

**USE OF SOCIAL MEDIA AMONG THE LIS STUDENTS OF
ODISHA STATE UNIVERSITIES IN ENHANCING ACADEMIC
AND PROFESSIONAL DEVELOPMENT: A STUDY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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INFORMATION SCIENCE**

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Submitted

In partial fulfillment of the requirement of the degree of Doctor of
Philosophy in Library and Information Science of Mizoram University,
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CERTIFICATE

This is to satisfy that the thesis entitled **“USE OF SOCIAL MEDIA AMONG THE LIS STUDENTS OF ODISHA STATE UNIVERSITIES IN ENHANCING ACADEMIC AND PROFESSIONAL DEVELOPMENT: A STUDY”** submitted by **SHUBHASMITA ACHARYA** for the award of the Degree of Doctor of Philosophy in Library and Information Science is carried out under my supervision and incorporates the student's bona-fide research and this has not been submitted for award of any degree in this or any other university or institute of learning.

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DECLARATION

I **Shubhasmita Acharya**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Library and Information Science.

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ABBREVIATIONS AND ACRONYMS

Abbreviation	Description
ANOVA	Analysis of Variance
ASNS	Academic Social Network Site
e-WOM	Electronic Word of Mouth
GMU	Gangadhar Meher University
HEI	Higher Educational Institution
ICSSR	Indian Council of Social Science Research
ICT	Information and Communication Technology
IGNOU	Indira Gandhi national open university
INFLIBNET	Information and Library Network
LIS	Library and Information Science
LMS	Library Management Systems
MLISC	Master of Library and Information Science
MOOC	Massive Open Online Course
PCA	Principal Component Analysis
RRRLF	Raja Rammohan Roy Library Foundation
RSS	Really Simple Syndication
SMS	Short Message Service
SMU	Social Media Use
SNS	Social Networking Site
TED	Technology Entertainment and Design

CHAPTER-1
INTRODUCTION

CHAPTER-2

IMPACT OF SOCIAL MEDIA ON HIGHER EDUCATION

CHAPTER-3

USE OF SOCIAL MEDIA TOOLS BY POST GRADUATE STUDENTS OF LIS

CHAPTER-4

ACADEMIC AND PROFESSIONAL DEVELOPMENT USING SOCIAL MEDIA TOOLS

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INTRODUCTION

1.1 Development of Social Media

In order to determine the significance of communication is to examine the events that took place during the course of the two most recent global wars. The data suggests that during the First World War, communication facilities were extremely lacking, which contributed to the intense battle that the soldiers engaged in to ensure their survival. After that, throughout the Second World War, humans and personnel are not used for anything other than communicating with one another. Despite this, the procedure required a lot of time and was only partially successful. Therefore, it is safe to assert that both the act of communicating and how one does so play a significant part in the promotion of a wide range of activities within a society. After coming to this conclusion, James Clerk Maxwell predicted the existence of radio waves in the year 1886. However, it wasn't until Guglielmo Marconi that the first radio signal was successfully transmitted and received in Italy in the year 1895 (Vishwakarma & Meda 2021). Morse code was there long before social media platforms like Facebook and Twitter, as a recent story from The Washington Post demonstrates. This helps us recall who the real founder of social media was. Andrew Weinreich was the first person to design a social media platform known as "Six Degree" in 1997. This platform remained quite popular until the year 2003. Mark Zuckerberg launched Facebook in 2004, and the platform brought about a revolutionary shift in how people interact through social media. Throughout the course of the past year, Facebook has made a significant amount of room for making use of social media, and we can also claim that the uses of Facebook in this day and age have not yet been minimized. After some time, a great number of Social Networking Sites (SNSs) that competed with Facebook came into existence. Some examples of these sites include Instagram (2010) and Twitter (2006), amongst others. Numerous studies have previously shown that the Internet has a substantial influence on the emergence of social media in our culture (Dong et al., 2017). The eventual creation of the internet and www brought about a significant shift in how social media platforms are utilized. On the other hand, a variety of recently developed

technologies and gadgets are another factor that functions as a driving force behind people's increased utilization of social media. As a direct consequence of this, in the modern period, social media has been selected as the timeliest and most pertinent method of exchanging information with the general public. At this point, every government, semi-government, and private organization is confronting the challenge of embracing and utilizing social media for their marketing and advertisement purposes, as well as for intra-organizational communication purposes. They began educating people about digital communication by utilizing methods such as bulletin boards, e-mail, and real-time online chatting. This category of service paved the way for people to make use of social networking websites and had its beginnings in 1997 with the uploading of profiles to Six Degrees. In 2001, another service called Friendster came out and competed with this one. This type of platform was able to facilitate email-based registration in addition to standard online networking, which attracted a large number of users. In 1999, when the Live Journal publishing site was first made available to the public, weblogs, which were another type of online social-based communication, started to gain popularity. LinkedIn was initially conceived as a social networking platform to facilitate professional and business-related connections in the year 2002. By the year 2020, there were more than 675 million people who had registered across the globe. It is also used by people looking for jobs, as well as by managers of human resources, to search for qualified individuals and to make available candidates. After experiencing initial popularity, the social media platform known as Myspace eventually failed to live up to its potential. In 2003, it was the social media platform with the biggest number of users. It was the website that received the most visitors in the year 2006. By 2008, Facebook has taken action to remove it. Justin Timberlake was a musician who was responsible for the acquisition of Myspace for the price of \$35 million. With the introduction of Google+ in 2012, Google made an effort to strengthen its standing in the field of social media. The growth and popularity of the internet and the emergence of web technology have led to a complete transformation and transmission of information. web 2.0 emerged as the most effective and state-of-the-art technology with many features including social media tools like Facebook, WhatsApp, YouTube, Instagram, LinkedIn, blog, etc. Those social media tools created a revolution among

the problems at large and powered to be effective means of data transfer. thereby “connecting the communities”. The emergence, growth, and popularity of social media tools also revolutionized the research atmosphere. by marketing and publicity and also enhanced the educational opportunities of the academic fraternity.

