



Utilization Pattern of Social Media for Education Among Veterinary Science Post-Graduate Students

Bimal P Bashir¹, Alimudeen S², Arul Sabareeswaran T A² and Induja T R²

Department of Veterinary and Animal Husbandry Extension Education,
College of Veterinary and Animal Sciences Pookode, Wayanad, Kerala Pin – 673576

ABSTRACT

Social media proved decisive in keeping the people connected to one another, especially the academic community during the COVID-19 pandemic period across the world. The present study was conducted in Kerala by selecting two Veterinary Colleges i.e., Veterinary College, Thrissur and Wayanad respectively. Among the two colleges selected 120 Veterinary Post-graduate students were selected randomly. The result of the study indicate that majority of students had medium level of utilization pattern of social media (75.83%) for education. Youtube were the most frequently used social media site (MPS=86.29). Time on social media was 1-2 hrs per day. Preferred time for usage were, after college hours at 6.00pm to 9.00pm (MPS=63.79) for sharing and retrieving of Lectures, PPT, Notes, other Institutional materials related to field of study. Also Smart phones are preferable devices to access (MPS=91.84), data pack were the major mode of access (MPS=89.60). Hostels were the preferable place for accessing social media (MPS=77.97). PDF holds first in files for downloading from internet/ Social media.

Key Word: Instagram , Laptop, Smart phone, Whats App, SMS, Slideshare, Youtube.

INTRODUCTION

Social media are ubiquitous and inescapable in human life (Akakandelwa and Walubita, 2018) as the modern interactive channels through which people communicate, share ideas and create new relationships (Gora and Sisodia, 2021). Due to COVID-19 pandemic, students all over the world were forced to stay out of classroom. In India, schools and colleges were closed temporarily in the month of March, 2020 (Moharana and Gupta, 2022). In order to provide continuity to student's education, the institutions all over the globe started digital platform to educate their students (Jyothi and Vijayabhinandana, 2021). Technology driven teaching provide to be the best alternate to centuries old traditional chalk and board method of teaching during pandemic situation. Even though virtual teaching with its own merits and demerits, together with the social media, it proved to be the

best alternative method of teaching in the pandemic period. With this background this study was conducted to know the use and perception of social media for education among veterinary science Post-Graduate students.

MATERIALS AND METHODS

The present study was conducted in Kerala during the academic year 2021-2022. The state of Kerala have a Veterinary University namely Kerala Veterinary and Animal Sciences University, Pookode, Wayanad which got two Veterinary Colleges namely College of Veterinary and Animal Sciences, Mannuthy, Thrissur (CVAS, Thrissur) and College of Veterinary and Animal Sciences, Pookode, Wayanad (CVAS, Wayanad) and both college were offering various post graduate course in various veterinary and animal sciences disciplines. Therefore, both the colleges were selected for the

Corresponding Author's Email – bimal.bashir@kvasu.ac.in

¹Asstt. Professor

²M.VSc. Scholars

Table 1. Distribution of post graduate students based on the utilization pattern of social media (N=120)

Utilisation pattern	CVAS, Thrissur		CVAS, Wayanad		Overall	
	F	%	F	%	F	%
Low (less than 61.37 score)	3	5.00	6	10.00	9	7.50
Medium (61.37 – 82.59 score)	46	76.67	45	75.00	91	75.83
High (more than 82.59 score)	11	18.33	9	15.00	20	16.67
Total	60	100.00	60	100.00	120	100.00

study. From the list of Veterinary post graduates enrolled during 2019 to 2021 academic year listed, sixty Veterinary post graduate students from both the colleges were selected with the help of random sampling technique. Thus, a total of 120 veterinary post graduate students were included as sample for final study. Data collection of relevant information were done through google forms and relevant statistical methods were used for interpretation. The frequency distribution of respondents was worked out and expressed in terms of percentages. Mean per cent score (MPS) were obtained by multiplying total obtained score of the respondents by hundred and divided by the maximum obtainable score under each practice. Formula of MPS is given as under.

$$\text{MPS} = \frac{\text{Total score obtained}}{\text{Maximum obtainable score}} \times 100$$

According to the mean per cent score obtained, ranks were arranged in the descending order.

