

## Impact Of Social Networking Sites On Skills Enhancement Among Youths

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### ABSTRACT

Life without Social Media Sites namely Facebook, YouTube, Instagram, WhatsApp, Twitter and LinkedIn and other social handles is beyond imagination. The Social Networking Sites are extensively used by new generation youths in India. This Culture of Social Networking is commonly accepted in this digital age. The objective of this paper is an attempt to investigate the impact of social networking on the skills enhancement among youths in Chennai. Youths have been taken as target audience for this research study because they contribute significantly to the skill development of a country. The reason for selecting youth as the target audience is because the direction of a country and culture is decided by the direction taken by youths of that country. Fifty six youths were chosen at random from among the Undergraduate Level, Postgraduate Level and Entry Level Executives in Chennai. A survey was conducted among the youths using a Likert Scale Questionnaire and the collected data was analysed using descriptive statistics. It is clearly evident that many youths utilise Social Media Sites to improve their reading, writing, team building, communication, organizing and interpersonal skills. They also use it for learning a new language, research and for developing a portfolio for future employment.

**Keywords:** Social Media, Social Networking Sites, WhatsApp, Instagram, YouTube, Skills Enhancement

### 1.INTRODUCTION

Social Networking Sites are used by today's youths to be in touch with one another and to convey their thoughts, sentiments, likes and dislikes, professional and personal experiences virtually. Research Studies has acknowledged that these social networking sites are used by youths to keep themselves updated by surfing profile of each other, posting of messages, videos and photos, share professional and personal information at international online platform. But these research studies have not extended their scope beyond certain specific theories. There are very few researches available which show the influence of social media sites on the positive side. The research area is important because an increasing number of youths have started using Social Networking Sites for developing their skills. So it is imperative to explore the youths using Social Networking Sites positively in enhancing their skills.

The extensive use of Social Networking in India has been on the rise among the new generation youths. In today's world, life cannot be imagined without Facebook, YouTube, Instagram, WhatsApp, LinkedIn or Twitter accounts and online handles. The new age social networking culture has been well accepted and has met an enthusiastic response and acceptance. There are reports of cultural changes and in the way traditional interactions and social communications are conducted in India. Research studies on this new age social media impact and usage within India have been limited to specific surveys and theories. The objectives of this study is an attempt to investigate the extent of social networking impact on the Indian youth. The reason for selecting youth as the target audience is because the direction of a country and culture is decided by the direction taken by youths of that country. This paper is an attempt to analyse the pattern of social networking usage and impact in order to determine the social networking addiction.

**Keywords:** Facebook; Indian Culture; Social Media; Social Networking; Twitter; WhatsApp

### 2.REVIEW OF LITERATURE

Chowdhury, A. I. A. (2021) explored the impact of Social Networking Sites in which they have platform for learning a language and for improving their communication skills. This eases the efforts of those who teach and those who learn English. A Close Ended Questionnaire was circulated among the students and descriptive statistics was applied for data analysis. It was concluded that though they are reluctant to talk in English with each other, it is clearly revealed that students utilise SNS mainly Facebook to enhance their skills in Language.

Afaf A M Shaheen et al(2020) wanted to understand the attitude of Physical Therapy students (PT) regarding usage of social media for learning. They also wanted to know whether there was difference in attitudes between males and females and also to examine the advantages of using social media in the learning process. Data was collected using a custom self-reported questionnaire. Students favorably reported that social media platforms help in searching for the appropriate educational resources, to improve their writing, listening and socializing skills, disseminate knowledge, improve learning by oneself, increase collaborations with others and increases creative skills.

Jaswinder Singh (2020) investigated the influence of Social Media on Indian Youth with Special Reference to Covid-19. The study was based on secondary sources of data such as Articles, Journals, Books, etc. The study showed that social media is an important tool of sharing information and ideas. Audio visual aids, Group Discussion, Seminars can be used as tools for educating the youths and shaping their thought process.

Altam S. (2020) looked into the effect of social media on learners generally and in the period of COVID-19 pandemic. SPSS was used for analyzing the data that was collected. The conclusion was that Youtube was the social media which was extensively used for learning the English language, particularly for developing their fluency and listening skills. In addition, the attitude of the learners towards social media platforms as an intellectual tool is good; they feel that their overall academic performance is improved and their relationship with the academic community is enhanced.

Sabri Thabit Saleh Ahmed(2019) scrutinised the scholastic role of WhatsApp as one of the applications for learning a language in improving the level of motivation in Yemeni EFL learners in enhancing their reading and writing. Questionnaire was used to collect the data. It was found out that WhatsApp was a very useful tool in increasing the students motivation to improve their language skills. Their vocabulary, grammar, reading comprehension and writing progressed to a large extent.