1.2 Meaning of social media

According to Carr and Hayes (2015), the term "social media" refers to a group of technologies that emphasize user engagement or user-generated content. In other words, social media technologies prioritize user-generated content or user-generated interaction. Individual users or user groups can generate information, exchange that information, amass that information, and also store that information. The term "social media" is a collective term that refers to websites and programs that were primarily developed for the goals of content sharing, communication, and cooperation. Social media is a collective phrase. One might also use the phrase "social media" to refer to these websites and applications. The majority of people utilize social media to keep in touch with their loved ones and other important people in their lives. They disseminate the information, some of which may not be available via other means of communication, and this may be the case for part of the material. The use of social media is a common practice among businesses not only when it comes to advertising their products and services but also when it comes to bringing the attention of the general public to their other activities. According to Dewing (2010), "social media" refers to a multitude of websites and mobile applications that allow users to share their views, contribute content that they have made, and join an online-based community. These websites and applications can be accessed through a variety of mobile devices, such as smartphones and tablets. These websites and applications are accessible from a wide range of different mobile devices and platforms. Because of the persistent expansion of the internet, the capabilities of the many different types of social media platforms are likewise continually expanding and advancing. Back in the day, in the days of Web 1.0, there was only a single idea that could be comprehended. Users' communities were unable to make any changes to the content that was posted; however, they did have the opportunity to view it. Because of the

improvements that Web 2.0 has brought about to the internet, social media platforms have also progressed to become version 2.0. Where user communities are not only able to access and exchange different kinds of web-based material but also create new kinds of content without any limitations being placed on their ability to do so.

1.3 Features of social media

If anybody is thinking of developing social media, then he/she has to keep some major features in mind. Some necessary and demanded characteristics of social media are,

a) Easy, Simple, and Friendly Interface

The developer needs to give some thought to the design before getting started. The interface should be very user-friendly both in desktop mode and in mobile mode. This is true independent of the operating system or platform that is being utilized. This is the case regardless of the system that is being utilized in the process. It is necessary to make sure that the user community does not lose interest when using the interface, as this could have a negative influence, and it is important to do so. The content and tags of the website must be organized in such a way that it is feasible for visitors to locate or identify them in a manner that is relatively easy for them to do so. Because we want our consumers to have a positive experience, we need to pay careful consideration to the colour scheme and font options that we choose.

b) Secure Login

The usage of social media necessitates the exchange of information, which, as was previously stated, may be disclosed to the general public or may be held in confidence, depending on the circumstances. As a consequence of this, their information should be kept confidential at all times. The recently established social media platform ought to provide its members with safe login credentials in the form of profiles that are protected by a password. The website needs to be built in such a way that it is resistant to attacks from malware, threats, viruses, and so on.

c) Networking

Every successful social media platform may be directly attributed to the expansion of a community-based network as its primary driving force. It does not matter whose platform one uses; this is always the case. Members of one's own family, those in one's circle of friends, those in one's professional network, and even people who share common hobbies are all potential candidates for inclusion in the network. When individuals establish an account, they do it for a variety of reasons; sometimes it is for their personal use, and other times it is for their professional endeavours. As a consequence of this, the website ought to make it possible for the two users to make independent use of the aforementioned features in isolation from one another.

d) Content sharing process

The vast majority of people who participate in social media do so to share content with people who are already part of their pre-existing network. This is the case with the vast majority of people who participate in social media. Because it is so easy and uncomplicated to communicate with the community, it is one of the best aspects of social media and adds to the positioning of social media as one of the leading platforms. The rate at which content is provided and the indication that it has been transmitted must be crafted in a manner that is consistent with one another. A superior social networking platform should provide users with a variety of additional features, such as the capability to edit, change, and add photographs to their profiles. Other desirable characteristics include the ability to search for other users with similar interests.

e) Notification alert

Over the course of the last several years, the notification service has become a more popular and frequently requested function on a range of websites and blogs. In addition, the number of requests has increased. These days, more and more website proprietors are turning to these kinds of services to be able to provide their clients with real-time notifications, and the trend is expected to continue in the foreseeable future. The platform must make use of the kinds of services that have been stated above to keep its users informed of the

most recent comments, messages, and updates because social media functions as a medium via which information can be disseminated. This is because social media acts as a medium via which information can be disseminated.

1.4 Benefits of social media

One thing that can be said about the benefits of utilizing social media in the modern world, which are currently under discussion, is that it is reasonable to presume that there is a significant advantage for modern society in making use of social media. This is something that can be said about the advantages of utilizing social media in the modern world. Student communities, educator communities, farmer communities, media communities, government official communities, private person communities, and other communities that are similar to these are some of the communities that are making use of these benefits. Even though there are some negative aspects to using social media, when these negative aspects are measured against the positive features or benefits of using social media, the negative aspects of using social media will be seen to be a drop in the ocean in comparison to the positive aspects or benefits of using social media. Additionally, the utilization of social media bestows society with significant monetary rewards (Dewing 2010). The following is a list of some of the general benefits that can be acquired through the use of various platforms for social media:

- **Get in touch with a large audience:** User bases for social networking sites currently number in the billions of individuals worldwide. This is a fantastic opportunity for any organization, business, or service provider to not only sell their products and services but also communicate with a large number of customers, irrespective of the location of those people. This is something that can be done from any location in the world. One of the many benefits that users gain from utilizing social media platforms is the ability to communicate with a considerable number of extra persons. This is only one of the numerous perks. If one uses social media and several other forms of technological innovation, one can instantly communicate with an audience and send the necessary information to them. As a result of the incorporation

of recent technological developments and the acceleration of the development of the internet, social media have assumed the position of being the undisputed leader in terms of sharing and reaching a large number of people in a relatively short amount of time. This is because of the incorporation of recent technological developments and the acceleration of the development of the Internet.