RESULTS AND DISCUSSION

Distribution of post graduate students according to utilization of social media

To measure the overall utilization of social media, the respondents were classified into three groups viz., low, medium and high level of utilization on the basis of mean and standard deviation of the utilization score obtained by the respondents.

The overall distribution of utilization of social media in table 1. reveals that majority of veterinary post-graduation students (75.83%) had medium

level of utilization about social media, whereas, 16.67 per cent students were high level of utilization about social media and only 7.50 per cent students were low level of utilization about social media. This finding is in agreement with *Gora and Sisodia (2021)* they reported that majority of the Agricultural Post Graduate students of Rajasthan (70.84%) had medium level of utilization about social media.

Utilization pattern about social media by veterinary post-graduate students

For measuring utilization pattern of social media, a total of 11 aspect viz., frequency of using social networking sites, time spent in hours per day on different sites, preferred timing for using social media, use of social media for academic activities, devices to access social media, mode of accessing, place of access social media, preferred source/method of instruction for learning, preferred mode of file for uploading and downloading and preferred mode of file as education materials. The result has been presented following sub heads.

Frequency of using social media

To calculate frequency of using social media by veterinary post graduate students, thirteen social media sites were framed. The individual items were calculated, mean per cent score and ranked accordingly.

The overall data (Table 2) Showed that youtube was the most frequently used social media site (MPS=86.29) followed by whatsapp (MPS=79.77), slideshare (MPS=77.85), research gate and facebook (MPS=69.40), Wikipedia

Utilization Pattern of Social Media for Education Among Veterinary

Table 2. Distribution of post graduate students according to their frequency of using social media sites (N=120)

Frequency of using social media sites	CVAS, Thrissur		CVAS, Wayanad		Overall	
	MPS	Rank	MPS	Rank	MPS	Rank
Youtube	95.65	I	76.92	I	86.29	I
Whatsapp	82.61	II	76.92	I	79.77	II
Slideshare	82.61	II	73.08	III	77.85	III
Research gate	69.57	IV	69.23	IV	69.40	IV
Facebook	69.57	IV	69.23	IV	69.40	IV
Wikipedia	47.83	VI	38.46	VI	43.15	VI
Academia.edu	34.78	VII	30.77	VII	32.78	VII
Instagram	28.70	VIII	27.69	VIII	28.20	VIII
Telegram	24.35	X	27.69	VIII	26.02	IX
Google scholar	24.35	X	23.85	X	24.10	X
Linkedin	24.35	X	20.43	XII	22.39	XI
Scihub	24.35	X	20.43	XII	22.39	XI
Twitter	20.78	XIII	23.85	XI	22.32	XIII

(MPS=43.15), Academia.edu (MPS=32.78), instagram (MPS=28.20), telegram (MPS=26.02), googlescholar (MPS=24.10), linkedin and Scrhub (MPS=22.39 each) and twitter (MPS=22.32) respectively. *Duke et al. (2017)* reveled that the top most social media type used by students for formal and informal learning was YouTube. This is in conformity with reports of Gora and Sisodia (2021) where they reported majority of M.Sc., (Agri.) and Ph.D. in Agriculture students used YouTube more frequently compared with other social media platforms. YouTube, Facebook and Twitter have been used to create and share videos for their course, facilitate teacher student discussion and encourage cross group communication respectively (Devi et al., 2019).

Time spent on social media: To identify time spent were categories viz., <1hr, 1-2 hr, 2-3 hr, 3-4 hr and more than 4 hr per day using social media by veterinary post graduate students.

