research problem. It is a careful investigation on the intellectual progression in the field of study to pick out the sources wisely for providing a support to an authentic research work. The documents of literature review sources out from the Books, Journals, Conference Paper, Theses, Encyclopedia and Research Reports. This provides a context for the research, justifies a research work, acquaints about the untouched area under study and pave the way for proceeding towards investigation in a successful manner.

Whitty (2002) conducted a study to examine how demographic characteristics affect an individual's online social behavior and found that there were significant differences in the usage of SNWs (Social Networking websites) based on demographic characteristics like age, gender and usage of the Internet. The study also indicates that there were exist significant differences in the usage of SNWs based on psychographic characteristics like degree of trust and degree of socialization.

Hargittai(2007) conducted a study in which students proceedings on Face book were examin ed. The study found that when Face book was preferred for educational purpose that proceedings varied according to gender and educational background of parents. He concluded that gender was not influential on the attitudes towards Facebook and the attitudes of both male and female students included in the study group were similar. Liu (2010) the study looked into students' use of various social media technologies as well as their attitudes and opinions of those tools. His study attempted to identify the knowledge and patterns of using 16 social media technologies, including Facebook, Twitter, Wiki, YouTube, Bulleting Board, LinkedIn, Virtual Worlds, Blogs, Twitter, Podcasts, RSS, Stumble Upon, Netlog, Plurk, Delicious, and Digg. He observed that 85% of students utilise social media tools for social engagement, 56% for direct communications, 48% for quick feedback, and 47% for connection development, with less than 10% using social media platforms for academic practice.

Ahmad (2011) carried out a study on Social Networking Sites (SNSs) usage, students' attitudes towards social behaviours (SSB), and Academic Adjustment (SAA) in Northern Nigerian universities. In this study, the extent of SNS usage varied according to gender, age, socio economic background, faculty, religion, and ethnicity. He studied 400 university students. He also recruited 24 participants from six universities. The moderating influence of SNS usage attitude was investigated in this study. The information was gathered, categorised, and analysed in both qualitative and quantitative ways. He stated that the amount of social networking usage, students' social behaviour, and students' academic adjustment was high among university students in Northern Nigeria based on qualitative analyses and quantitative descriptive results. According to the findings of the study.

Dehghani(2011) conducted a study to determine the relation between students' attitudes with internet usage of Iranian universities. The sample included 404 students from Isfahan and medical universities. The results indicated that there was positive and significant relation between students' attitudes with four domains of internet usage such as: using email, downloading files, chartrooms and searching purposes.

Ahmad (2012) conducted another study on attitudinal temperament of university students towards social networking based on gender and faculties. The result showed that there was no significant difference in the attitude of university students towards social networking sites based on gender and age. However, significant differences were found in terms of faculties.

Eren (2012) conducted a study that aimed to investigate students 'attitudes towards use of social networking sites, Face book in particular, in language classroom. Social media has a great effect on people's lives and millions of students are spending many hours for social networking sites like Facebook, Twitter, YouTube. Although millions of students are using these Web 2.0 tools worldwide, there hasn't been much research regarding the educational use of social networking. Considering the probable potential of these websites for educational use, this study was taking Gaziantep, Turkey with 48 undergraduate students who were enrolled in one year compulsory English preparatory class. The study included a 5 point Likert-type questionnaire and semi-structured interviews to collect data and found that students have a positive attitude towards the use of Facebook activity as a supplement to language classroom, but traditional classroom based language learning still remains a backbone for language education.

Smith (2012) conducted a study on College Students perceptions of aptitude and attitude towards Social Media and found that strong positive relationship of social attitude with technical attitude indicates a tendency towards positive attitudes toward social and technical computer technology.