- **Establish a direct connection with the users:** To repeat, the next step for a performer on social media, after making contact with the community of users, is to work toward building a direct relationship with individual users. This comes after the initial phase, which consists of making contact with the community of users. The previous stage, making contact with the user community, is followed by this one. Not only direct connection but also social media allow users from all over the world with an active and alive connection to one another so that they can share the information that is most important to them with other people. A person's personal and intellectual networks, including their associations and commitments, will benefit to a greater extent the more meaningful connections they build.
- **Build Relationships:** Through the utilization of the technology of social media, one can communicate with other individuals to advance both their personal and professional lives. Following an extended period during which clear communication was maintained, the user community eventually shifted into a connection that was foreign to them. Utilizing social media platforms increases the probability of one coming into contact with other people who share one's interests, which is one of the major benefits of using these platforms. One can increase the size of their professional network by utilizing the technology of social media, which is crucial when seen from a professional point of view.
- **Increase the Visibility:** Another important benefit of this form of online communication is that the growing utilization of social media by users will result in increased exposure of both the users themselves and the activities that they participate in. Increasing one's visibility to users is an aim of many businesses, marketing firms, and politicians, and to achieve this goal, they are

embracing social media. If you bring in a larger number of people, you will increase your chances of assimilating into the local population in the area of concern, which will be beneficial to you.

- **Educate Us:** There are occasions when social media can play a critical role in educating the populace by disseminating a significant amount of information that is needed. A large number of people regularly distribute requested and relevant information that other people need for their day-to-day lives. People who are utilising this technology have the ability to become educated on these topics and become aware of the knowledge. The social media platform is currently being used to disseminate a great deal of information concerning floods, decisions made by the government, politics, agriculture, and so on. Sharing a variety of information that is both current and up to date has helped this element of social media attract a greater number of users in recent years.
- **Act as a promotional Tool:** Promotion of products and services has recently emerged as the primary area of concentration for the vast majority of businesses and advertising agencies. In general, businesses will advertise their wares in order to attract a greater number of customers and to inform consumers about the qualities of their offerings. Therefore, in this context, social media plays an extremely important function by offering a promotion platform on which a large number of businesses and agencies may share their products and services without being restricted in any way. Companies and advertising agencies make extensive use of films, photographs, and audio recordings while promoting their products and services.

1.5 Application of Social Media in Government Agencies

In order to better manage their policies and raise awareness of such policies among the general population and society as a whole, an increasing number of government organizations are now making use of the technology made available by social media platforms. In addition, there have been a great number of studies carried out, and the results of those studies have shown that the utilization of social media can have a big effect on governmental institutions. It is the responsibility of the government to make

a substantial number of decisions, all of which are obligated to be shared with the general public. When viewed in this light, the significance of the part that social media plays in the dissemination of information of this kind to the general public is not one that should be minimized (Chun & Reyes 2012). According to the findings of a recent study, the platforms for social media operate as a driving force not only for the transmission of data to citizens but also for the exchange of knowledge about new legislation and other topics of a similar type. Users of the social media technology can acquire feedback that is relevant to their concepts, aspirations, and emotions when they make use of the aforementioned technology. In addition to easing the transition from the traditional form of government to one that is more dependent on technological advancements, the government's primary objective is to boost citizen participation by utilizing social media platforms. This will help the government achieve its goal of increasing citizen engagement (Criado et al., 2013). To keep them up to date on the most recent decisions, activities, and other events about the government, citizens are becoming increasingly active participants in the activities of social media. Additionally, the government is beginning to make use of platforms that are associated with social media in order to communicate its decisions to the general public and society in general. The functionality of social media has substantially improved as a result of improvements in information and communications technology as well as the internet. This, in turn, has led to an increase in the sharing functionality of the government. In spite of this, social media has evolved as an important communication channel, and it serves as a helpful tool for governmental organizations and agencies due to the increased capabilities it provides and the relative ease with which it may be utilized. In spite of the fact that certain government agencies experience a great deal of trouble while utilizing various social media platforms, it is nonetheless the case that social media has become an essential communication channel. The study also demonstrated how the active involvement of social media and the internet led to the transition from traditional government to e-government, which was followed by the transition from e-government to e-governance. This occurs as a result of the government's adoption of Web 2.0 technology in its delivery of IRS services to the nation's citizens and society. A significant number of individuals in policymaking, decision-making, and

administrative roles made extensive use of different kinds of social media technology and Web 2.0 technologies, which resulted in a dramatic shift from the traditional government to the e-government.

1.6 Social Media and Higher Education

Social media has opened up new avenues for learning, communication, and collaboration. Here are some of the advantages of social media in higher education:

- 1. Improved Communication:** Social media has made it easier for students and teachers to communicate with each other. Students can ask questions, share ideas, and get feedback from teachers and peers in real time. Teachers can also use social media to share announcements, assignments, and other important information with their students.
- 2. Enhanced Collaboration:** Social media has made it easier for students to collaborate on group projects and assignments. Students can use social media to share ideas, brainstorm, and work together even if they are not physically in the same location.
- 3. Increased Engagement:** Social media has made learning more engaging and interactive. Students can use social media to participate in discussions, share their opinions, and learn from each other.
- 4. Access to Resources:** Social media has made it easier for students to access educational resources. They can use social media to find and share articles, videos, and other materials related to their coursework.
- 5. Career Opportunities:** Social media has opened up new career opportunities for students. They can use social media to network with professionals in their field, showcase their skills and accomplishments, and find job opportunities.

Disadvantages of Social Media in Higher Education

While social media has many advantages in higher education, it also has some disadvantages. Here are some of the disadvantages of social media in higher education:

1. **Distraction:** Social media can be a distraction for students. They may spend more time on social media than on their coursework, which can negatively impact their grades.
2. **Cyberbullying:** Social media can be a platform for cyberbullying. Students may use social media to bully their peers, which can have a negative impact on their mental health and academic performance.
3. **Privacy Concerns:** Social media can compromise the privacy of students and teachers. Personal information shared on social media can be used for identity theft or other malicious purposes.
4. **Misinformation:** Social media can be a source of misinformation. Students may rely on inaccurate information shared on social media, which can lead to confusion and misunderstandings.

In conclusion, social media has had a significant impact on higher education. It has improved communication, collaboration, and engagement in higher education. However, it also has some disadvantages, such as distraction, cyberbullying, and privacy concerns. Overall, social media has transformed the education landscape and will continue to shape the way students learn, teachers teach, and universities operate in the future. Social media has had a significant impact on higher education by providing new opportunities for communication, collaboration, and learning. It has changed the way students and faculty interact, share information, and access resources. Social media has also created new challenges related to privacy, cyberbullying, and academic integrity. Overall, social media has become an integral part of the higher education landscape and will continue to shape the future of teaching and learning.