The overall data (Table 3) Depicts that majority of veterinary post graduate students (61.22 MPS) spend their time of 1-2 hr per day on social media

and assigned first rank followed by <1 hr/day on using social media of students were second ranked. Remaining 2-3 hrs, 3-4 hr and more than 4 hr per day on using social media of students were devoted third, fourth and fifth ranked respectively. Akakandelwa and Walubita (2018) reported only 27.70 per cent of the respondents of their study were using internet 1-2 hr in a day. But, the findings of current study is in agreement with Stephen and Thanuusodi (2014) where they revealed that half of the engineering and education college students spent their time of 1-2 hr/day on social networking sites. As per the published report of Duke et al (2017) almost 79 per cent of the students spending greater than 1 hr/ day in internet.

Preferred timing for using social media:

Majority of students had most preferred timing to use social media during 6.00pm to 9.00pm with 63.79 MPS and counted first ranked followed by 9.00pm to 12.00am timing with MPS of 59.17 and recorded second ranked. On the other hand, 12.00pm to 3.00pm, 9.00am to 12.00pm, 12.00am to 3.00am, 3.00pm-6.00pm and 6.00am-9.00am

Table 3. Categorization of postgraduate students according to time spent on social media sites (N=120)

Time spent (hr/day)	CVAS, Thrissur		CVAS, Wayanad		Overall	
	MPS	Rank	MPS	Rank	MPS	Rank
< 1 hrs	32.61	II	28.85	II	30.61	II
1-2 hrs	58.70	I	63.46	I	61.22	I
2-3 hrs	26.09	III	28.85	II	27.55	III
3-4 hrs	19.57	IV	23.08	IV	21.43	IV
>4 hrs	13.04	V	5.77	V	9.18	V

timing to using social media by the veterinary post graduate students were 47.52, 45.49, 29.92, 26.97 and 24.92 MPS respectively. The similar findings were as per result of *Gora and Sisodia (2021)* who reported that majority of the respondents preferred the timing of 9.00pm to 12.00am for using social media. 71.22 per cent, 14.52 per cent, 8.70 per cent and 5.5 per cent of MBBS students preferred the time use when necessary, 5.00pm to 12.00am, online throughout the day and 7.00am to 5.00pm respectively (*Anand et al, 2018*)

Use of social media by veterinary post graduate students for academic activities:

This section deal with use of social media by veterinary post graduate students for academic activities, altogether 12 items were evaluated and ranked. The majority veterinary post graduate students used the social media for “to sharing and retrieving of lectures, ppt, notes and other instructional materials related to the field of study” with 91.02 MPS and assigned first ranked, Whereas, “sharing and retrieving of instructional material-photo, video and audio” which were recorded second ranked (MPS 86.12) followed by students who have used social media for “academic interaction with peer groups” with overall MPS 83.27 and counted third ranked.

In further analysis of data showed that students used social media for “getting updates in field of study” (82.86 MPS), “sharing and retrieving of scientific information” (82.45 MPS), “getting aware about research activities and development” (80.00

MPS) and “sharing and procuring information about professional events” (80.00 MPS) and these were assigned fourth, fifth, sixth and sixth ranked respectively. Moreover students also used social media for getting “Academic interaction with teachers” (79.59 MPS), “sharing and retrieving instructional material for personality and technical skills development” (75.10 MPS), “Participating in online quizzes and tests” (74.69 MPS), “getting aware about institutions and their education activities” (71.84 MPS) and “playing interactive educational games” (64.49MPS) and these were assigned seventh, eighth, ninth, tenth and eleventh ranks respectively. College wise data showed not much of a difference from the pooled data.

Akakandelwa and Walubita (2018) revealed that 79.7 per cent of the students of the university of Zambia used social media to obtain new information. 15 per cent of the students felt that the opportunity of interaction with the teacher is enhanced due to online teaching (*Jyothi and Vijayabhinandana, 2021*). *Lakshmanamoorthy and Marichamy (2015)* reported that 72.66 per cent and 68.66 per cent of students in Madhurai district of Tamilnadu were using the social media to share picture and videos and to find information respectively. Around 90 per cent of MBBS students using social media for educational purpose (*Anand et al., 2018*). *Pandey et al. (2018)* found that internet was preferred for getting information (48.8%)

Devices to access social media:

Social media can be accessed by veterinary

Utilization Pattern of Social Media for Education Among Veterinary

Table 4. Preferred timing for using social media sites of postgraduate students (N= 120)

Timing	CVAS, Thrissur		CVAS, Wayanad		Overall	
	MPS	Rank	MPS	Rank	MPS	Rank
6.00am – 9.00am	22.43	VII	27.41	VI	24.92	VII
9.00am -12.00pm	39.13	IV	51.85	II	45.49	IV
12.00pm – 3.00pm	48.57	II	46.47	III	47.52	III
3.00pm -6.00pm	26.52	VI	27.41	VI	26.97	VI
6.00pm – 9.00pm	46.09	III	81.48	I	63.79	I
9.00pm -12.00am	78.70	I	39.63	IV	59.17	II
12.00am – 3.00am	32.43	V	27.41	VI	29.92	V

Table 5. Use of social media by postgraduate students for academic activities (N= 120)

Academic activities	CVAS, Thrissur		CVAS, Wayanad		Overall	
	MPS	Rank	MPS	Rank	MPS	Rank
Sharing and retrieving of lectures, ppt, notes and other instructional material related to the field of study	90.43	I	91.54	I	91.02	I
Sharing and retrieving of instructional media-photos / video /audio.	87.83	II	84.62	II	86.12	II
Academic interaction with peer groups.	85.22	III	82.31	III	83.27	III
Getting updates in the field of study	83.48	V	82.31	III	82.86	IV
Sharing and retrieving of scientific information	84.35	IV	80.77	V	82.45	V
Getting aware about research activities and development	80.00	VII	80.00	VII	80.00	VI
Sharing and procuring information about professional events	79.13	VIII	80.77	V	80.00	VI
Academic interaction with teachers	82.61	VI	76.92	VIII	79.59	VIII
Sharing and Retrieving instructional material for personality and technical skills development	78.26	IX	72.31	X	75.10	IX
Participating in online quizzes and tests	72.17	X	76.92	VIII	74.69	X
Getting aware about institutions and their educational activities	71.30	XI	72.31	X	71.84	XI
Playing interactive educational games	65.22	XII	63.08	XII	64.49	XII

post graduate students in different devices such as smartphones, personal laptops, college computer and tablets. The data (Table 6) revealed that majority of veterinary post graduate students preferred smart phones as device to accessing social media with the extent of overall 91.84 MPS and ranked first.

The findings of *Mohammed and Suleiman (2013)* was conformity with the current findings.

Where they submits that the majority (70.21%) used social media through GSM mobile phones. 21.28 per cent of the respondents of the above-mentioned study accessed them through all of GSM phone, Personal computer and cybercafé. *Hadagali et al. (2019)* found that mobile phones are major device used to access social networking site.

Table 6. Devices to accessing social media sites by postgraduate students (N=120)

Devices	CVAS, Thrissur		CVAS, Wayanad		Overall	
	MPS	Rank	MPS	Rank	MPS	Rank
Smart phones	91.30	I	92.31	I	91.84	I
Personal laptop	91.30	I	84.62	II	87.76	II
College computer	73.91	III	50.00	III	61.22	III
Personal computer	8.70	IV	11.54	IV	8.16	IV
Tablet	8.70	IV	7.69	V	8.16	IV

Mode of accessing:

Social media can be accessed by different mode viz., wi-fi, data pack and wired net connectivity. The majority of veterinary post graduate students access social media through data pack with overall 89.60 MPS and recorded first ranked. Whereas, students accessed social media through wi-fi mode extents 50.45 MPS and assigned second ranked. Further, students assessed social media through wired net connectivity (44.33 MPS) counted third ranked.

This may be based on the connectivity at the place of access and also the device used for accessing social media by the students. The current finding is in conformity with *Kumar (2018)* who found that majority of the youth preferred mobile data for accessing social media.

Place of accessing

Social media can be accessed by veterinary post graduate students at different places such as hostel, department, college, library, home and cyber café. It is essential to know the favorite place of access of social media by the veterinary post graduate students. So data were collected with regard from the students and presented in Table 8.