Blas (2013) conducted a study to assess the influence of motivations and attitude on mobile social networking use. The study aimed to analyze the relationships between motivations, attitude and frequency of mobile social networking. This was conducted on a sample of 146 adolescent users of mobile social networks, using multiple linear regression analysis. Analysis of the results suggests that the main motivations for mobile social networking amongst adolescents are relaxation, entertainment and social information. Relaxation and entertainment motivations positively reinforce adolescents' attitudes towards mobile social networking, whereas social information motivations reinforce access frequency.

Kaur and Kaur (2013) conducted a study to study of attitude towards Social Networking Sites among student-teachers. The sample of 270 students of B.Ed was selected from different colleges of Faridkot and Bathinda District affiliated to Punjabi university Patiala. Attitude towards Social Networking Site test developed by Dr.Tirath Singh and Dr.

Arjinder Singh (2013) was used. The result revealed that Student-teachers had favorable attitude towards Social Networking Sites. Further male and female students; student-teachers residing in rural and urban areas; student-teachers studying in rural and urban colleges; student- teachers from joint and single families; student-teachers with arts and science stream possessed favorable attitude towards Social Networking Sites.

Saxena (2014) investigated gender differences in Social Networking Sites (SNSs) visited regularly, frequency and duration of visit of these sites per day, major activities done on SNSs, site categories commonly accessed and products purchased based on recommendations from SNSs. In this study, major gender differences were seen in the usage of SNSs. He concluded that SNSs are Face is more used by females whereas males use more of Twitter and LinkedIn. Females interact more with family, friends, colleagues and people staying far away whereas males speak more with relatives and strangers. Males were seen engaged into activities like sharing pictures and information, instant messaging and keeping in touch with friends, family and relatives while females were more engaged in reading comments posted on SNSs.

Osharive Peter (2015) conducted a study a study was to examine of social media and academic performance of students in university of logos. Descriptive survey research design was adopted. The study focused on university logos taking by population consists of all 24,661 under graduate students. The sample random sampling was used to select a sample of 378 students. A four point likert type rating scale questionnaire is used in this topic. The research hypotheses testing to data analyzing in chi-square test. Research findings have seen that a great number of students in university logos are addicted to social media.

Melani and Andrew (2017) conducted a study on social media and academic performance of under graduate students. This study focuses the students from BBA programmer in 3rd year students. This research conducted through a descriptive survey research design. The population consists of under graduates students. The research findings showed that a great number of faculty commerce and management 3rd year students in Eastern University are addicted to social media.

Uzomsejke (2018) conducted a study on social media and students' academic performance among secondary school students. This work adopted a co- relational survey design and a sample size of 248, population size 1242 is sampling technique. Mean standard deviation, Pearson product movement correlation and t – test was used in testing the hypothesis. In this topic used in the Pearson product movement relationship between dependent variable and independent variable, while was determine in this topic 0, 05 significant level. This study main finding is the study recommendation the student should be better educated on the use of social media.

Khan (2019) Conducted a study examine the impact of social media on the academic performance Saudi students. The main objective of research study was to investigate whether there was a positive impact of the used of the social media on under graduates students academic performance and their social interpersonal skill in the Prince Sattam Bin Abdul Aziz University. The study of methodology 64 sample collected in the university and case study and descriptive survey research design are appropriate methodology. The main finding weas the study, students enjoy the new friends online using social media rather than meeting in person and this reason they spend lots of time and results are describes empirical research.

Summary of the Review
An analysis of the reviews revealed that-There exist significant differences in the usage of SNWs based on psychographic characteristics like degree of trust and degree of socialization(whitty,2002). Gender was not influential on the attitudes towards Face book