1.7 Application of Social Media in Library and Information Centers

Social media has become an essential tool for communication and information sharing in today's digital age. Libraries and information centers have also started utilizing social media platforms to connect with their patrons and provide them with valuable information and resources. In this article, we will discuss the various applications of social media in libraries and information centers.

1. Promotion and Marketing: Social media platforms such as Facebook, Twitter, and Instagram provide an excellent opportunity for libraries to promote their services and events. Libraries can use social media to share information about their collections, upcoming events, workshops, and seminars. They can also post pictures and videos of their facilities to attract more visitors.

2. Communication: Social media platforms allow libraries to communicate with their patrons in real-time. Libraries can use social media to answer questions, assist, and respond to feedback. Social media can also be used to create online communities where patrons can interact with each other and exchange information.

3. Information Sharing: Social media can be used to share information about new acquisitions, book reviews, and other library-related news. Libraries can also use social media to share links to online resources, such as e-books, e-journals, and databases.

4. Collaboration: Social media can be used to facilitate collaboration between libraries and other institutions. Libraries can use social media to share information and resources with other libraries, participate in online forums and discussion groups, and collaborate on research projects.

5. Outreach: Social media can be used as a tool for outreach to underserved communities. Libraries can use social media to connect with people who may not have access to traditional library services. Social media can also be used to promote literacy and education initiatives.

In conclusion, social media has become an essential tool for libraries and information centers. It provides an opportunity for libraries to connect with patrons, promote their services, and share information. Libraries that use social media effectively can increase their visibility, engage with their patrons, and provide valuable resources and services. Under the world is gradually acknowledging that Facebook is a big participant in the sphere of social media. According to the information that we have, at the very beginning, there was a group of students that built this as a website only to exchange messages with one another. On the other hand, as a consequence of the development of web 2.0, it is currently feasible to upload films and images through Facebook.

1.8 Modern social media channels

Facebook

When we talk about social media, the first firm that comes to mind is Facebook because it is the most well-known platform in this sector. In 2004, Mark Zuckerberg, who was a student at Harvard at the time, founded Facebook. By the following year, nearly 69 percent of people in the United States were already using the network. At this moment in time, Facebook has reached a position that is extremely dominant across the entire world. Facebook is a social networking service that does not charge users for the usage of the site or the creation of accounts on it. On Facebook, it is feasible for a single user to manage multiple accounts at the same time. Even though there are a lot of people using Facebook right now, the platform is always adding new features and activities, as well as users, so that it can accommodate an ever-increasing number of people.

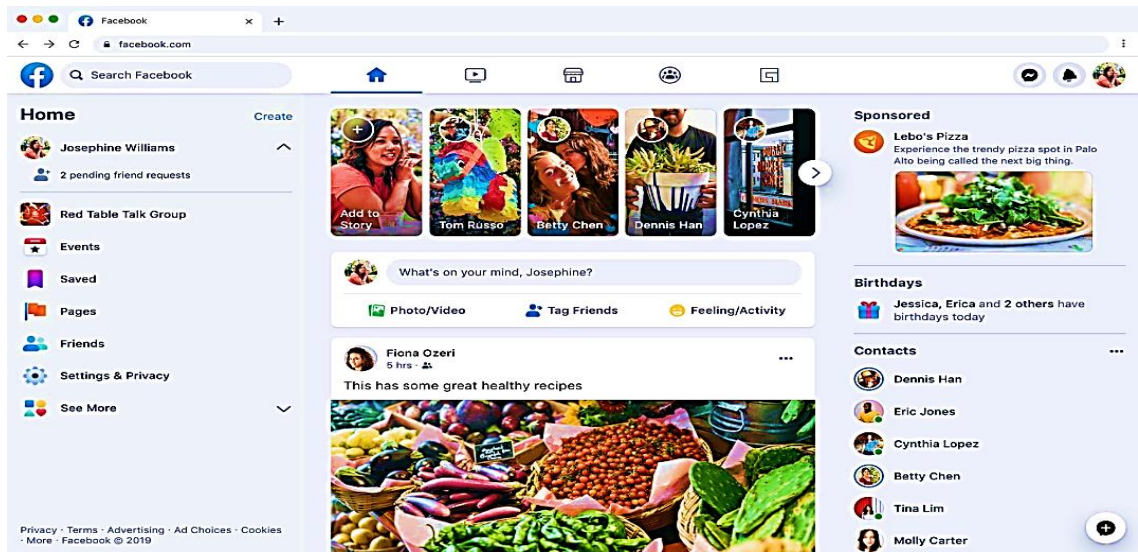


Figure 1: Home page of Facebook

Reddit

It is a social network for the exchange of news that was established in 2005 by Steve Huffman and Alexis Ohanian. There were around 300 million users who helped the network evolve into a social platform that also allowed for conversation. These users contributed to the network's success. Reddit is an online news aggregator that is based in the United States that enables users to post links and information, as well as up vote and down voter the contributions of other users. Reddit has climbed to the 19th position in the global rankings by September of 2021, and it has risen to the 7th position in the United States. The contributions that users make in the comment sections of our website are among its most vital components.