Overall majority of the veterinary post graduate students prefer hostel as the place to access social media with the extent of 77.97 MPS and ranked first. This was followed by the departments which also considered as place for accessing information by the veterinary post graduate students with the extent of 64.76 MPS and assigned second ranked. Whereas, college was preferred and ranked third with 56.26 mean per cent score. Further analysis of data showed that library, home and cyber café were considered as less preferred place of accessing social media by the veterinary post graduate students with overall mean per cent score of 50.05, 38.71 and 6.38 MPS respectively.

This may be due to the fact that most of the veterinary post graduate students were hostel residence and possessed their own internet either smart phone, laptops etc. for accessing social media. Moreover, in library students need to follow the set disciplinary rules which prohibit students to use mobile phones or other gadgets to access social media. Similar results are in line of results of *Brahma and Verma (2018)*, *Munshi et al (2018)* and *Pateria et al (2019)* who found that hostel is the most preferred place for accessing social

Table 7. Mode of accessing social media by postgraduate students (N=120)

Modes	CVAS, Thrissur		CVAS, Wayanad		Overall	
	MPS	Rank	MPS	Rank	MPS	Rank
Data pack	92.00	I	87.19	I	89.60	I
Wi-fi	43.67	III	57.22	II	50.45	II
Wired net connection	52.12	II	36.53	III	44.33	III

Table 8. Place to accessing social media sites by postgraduate students (N=120)

Modes	CVAS, Thrissur		CVAS, Wayanad		Overall	
	MPS	Rank	MPS	Rank	MPS	Rank
Hostel	90.50	I	65.43	II	77.97	I
Department	61.48	II	68.03	I	64.76	II
College	54.71	III	57.80	III	56.26	III
Library	51.89	IV	48.21	IV	50.05	IV
Home	47.34	V	30.08	V	38.71	V
Cyber café	8.17	VI	4.59	VI	6.38	VI

networking sites.

Preferred mode of file for downloading and uploading by students from internet and social media for academic purpose were as PDF, text, power point, images, video and audio lectures. The overall data revealed that majority of the veterinary post graduate students prefer PDF as the most preferred way to upload and download files with an overall MPS of 95.14 for downloading files and 97.06 MPS for uploading files. Followed by text message with overall score of MPS of 85.23 for downloading file and MPS of 86.52 for uploading files, power point mode (73.41 MPS for downloading and 76.06 for uploading), image form (64.70 MPS for downloading and 48.53 MPS for uploading), video lectures (63.85 MPS for downloading and 65.14 MPS for uploading) and audio lecture (53.65 MPS for downloading and 54.93 MPS for uploading) respectively (Table 10).

CONCLUSION

The COVID-19 showed worldwide impact on education sectors as schools and colleges all across the countries were closed. The mode of teaching was online which affected on teaching learning process. Social media provided new platform for students and teaching community to continue their academic activities. The mode of various social media usage of veterinary postgraduate students under the study concluded that majority of students had medium level of utilization pattern

and perception toward social media usage. Youtube were the most frequently used social media site for academic purpose with a time spending of 1-2 hrs per day. Mostly after college hours at 6.00pm to 9.00pm for sharing and retrieving of Lectures, PPT, Notes, other Institutional materials related to field of study. Also Smart phones are preferable devices to access the social media by Data packs which are the major mode of accessing for PG students. Hostel is been the preferable place for accessing social media but classroom interaction with teachers is the preferred method of instruction for learning. PDF holds first in files for downloading from internet/ Social media. In the present scenario, proper usage of social media as supporting media for academic activities must be enhanced.

REFERENCES

- Mohammed S and Suleiman H (2013) Knowledge and utilization of social media by students of Nuhu Bamalli Polytechnic, Zaria, Nigeria. *The Nigerian J Commun* **II** (i). :99-117.
- Stephen G and Thanuskodi S (2014) Use of social networking sites among students of engineering & education colleges in Karaikudi :A study. *J Adva Lib and Info Sci* **3** (4):306-311
- Lakshmanamoorthy S and Marichamy K (2015) An exploratory study on the usage pattern of social networking sites (SNS) among the college students. *Int J Comp & Math Sci* **4**(6):17-20
- Duke V J, Anstey A, Carter S, Gosse N, Hutchens K M and Marsh J A (2017) Social media in nurse education: Utilization and E-professionalism. *Nurse Education Today*, **57**: 8-13.