and the attitudes of both male and female students included in the study group were similar (Hargittai, 2007). Four reasons why students use social media tools. He concluded that 85% use such tools for social engagement, 56% use them for direct communications, 48% use them for quick feedback, and 47% use them for relationship building and less than 10% of the students use social media tools for academic practice (Liu, 2010). There were no significant differences in the extent of social networking sites usage by university students in terms of age, faculty & socio-economic background. The study showed no gender differences in the extent of social networking usage. The study concluded that attitude is a strong prediction and moderator of relationship between the social networking sites and both students 'social behavior and students 'academic adjustment (Ahamad, 2011). There was positive and significant relation between students' attitudes subscales with four domains of internet usage such as: using email, downloading files, chartrooms and searching purposes. (Dehghani, 2011). There was no significant difference in the attitude of university students towards social networking sites based on gender and age. However, significant differences were found in terms of faculties (Ahmad, 2012). Students have a very positive attitude towards the use of Face book activity as a supplement to language classroom, but traditional classroom-based language learning still remains a backbone for language education (Eren, 2012). The strong positive relationship of social attitude with technical attitude indicates a tendency towards positive attitudes toward social and technical computer technology (Smit, 2012). Main motivations for mobile social networking amongst adolescents are relaxation, entertainment and social information. Relaxation and entertainment motivations positively reinforce adolescent's attitudes towards mobile social networking, whereas social information motivations reinforce access frequency (Blas, 2013). Student-teachers had favorable attitude towards Social Networking Sites. Further male and female students; student-teachers residing in rural and urban areas; student-teachers studying in rural and urban colleges; student- teachers from joint and single families; student-teachers with arts and science stream possessed favorable attitude towards Social Networking Sites (Kaur and Kaur, 2013). SNSs are Face is more used by females whereas males use more of Twitter and LinkedIn. Females interact more with family, friends, colleagues and people staying far away whereas males speak more with relatives and strangers. Males were seen engaged into activities like sharing pictures and information, instant messaging and keeping in touch with friends, family and relatives while females were more engaged in reading comments posted on SNSs (Saxena, 2014). Great number of students in university logos is addicted to social media (Osharive Peter, 2015). Great number of faculty commerce and management 3rd year students in Eastern University is addicted to social media (Melani and Andrew, 2017). Student should be better educated on the use of social media (Uzomsejke, 2018). Students enjoy the new friends online using social media rather than meeting in person and this reason they spends lots of time and results are describes empirical research (Khan, 2019).

METHODOLOGY

For the present study the investigator was adopted descriptive survey method keeping in view the objectives of the study. The population of the present study was undergraduate students studying in higher education institution of Odisha, under Higher Education Department. There were 120 participants from Sonepur region of Odisha, selected through stratified sampling procedure. There were 60 male and 60 female participants. Further, there were 60 participants from each locality i.e. urban and rural. Academic Satisfaction Scale towards Educational Networking through Social Media developed and standardized by Gurleen Garelli (2017) used for data collection. The measure has six dimensions such as

Convenience(C), Interaction (I), Engagement (E), Knowledge Retention (KR), Collaborative Learning (CL) and Internet Self-Efficacy (ISE). Construct validity of the scale was achieved by calculating the correlation between all the domains of the scale. The content validity was assured through expert validation. The internal consistency estimates for the instrument was computed for the entire survey using cranach's alpha. It was found to be α =0.919 which indicates high internal consistency of the scale. The measure consisted of 27 items having five-point likert rating ranging from *Strongly Agree (5) to Strongly Disagree (1)*. Necessary permission was taken from the concerned authority of the institutions. Before data collection, consent of the participants was taken by the investigator. Further, they were explained about the purpose of the study. The relevant data was collected through the Google Forum.

Analysis and Interpretation
The study aimed to investigate the level of academic satisfaction of undergraduate students towards educational networking through social media. To determine the level of academic satisfaction, five cut off range score was calculated by multiplying the total number of survey items with number of responses. The table-1 indicates the cut off range, frequency and percentage of undergraduate students in relation to their level of academic satisfaction.