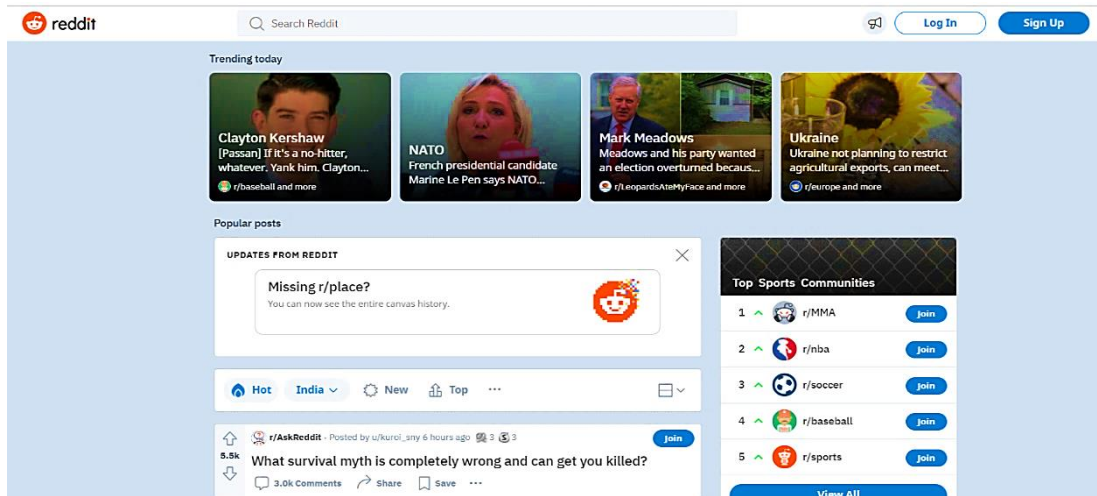


Figure 2: Homepage of Reddit

Twitter

In 2006, Jack Dorsey, Biz Stone, and a few other people conceived of the idea that would become Twitter. By the year 2020, there were 22 percent of adults in the United States who were familiar with Twitter. Twitter was a service for microblogging, and by that year, there were 22 percent of adults in the United States who used Twitter. Twitter is currently being utilized as a means of disseminating to the general public the various official announcements, notices, and other communications that have been released. Twitter can be accessed on its official website as well as through its dedicated mobile application. The user community can transmit information to one another in the form of text messages, photos, and videos that move. This website is notable for having reputable features such as an activity tracking system, a tagging system, and options for instant messaging. Users of Twitter can be found in virtually every country on the planet, and among them are some of the most well-known personalities in the world.

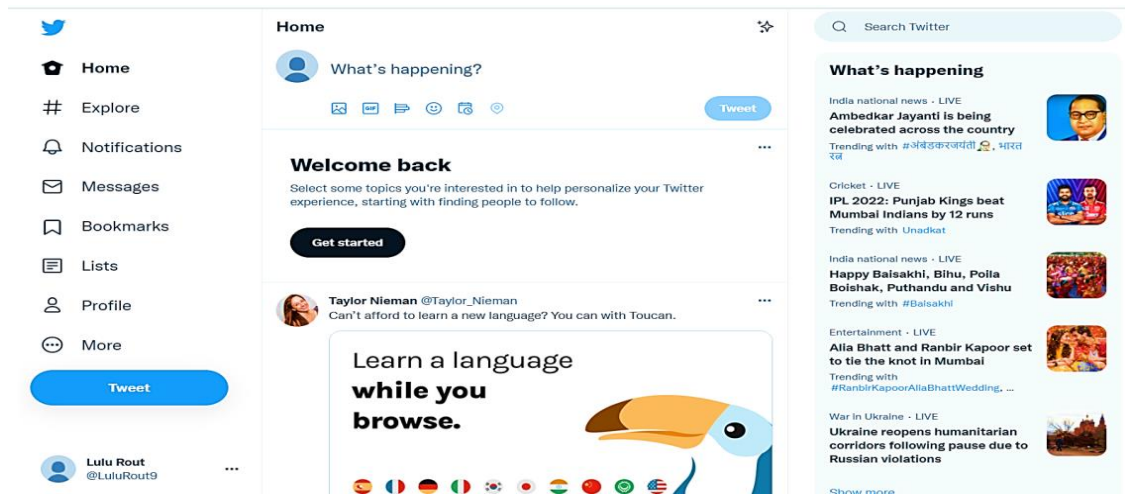


Figure 3: Home page of Twitter

Instagram

Kevin Systrom introduced a platform known as Instagram in 2010 with the intention of facilitating the sharing of images. The year 2012 marked the year when Facebook completed its acquisition of Instagram. Users can engage with one another through the exchange of messages, comments, photographs, and videos, just like Facebook does. It provides a multitude of choices for users to communicate with one another. Uploading photos on Instagram is, by a wide margin, the most popular activity for Instagram users to take part in. This is because sharing photos on Instagram is easier than participating in other activities. This website's popularity can be attributed, at least in part, to aspects such as the website's quick and high-quality uploads, as well as the website's user-friendly interface, which can be accessed on mobile devices as well as laptops. In addition, the website's popularity can be attributed, at least in part, to the website's high level of accessibility. Live videos, stories, and tags are just some of the extra features on Instagram that see a lot of use and are among the platform's most popular additions.

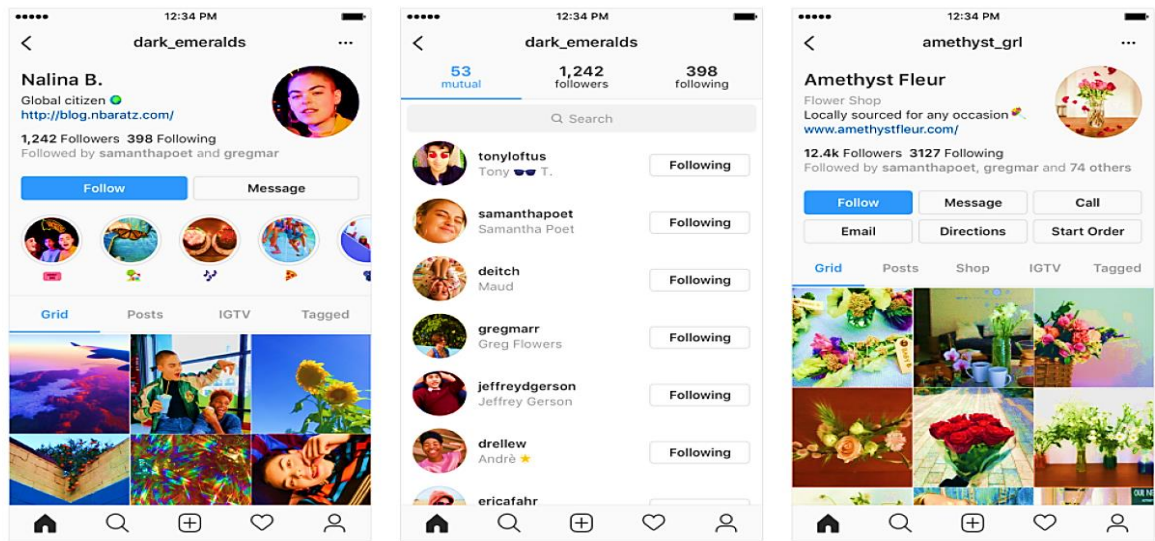


Figure 4: Home page of Instagram

Pinterest

In the year 2010, Ben Silbermann, who was working on the iPhone at the time, was the one who came up with the idea. The fact that Pinterest has more than 335 million active users on a monthly basis paved the way for the social media network to become a publicly traded company. It is a photo-sharing social media service where users may find ideas presented in a graphical format for things such as methods to spend their life, cuisine, home design, and the style of house décor, among other ideas. In addition, Pinterest offers a number of features, such as fast upload speeds, and this social networking service gives users access to images of a high quality.