Akashdeep Bhardwaj et al (2017) tried to understand the extent to which the impact of social networking sites is felt on youths in India. A survey was made and the data was analysed. It was concluded that the social networking sites benefitted the youth in terms of building their culture, creating an identity for themselves, building good relations, and learning socialising, communicating and technical skills.

Bajpai, M. (2016) analysed the scope of usage of WhatsApp messenger among LIS Professionals and their activities. The data was collected through a well designed pre-tested questionnaire. It was concluded that LIS professionals are using LIS groups on WhatsApp messenger to improve skills and to establish cohesiveness among LIS professionals. LIS professionals are using WhatsApp messenger as the vital tool of communication among them and it helps them to boost their professional skills by using it as a discussion platform on LIS

Vishranti Raut et al(2016) tried to elaborate the good and bad effects of using social media among the students. It is concluded that on the positive side, the users are able to share their creative work and are able to upload pictures, videos and stories very easily and quickly. The instant feedback enables them to develop their creativity skills. On the negative side, most of the students depend on the availability of information from social media and this makes them lose their interest in learning and remembering information.

Amin Ali Al Mubarak(2016) intended to find the function of social media in helping the Saudi Arabian students in Learning English. An all inclusive questionnaire, was made to find the students insight on using social media in learning English Language. The analysis of the questionnaire revealed that most of the students were using social media to increase their skills in communication. The findings showed that learning in a collaborative manner in social media helps them to enhance their learning and this makes learning English as a second language successful.

Mohialdeen Alotum(2015) investigated the effect of Facebook Interaction on their essay writing skill. An Online Survey was done with the Yemeni EFL students. It was found that Facebook helps to develop their vocabulary and writing skills. It also helps in brain storming and mind mapping and also helps in reducing the errors in spelling. It also makes them familiar with the topics given for writing.

Thirumoorthi et al(2015) aimed to know the attitude of youth towards social media in Vishnu Computers in Erode District. SPSS was used for analyzing the information collected and interpretation was made. The conclusion was that social media sites improved their knowledge and their networking skills.

Rasmita Kalasi(2014) showed the influence of social media on teaching and also on learning. Social media sites have played a significant role in improving a person's skills in communicating and in technical knowledge. Students read abundant information on the social media sites which makes them raise questions and this results in indepth discussion.

### 3.OBJECTIVES

The objectives of the study are

- To examine the demographic profile of the respondents
- To understand the effect of social networking sites on enhancing their reading, writing and listening skills and for learning a new language.
- To analyse the impact of social networking sites on developing their team building, organizing and interpersonal skills
- To determine the extent to which social networking sites are being used by youths in developing a portfolio for future employment.

### 4.METHODOLOGY

Statements were given in the questionnaire and the respondents were asked to give their opinion. The questionnaire was prepared using Google Forms and was shared through email and Social Networking Sites. The collected data was put to analysis through descriptive statistics. The questionnaire had two major parts. Demographic information (Age, Gender, Educational Qualification, Place of Residence) was given in the first part. The second part had 10 statements. The statements given in the questionnaire was to understand the extent to which social networking sites influenced the skill development of the respondents. The opinions were taken on a 5 point Likert scale where 5= "Strongly Agree" and 1= "Strongly Disagree". The statements in the second part were taken from the studies done in the past, which has gone through validation and was found reliable for collecting data. Figures, charts, percentages, number of users and measures of dispersion was used for data analysis and to exhibit the findings.