Table 10. Preferred mode of file for downloading and uploading by postgraduate students (N=120)

Mode of files for downloading from internet/social media	CVAS, Thrissur		CVAS, Wayanad		Overall	
	MPS	Rank	MPS	Rank	MPS	Rank
PDF	97.96	I	92.31	I	95.14	I
Text	88.41	II	82.05	II	85.23	II
Power point	72.46	III	74.36	III	73.41	III
Images	67.32	IV	62.08	V	64.70	IV
Video lectures	62.32	V	65.38	IV	63.85	V
Audio lectures	52.17	VI	55.13	VI	53.65	VI
Mode of files for uploading from internet/social media	CVAS, Thrissur		CVAS, Wayanad		Overall	
	MPS	Rank	MPS	Rank	MPS	Rank
PDF	97.96	I	96.15	I	97.06	I
Text	88.41	II	84.62	II	86.52	II
Power point	73.91	III	78.21	III	76.06	III
Video lectures	62.32	IV	67.95	IV	65.14	IV
Audio lectures	52.17	V	57.69	V	54.93	V
Images	47.34	VI	49.71	VI	48.53	VI

Pandey D K, De H K and Upadhyay A D (2017) Usage of ICAR e-learning Portal among Students of North East India: A Pilot Study. *Indian J Ext Edu* **53** (2): pp.85-88.

Munshi S A, Mostafa G M and Alam M M (2018) Uses of social Networking sites among postgraduate students at University of Rajeshahi, Bangladesh: *A study. J Lib and Info Tech* **38**(1):34-40.

Akakandelwa A and Walubita G (2018) Students' social media use and its perceived impact on their social life: A case study of the University of Zambia. *The Int J Multi-Disciplinary Res* **5**(3): pp.1-14.

Anand N, Thomas C, Jain P A, Bhat A, Thomas C, Prathyusha P V, Aiyappa, S, Bhat S, Young K and Cherian A V (2018) Internet use behaviors, internet addiction and psychological distress among medical college students: A multi centre study from South India. *Asian J Psychiatry* **37**: 71-77.

Brahma K M and Verma M K (2018) Students attitude towards social networking sites (SNSs): A case study of central institute of technology (CIT) Kokrajhar, Assam. *Lib Philo and practice* (e- journal)

Kumar A (2018) *Social media use by rural youth: A case study of village Abbuwal*. M.Sc thesis, Punjab Agriculture University, Ludhiana.

Devi K S, Gouthami E and Lakshmi V V (2019) Role of social media in teaching-learning process. *J Emerging Technol and Innov Res* **6**(1), pp.96-103.

Hadagali G S, Kenchakkanavar A Y and Tadasad P G (2019) Social Media Platforms: Effective tools to provide innovative library services in a university environment. *Lib Philosophy and Prac*:1-17.

Pateria R K and Parmar S (2019) Awareness and use of social media among PG students of CCS Haryana Agricultural University, Hisar. *Lib. Philo. and Practice* (e-journal). <https://digitalcommons.unl.edu/libphilprac/2947>.

Gora A D and Sisodia S S (2021) Utilization pattern of social media among the postgraduate students. *Indian Res J Ext Edu* **21**(2&3), pp.26-32.

Jyothi V and Vijayabhinandana B (2021) A Scale to Measure the Attitude of Students towards Online Learning. *Indian Res J Ext Edu* **21**(2&3):37-42.

Moharana, G and Gupta, R. (2022). Assesement of occupational stress of teaching professionals during Covid-19 Pandemic. *J Krishi Vigyan* **10**(2): 12-17.

Received on 19/8/2022

Accepted on 24/10/2022