Table-1. Level of Academic Satisfaction of Undergraduate Students

Cutoff Scores	Range Scores	f	%	Level of Academic Satisfaction
27*5=135	109-135	31	25.83%	High
27*4=108	82-108	76	63.33%	
27*3=81	54-81	11	9.16%	Moderate
27*2=54	28-54	2	1.66%	Low
27*1=27	1-27	…		

As seen in Table 1, about 107 (89.19%) of undergraduate students were having high level of academic satisfaction. 76 undergraduate students i.e. 9.16% have reported moderate level of academic satisfaction. It was observed that 2(1.66%) number of participants were having low level academic satisfaction.

Academic Satisfaction and Gender
The second objective of the study was to compare the mean scores of academic satisfactions of undergraduate male and female students towards educational networking through social media. Descriptive statistical i.e. mean, standard deviation and t-test was calculated. Table-2 depicts the result of independent t-test.

Table-2. Comparison of Mean Score of Undergraduate Male and Female students

Group	Mean	SD	N	df	t-value
Male	102.63	14.10	60	118	1.36
Female	98.98	15.39	60		

*0.05 level of significance

Table 2 indicates that the mean score of male students was 102.63, found to be higher than the mean score of female undergraduate students i.e. 98.98. The obtained t-value i.e. 1.36 was less than the table value of 1.98 at .05 level with the df 118, indicating no significant difference between the mean scores of male and female undergraduates students' academic

satisfaction towards educational networking through social media. Hence the formulated hypothesis i.e.*"There exists no significant difference in academic satisfactions of undergraduate students towards educational networking through social media according to gender"* was accepted at .05 level of significance.

Academic Satisfaction and Locality
The study aimed to investigate the significant difference in academic satisfaction of undergraduate students towards educational networking through social media in relation to their locality. There were 60 students from each locality i.e. urban and rural background. Table-3 depicts the mean, standard deviations and t-ratio of undergraduate students on their academic satisfaction.

Table-3. Comparison of Mean Score of Undergraduate Urban and Rural Students

Group	Mean	SD	N	df	t-value
Urban	103.83	9.99	60	118	2.32
Rural	97.66	18.04	60		

* 0.05 level of significance

Table 3 shows that the mean score of urban undergraduate students on academic satisfaction educational networking through social media was 103.83, which was significantly higher than the mean score of female undergraduate students i.e. 97.66. The calculated t-ratio of 2.32 was found to be higher than the p-value or table value i.e. 1.98 at 0.05 level of significance with df 118, indicating significant mean difference. Hence, the formulated hypothesis i.e. *"There exists no significant difference in academic satisfactions of undergraduate students towards educational networking through social media according to locality"* was not accepted at .05 level.

RESULTS AND DISCUSSION
The study was conducted on 120 undergraduate students to investigate differences in academic satisfaction towards educational networking through social media by gender and locality. About 89.19% participant have reported high academic satisfaction for educational networking by social media. The result of independent t-test indicated no considerable difference in academic satisfaction of undergraduate students. The findings was in line with past literature result no difference in academic satisfaction. Study conducted by Ahmad (2012) reported no significant difference in the attitude of university students towards social networking sites based on gender and age. In present study, male students have exhibited high academic satisfaction than their counterparts or female undergraduate students. Similarly, previous study observed that males were seen engaged into activities like sharing pictures and information, instant messaging and keeping in touch with friends, family and relatives while females were more engaged in reading comments posted on SNSs (Saxena, 2014). Further, the study also found a significant difference in academic satisfaction of undergraduate students towards educational networking through social media according to their locality (Whitty, 2002).

CONCLUSION
Academic satisfaction is the energetic strength for satisfaction for students' learning and it is very essential for students to attain higher level academic performance and a director of their competency in academics. In the field of educational practices, efforts should be made by the policymakers and stakeholders to ensure that every learners can develop the competency

to use the educational networking for effective learning. Further research can investigate the academic satisfaction of undergraduate students considering demographic factors like age and parental education. Qualitative investigations can be carried out to explore the academic satisfaction of students through educational networking to investigate the phenomenon in detailed manner.

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