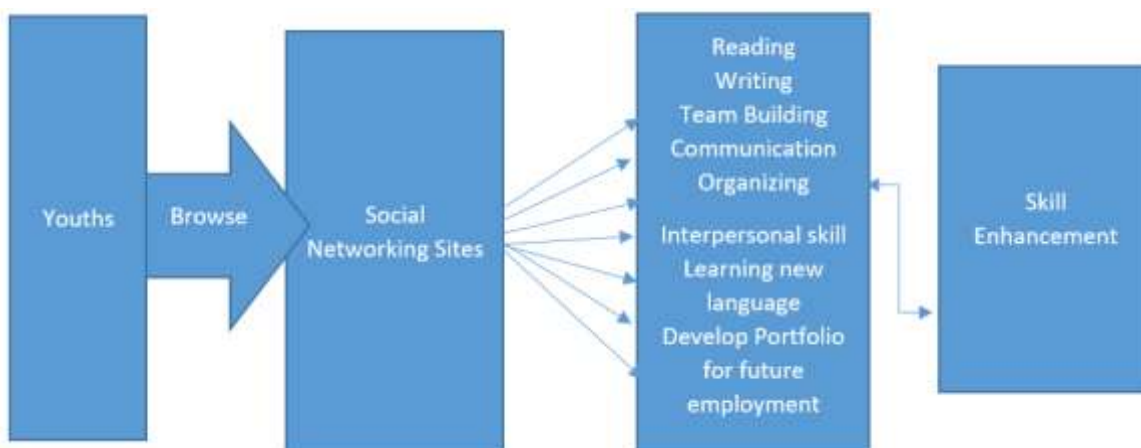


Figure 1: Skill Enhancement Process through Social Networking Sites

**5.RESULTS AND DISCUSSION**

Statistical Package for Social Sciences (SPSS) was used for data analysis and to interpret the results.

The first part of the questionnaire had four questions. The collected responses are given in frequency and percentage in the below table.

Table 1: Usage of Social Networking Sites based on Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	10	17.9	17.9	17.9
	21-23	43	76.8	76.8	94.6
	24 AND ABOVE	3	5.4	5.4	100.0
	Total	56	100.0	100.0	

Figure 2:

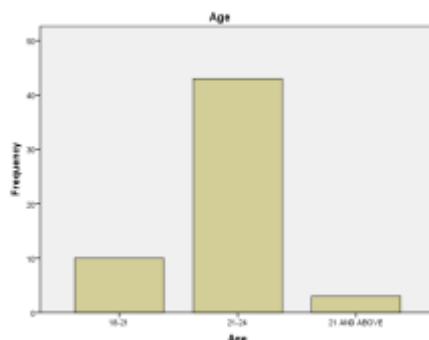


Table 1 and Figure 2 shows the clear indication of the age of the respondents. 17.9% of the respondents belong to 18-20 years, 76.8% are aged between 21 and 23 years. 5.4% of the respondents age is 24 years and above. Most of the respondents are aged between 21 and 23 years.

Table 2: Users of Social Networking Sites according to Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	23	41.1	41.1	41.1
	FEMALE	33	58.9	58.9	100.0
	Total	56	100.0	100.0	

**Figure 3**

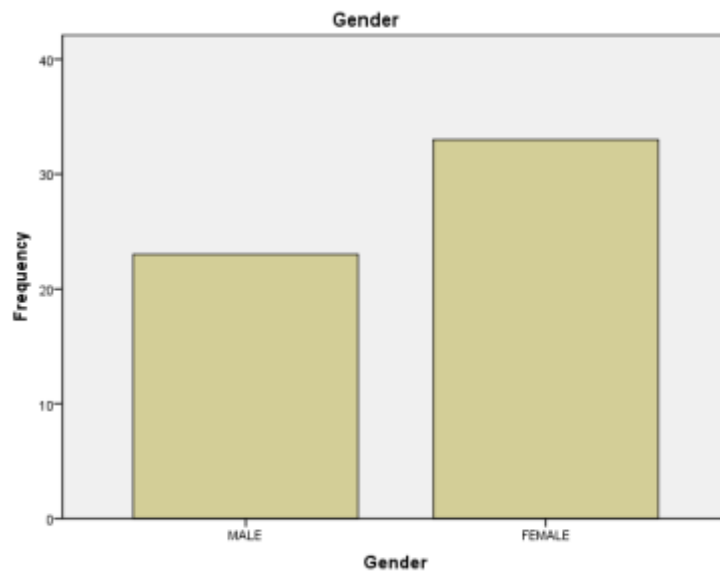


Table 2 and Figure 3 shows the gender composition of the respondents. 41.1% of the respondents are males and 58.9% are females. Majority of the respondents are females

**Table 3: Usage of Social Networking Sites according to Place of Residence**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	URBAN	45	80.4	80.4	80.4
	RURAL	11	19.6	19.6	100.0
	Total	56	100.0	100.0	