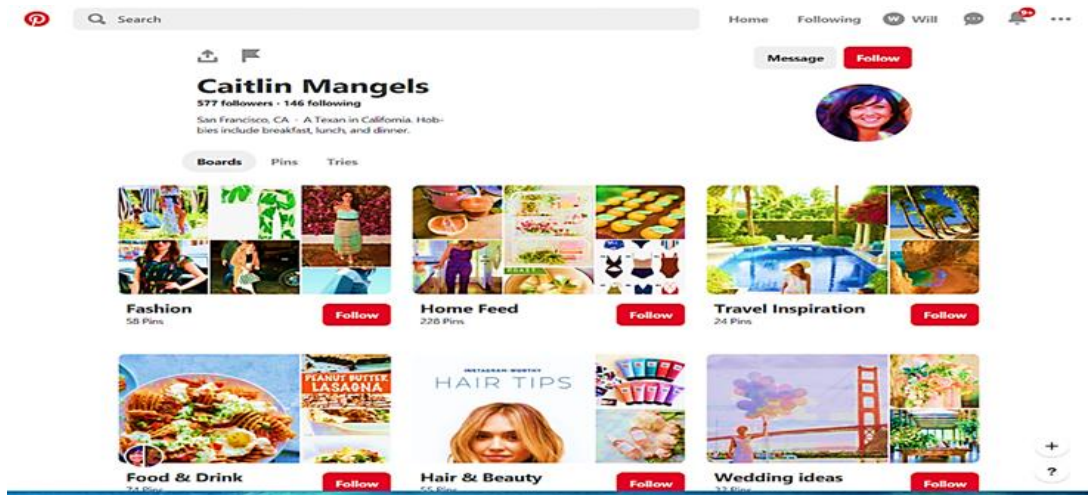


Figure 5: Home page of Pinterest

TikTok

It was an application that gave users the ability to generate quick videos, and it was one of the programs that was used the most frequently all over the world. A company based in China came up with the idea for it in the year 2016. It was estimated that there were over 800 million users all around the world by the beginning of the year 2020. The ability to create short videos using the TikTok app is a significant contributor to the app's stratospheric increase in popularity among its user base. In addition to this, the user community of today has a high demand for it, which indicates that it is still relevant. The capacity to produce and share videos, as well as the capability to share videos that other users have generated, is one of the most remarkable characteristics of TikTok.



Figure 6: Home page of TikTok

1.9 Scope and Significance of the Study

The utility of technologies such as social media, which can be used in a variety of settings, is reliant on the setting in which they are utilized. This includes both online and offline settings. The current research topic, which focuses on how academic and professional developments of postgraduate students in Library and Information Science are affected by social media, is of the utmost significance because the information landscape is continually altering. The research problem is an attempt to investigate the future career paths of LIS students, which appear to be heavily dependent on social media and extremely advantageous to the current national and worldwide employment market. This is a problem because the future career paths of LIS students appear to be heavily dependent on social media. An in-depth study on this research topic is also required in order to provide direction to the LIS schools in India. This is necessary in order for students to be prepared academically and professionally in a manner that is suitable with the job market of both the present and the future.

The scope of the present research problem, which is titled "Use of Social Media Tools among the LIS Students of Odisha State Universities in enhancing their Academic and Professional Development," is restricted to the four state universities in Odisha that provide regular LIS education at the postgraduate level, also known as the Master of Library and Information Science degree (MLIS). These four universities are:

- i. Utkal University,
- ii. Sambalpur University,
- iii. Gangadhar Meher University, and
- iv. Khallikote University (Now merged with Berhampur University)

i) Utkal University

Utkal University is a public university in Bhubaneswar, Odisha, India. Established in 1943, it is the state's oldest university. The university is named after the ancient kingdom of Utkala, which was historically linked to the modern-day Odisha region. Utkal University was founded on November 27, 1943, under the Utkal University Act. It began operations in June 1944, with its main campus in Bhubaneswar. The university's main campus is in Vani Vihar, Bhubaneswar. It houses several academic departments, administrative offices, libraries, and other amenities. Utkal University provides a wide range of undergraduate, postgraduate, and doctoral programs in various disciplines, including arts, science, commerce, business administration, law, and social sciences. The Department of Library and Information Science was founded in 1981 in response to student and public demand. The department began offering a one-year BLISc program with 32 students and later added a one-year MLISc program in 1983. Until now, the department offers 24 seats for the MLIS programme. Faculty positions were sanctioned based on UGC recommendations, and the department was granted regular status in 1984.

ii) Sambalpur University

Sambalpur University, located in Odisha, India, is a renowned institution committed to academic excellence and research. Established on January 4, 1967, by an Act of the Odisha Legislature, the university has grown into a hub for learning and intellectual pursuits. Nestled in a serene environment in the town of Sambalpur, the campus offers diverse undergraduate, postgraduate, and doctoral programs in arts, science, commerce, law, and management. With a focus on quality education, research, and cultural development, Sambalpur University plays a crucial role in disseminating knowledge in the region. The institution, adapting to changing educational landscapes, has affiliated colleges across the state, contributing to grassroots education. Recognized for its commitment to research and innovation, the university hosts various research centers and departments engaging in cutting-edge studies. Established by Sambalpur University in 1976, this is Odisha's first Postgraduate Department of Library and Information Science. Initially offering

BLISc and later MLISc programs, the department adapted to UGC Model Regulation-2001 by transforming the programs into a two-year integrated Master of Library and Information Science under the Semester-cum-Course Credit System. As of now, the department has 24 seats for the integrated MLISc course. Recognized for academic excellence, the department became the Nodal Centre for Doctoral and Post-Doctoral Research, and was included in the UGC-DRS Special Assistance Program (2002-2007).

iii) Gangadhar Meher University

Gangadhar Meher College, founded in 1944 as Sambalpur College and renamed Gangadhar Meher College in 1949, is one of Odisha's oldest and largest educational institutions. It was founded by Sambalpur intellectuals and began with 192 students before gradually expanding. Degree programs in Arts and Commerce were first introduced in 1944, followed by B.Sc. programs in 1957. The college reached milestones in 1964 with the introduction of post-graduate departments and in 1983 with M.Phil. programs. Pre-Doctoral coursework began in 2012, followed by Ph.D. programs in 2018. Gangadhar Meher University (GMU), a unitary institution of higher learning in Sambalpur, was established on May 30, 2015. The university currently has a total of 24 students enrolled in the Library and Information Science course.