**Figure 4**

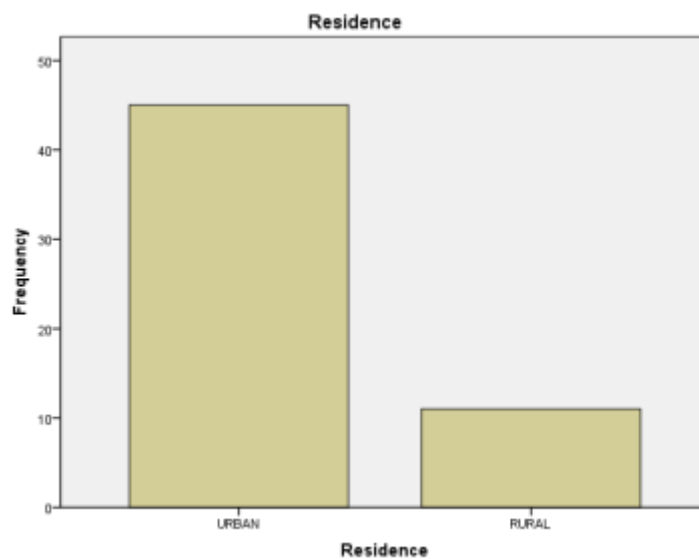


Table 3 and Figure 4 shows the geographical distribution of the respondents. 80.4% of the respondents are from urban area and 19.6% are from rural area. Majority of the respondents who use social networking sites for skill development are from urban area.

**Table 4: Usage of Social Networking Sites according to Educational Qualification Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UG	38	67.9	67.9	67.9
PG	18	32.1	32.1	100.0
Total	56	100.0	100.0	

**Figure 5**

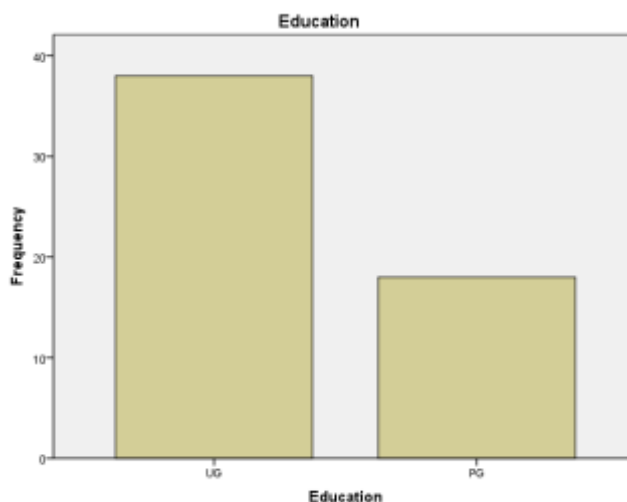


Table 4 and Figure 5 shows the educational qualification of the respondents. 67.9% of the respondents are undergraduates and 32.1% are postgraduates. Majority of the users of the social networking sites for skill development are undergraduates.

**TABLE 5: Social Networking Sites actively used by Respondents**

SOCIAL NETWORKING SITES USED BY RESPONDENTS	PERCENTAGE
Facebook	23.2
Twitter	10.7
WhatsApp	89.3
YouTube	60.7
Instagram	67.9
LinkedIn	19.6

**Figure 6**

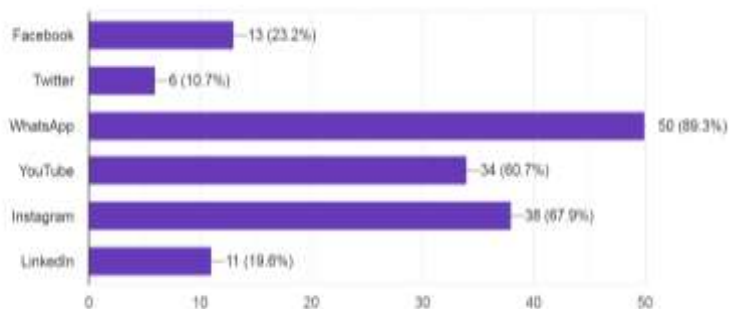


Table 5 and Figure 6 shows the social media sites in which respondents are active. 23.2% are active on Facebook, 10.7% in Twitter, 89.3% in WhatsApp, 60.7% in YouTube, 67.9% in Instagram, 19.6% in LinkedIn. Almost all respondents are actively using any one or more of the Social Networking Sites for Skill Enhancement.

**Table 6**

	Age	Gender	Residence	Education
N Valid	56	56	56	56
Mean	1.88	1.59	1.20	1.32
Median	2.00	2.00	1.00	1.00
Mode	2	2	1	1
Std. Deviation	.470	.496	.401	.471
Skewness	-.427	-.373	1.571	.786
Std. Error of Skewness	.319	.319	.319	.319
Kurtosis	1.284	-1.931	.483	-1.435
Std. Error of Kurtosis	.628	.628	.628	.628
Range	2	1	1	1
Minimum	1	1	1	1
Maximum	3	2	2	2

**Inference:**

The age factor of the respondents was found be  $1.88 \pm .470$  and the distribution is negatively skewed with the value  $-.427$  and the kurtosis of the variable was found to be  $1.284$ . The gender factor of the respondents was found be  $1.59 \pm .496$  and the distribution is also negatively skewed with the value  $-.373$  and the kurtosis of the variable was found to be  $-1.931$ . The residence factor of the respondents was found be  $1.2 \pm .401$  and the distribution is positively skewed with the value  $1.571$  and the kurtosis of the variable was found to be  $.483$ . The education factor of the respondents was found be  $1.32 \pm .471$  and the distribution is positively skewed with the value  $.4786$  and the kurtosis of the variable was found to be  $-1.435$ .