The research that has been proposed and the data collecting have both been limited to students who have graduated within the past three years, in addition to the students who are now enrolled in the program. Even though there is a large variety of social media tools accessible, the focus of this particular study will be on the social media tools that are utilized the most frequently for research and for strengthening the professional aspects of their jobs.

iv) Khallikote University (Now merged with Berhampur University)

Khallikote University, founded in 2015, initially had a dedicated Department of Library and Information Science. In 2021, this department merged with Berhampur University. The goal is to establish itself as a leading department in Library and

Information Science education. The department provides quality education and professional training, offering MLIS and Ph.D. programs with a choice-based credit system. This department also provides various student centric activities like seminars, conference, workshop, etc for its students and research scholars.

1.10 Statement of the Problem

It is essential to know the impact of social media among the LIS students in enhancing their academic and professional development. The attributes that are disseminated through various social media platforms have the potential to either positively or negatively impact society, depending on how they are interpreted. One of the most significant positive impacts of social media is that it helps and improves the educational possibilities that are available to the great majority of people all over the world. This is one of the most significant positive benefits of social media because of its user-friendly design. The Indian academic community makes considerable use of the many different technologies that are made available through social media. These tools, which are getting universal acceptance across the board, are becoming increasingly popular. Younger people, such as college and university students, were found to be the most active users of social media in a poll that was conducted not too long ago. Pupils have access to a variety of social media sites that can help them develop their academic and professional skills. This can be of great benefit to students. On the other hand, the students hardly ever make use of the social media tools that are made accessible to them because they lack both the knowledge and the expertise necessary to do so. Therefore, increased career development would be the result of providing proper education and orientation about the use of social media for academic purposes. This would be the case if the training and orientation were provided. This is also relevant to the LIS training that is received at the postgraduate level. Because of this, it is absolutely necessary to carry out a comprehensive study in order to gain an understanding of the ways in which the tools provided by social media platforms have enabled postgraduate students to enhance their academic and professional capabilities by participating in a wide variety of activities. Participating in a webinar for the aim of upgrading professional knowledge

and engaging with online course materials for the goal of academic advancement are two examples of the activities that fall under this category. In addition, the discipline of LIS offers a wide variety of program that are geared toward the enhancement of certain skills. It has also been observed that a significant number of libraries and information centers are currently transitioning towards information delivery based on social media. Consequently, one of the questions that is being investigated in this research is, in this sense, the manner in which students are gaining advantages from the utilization of the social media tool. It is essential to know the impact of social media among the students of MLIS in enhancing their academic and professional development, which has prompted and motivated me to take up this research problem.

1.11 Objectives of the Study

The objective of research serves as the guiding light, illuminating the path that researchers traverse in their quest for knowledge. It is the compass that directs the study, outlining the specific goals and purposes that underpin the entire research endeavor. The primary function of research objectives is to provide a clear roadmap for investigation, ensuring that the research remains focused, relevant, and purposeful. These objectives act as the building blocks, breaking down the overarching research question into manageable components.

1. Study the importance of social media tools in higher education in general and LIS education in particular.
2. Acquaint with various social media tools being used by LIS students for their academic and professional development.
3. Investigate the problems and constraints encountered by the LIS students to access, communicate, and share information.
4. Analyze and suggest the best ways of using social media tools for their academic and professional development keeping in view the present national and global trends and development.

1.12 Research Design

The current research problem covers four postgraduate departments of library and information science in Odisha state. Each department's sample size will be limited to 50 students using a simple random sampling technique over three years, including the end semester. The total sample size will be limited to 200.

Data collection techniques

The research problem under study utilized two survey techniques for data collection. These are,

Questionnaire method: In order to collect data for the current study, the questionnaire method was adapted as an appropriate tool. Keeping the study's objectives in mind, a structured questionnaire was designed to cover all aspects of the study. The structured questionnaire was distributed to 200 postgraduate students from four regular universities in Odisha. The questionnaire was distributed both by mail and in person.

Interview method: This method includes unstructured personal interviews with LIS department heads and faculty members, with the help of this personal interaction, their suggestions and some supplementary data about the impact of social media on teaching learning and academic professional development collected.

Data analysis and interpretation:

Data collected for this purpose should be properly analyzed and interpreted in order to reach appropriate conclusions. MS Excel was used to analyze the collected data, specifically for percentage and frequency analysis. Tables, charts, and diagrams support this statistical analysis, making the study more authentic.

1.13 Hypothesis of the Study

The following null hypotheses was formulated at the initial stage of the research problem;

H1. LIS student's exposure to social media has no significant influence on their academic performance.

H2. The use of social media does not contribute much to LIS students in developing their professional skills and competencies in the area of LIS.

H3. There is no significant difference in the frequency of usage of social media tools among the post-graduate LIS student.

H4. Lack of ICT infrastructure, internet connectivity, and other barriers don't influence in the usage of social media tools among LIS students.

1.14 Review of Literature

In today's society, the younger generation uses social media platforms significantly more frequently than the elder generation. Students and researchers are increasingly utilizing such a platform in their daily lives to find the information they need. The impact of social media on students and academics has been a topic of interest for researchers and educators. Social media has become a vital part of our daily life. Social media sites such as Facebook, Twitter, Instagram, and LinkedIn give students and researchers with numerous chances to interact, discuss, and engage with one another. However, social media also poses obstacles such as distraction, addiction, and false information, which can severely impact academic performance and research findings. This paper investigates the impact of social media on students and academics and offers suggestions for reducing its negative consequences.