Table 7 Skill Enhancement Correlation Matrix

H<sub>0</sub>: There is no significant correlation between the two variables

H<sub>1</sub>: There is significant correlation between the two variables

		Team building skills	Listening	Communication	Learning	Organising	Research	Interpersonal relationships	Reading & writing	Future employment
Team building skills	r Sig	1.000 .000	.144 .289	.106 .435	.016 .910	.053 .696	.013 .925	.119 .386	.051 .711	.091 .507
Listening	r Sig	.144 .289	1.000 .000	.564* .000	.001 .994	.087 .522	.346** .009	.108 .433	.376** .004	.047 .733
Communication	r Sig	.106 .435	.564* .000	1.000 .000	.233 .084	.132 .332	.133 .330	.188 .169	.345** .009	.205 .131
Learning	r Sig	.016 .910	.001 .994	.233 .084	1.000 .000	.222 .100	.270* .044	-.151 .271	.400** .002	.030 .826
Organising	r Sig	.053 .696	.087 .522	.132 .332	.222 .100	1.000 .000	.001 .994	.104 .451	.172 .204	.296* .027
Research	r Sig	.013 .925	.346* .009	.133 .330	.270* .044	.001 .994	1.000 .000	.152 .266	.330* .013	.109 .422
Interpersonal	r Sig	.119 .386	.108 .433	.188 .169	-.151 .271	.104 .451	.152 .266	1.000 .000	.079 .567	.367** .006



relationships										
Reading and writing	r	.051	.376*	.345*	.400**	.172	.330*	.079	1.000	.251
	Sig	.711	.004	.009	.002	.204	.013	.567	.000	.062
Future employment	r	.091	.047	.205	.030	.296*	.109	.367**	.251	1.000
	Sig	.507	.733	.131	.826	.027	.422	.006	.062	.000

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Inference:**

Correlation team building and listening skills of the person was found to be 0.144 and p value = 2.89 > 0.05. Hence, we accept H<sub>0</sub> and conclude that there is no correlation between the 2 variables. The correlation between listening skills and communication skills was found to be .564 and p value = 0.000 < 0.05. Hence, we reject H<sub>0</sub> and accept H<sub>1</sub> and conclude that there is highly significant positive correlation between listening skills and communication skills. The correlation between learning skills and reading & writing skills was found to be .400 and p value = 0.002 < 0.05. Hence, we reject H<sub>0</sub> and accept H<sub>1</sub> and conclude that there is highly significant positive correlation between learning skills and reading & writing skills. The correlation between listening skills and reading & writing skills was found to be .376 and p value = 0.004 < 0.05. Hence, we reject H<sub>0</sub> and accept H<sub>1</sub> and conclude that there is highly significant positive correlation between listening skills and reading & writing skills.

**Table 8 Correlation between Social Media Usage and Employment Skills**

			Social Media Usage	Employment Skills
Spearman's rho	Social Media Usage	R	1.000	0.710
		Sig. (2-tailed)	.000	.040
	Employment Skills	R	0.710	1.000
		Sig. (2-tailed)	.040	.000

**Inference:**

The correlation analysis between the time spent on Social Networking sites and development of portfolio for future employment is found to be 0.71. Since p = 0.04 < 0.05, it can be concluded that both the variables are highly statistically significant and the number of hours spent in social networking sites helps in future employment.

**6.CONCLUSION**

Most of the respondents are aged between 21 and 23 years. Most of them are females and are from urban area. Majority of them are undergraduates. Whatsapp and Instagram are the most widely browsed Social Networking Sites by the respondents in the study. Other Social Networks like YouTube and Facebook are also being extensively used by youths for developing their skills. From the above study, it is evident that youths have started using social networking sites for developing their skills in reading, writing and listening. They have developed organizing, team building, communication skills through social media sites. Many are using social networking sites for building and maintaining interpersonal relationships. Social networking sites are also used for research, learning a new language and for developing a portfolio for future employment.

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