The good effects of social media on students and researchers are numerous. Initially, social media provides a platform for students and researchers to connect and engage with peers and international specialists. This collaboration can result in the exchange of ideas, skills, and expertise that can improve academic achievement and research outcomes. Second, social media provides a platform for students and researchers to access a variety of academic resources, including research articles, journals, and books. This access to academic materials can improve research quality and academic success. Finally, social media provides a venue for students and academics to present

their research and academic accomplishments to a larger audience, so enhancing their career chances. A thorough review of literature was undertaken using several ideas for a comprehensive analysis.

1.14.1 Impact of Social Media on Students

Kolan and Patience (2018) conducted research on the influence of social media on the academic performance of students. According to the study, social media can have both positive and negative effects on the academic achievement of youngsters. Social media can be useful for sharing knowledge, building contacts, and participating in group discussions, but it can also be addictive and distracting, leading to poor academic performance. The authors suggest that instructors and professors can use social media platforms for academic purposes, that students should limit their time spent on social media, that seminars should be held to educate students about the implications of social media use, and that students should use social media responsibly to avoid negative academic consequences.

Perpetua et al. (2018) conducted a comprehensive study focused on the students of AlvanIkoku Federal College of Education, intending to investigate the impact of social media usage on students' study habits. The findings of the research shed light on notable changes observed in the study habits of the participants after engaging with social media platforms. The study revealed a high level of awareness among the student population regarding social media, indicating the pervasive influence of these digital platforms within the academic community. Notably, a substantial majority, approximately 71 percent of the students, possessed their own cell phones, highlighting the widespread accessibility and personal ownership of devices capable of accessing social media. One of the significant outcomes of the research was the observed shift in study habits among the students following their engagement with social media. The nature of this change was not uniform, as individuals demonstrated varying responses to the use of social media in the context of their academic pursuits. Some students reported positive adjustments in their study routines, potentially leveraging social media for educational purposes, such as accessing online resources, participating in academic discussions, or collaborating with peers on projects.

Conversely, the study also identified instances where social media usage seemed to have a less favorable impact on study habits. This might manifest in distractions, time management challenges, or an increased focus on non-academic content at the expense of dedicated study time.

Karzan et al. (2018) conducted a comprehensive study aimed at evaluating the influence of social media usage on students' academic scores. Their research delved into the intricate relationship between social media engagement and academic performance, uncovering a noteworthy impact that varied across different contexts. The findings of the study revealed a significant overall effect of social media usage on students' academic scores. However, what made the research particularly interesting was the nuanced nature of this impact. In certain contexts, the use of social media demonstrated a positive correlation with academic performance, suggesting potential benefits or favorable outcomes associated with social media engagement. This positive influence may stem from increased access to educational resources, collaborative learning opportunities, or other constructive aspects of online interaction. Conversely, the study also identified instances where the impact of social media on academic scores was negative. In these contexts, the use of social media seemed to hinder academic performance, raising concerns about potential distractions, time mismanagement, or the consumption of non-educational content. Such negative effects may vary based on the type of social media platform, the frequency and duration of usage, and individual differences among students. The multifaceted nature of the study's results underscores the need for a more nuanced understanding of the relationship between social media and academic performance.

Gilbert et al. (2018) explored the influence of social media on college students, aiming to assess its impact on academic performance. The research identified a dual effect on students' achievements, acknowledging social media as both a beneficial tool for leisure and an integral part of student life, facilitating communication through social networks. The authors recommended responsible and guided social media use among adolescents.

In their intriguing investigation, **Dukper et al. (2018)** delved into the captivating realm of social media's influence on the reading habits of Ghanaian college students. This captivating study, encompassing 478 students from Tamale Technical Institute, employed self-administered questionnaires for data collection and analysis. The findings uncovered a profound impact of social media usage on students, revealing a significant detriment to their reading culture. The results painted a stark picture, showcasing a limited positive influence of social media on the students involved in the study. Furthermore, the research recommended proactive measures, suggesting that the educational authorities should consider imposing restrictions on students with heightened social media engagement. This call for action aimed to mitigate the potentially adverse effects of excessive social media use on students' academic pursuits, underscoring the importance of a balanced approach to technology in the academic environment.

Ritesh et al. (2018) embarked on a captivating journey, delving into the significance of social media within the realm of higher education. This comprehensive review focused particularly on the pivotal role of Facebook in shaping learning-related activities, offering an intricate analysis of the platform's virtues and drawbacks. The review skillfully navigated through the myriad ways in which Facebook could positively impact educational endeavors. It shed light on the potential enhancements in teaching, learning, and teacher-student interactions facilitated by the platform. The results underscored the manifold benefits associated with integrating Facebook into the higher education landscape. However, amidst the positive revelations, the review did not shy away from acknowledging the challenges that accompanied the use of Facebook in an educational context. One prominent concern highlighted was the issue of privacy, emphasizing the need for a balanced approach that ensures the benefits of Facebook usage while addressing potential privacy-related challenges. In the spirit of practicality, the authors went beyond mere exploration and presented tangible recommendations in the form of Facebook usage guidelines.

Frankie (2018) explored diverse facets of social media, encompassing platforms like Facebook, YouTube, Instagram, LinkedIn, Twitter, Tumblr, and WhatsApp. The

study highlighted concerns about students' unconventional use of short codes on social media, emphasizing the growing impact of internet and related technologies on the emergence of various social media tools. To counter potential negative effects on children and students, the research recommended proactive measures by parents and teachers. Additionally, it noted that certain rural districts were limiting the use of social media tools due to perceived constraints.

Florence et al. (2018) delved into the impact of social media on school students, surveying 593 middle school students. The study revealed that 17 percent of these youngsters initiated social media usage at the age of nine. Notably, 40 percent of students reported a lack of parental control over their use of various social media tools. Instagram and YouTube emerged as the most commonly used platforms among the surveyed students. Furthermore, many students expressed concerns about privacy, emotions, and exposure to inappropriate content while using social media.

Jaffar et al. (2019) delved into the intricate relationship between social media usage and its impact on students in Pakistan, revealing a narrative that leans significantly towards the negative spectrum when juxtaposed with the positive facets. The study meticulously unearthed a total of 18 effects—both positive and negative—associated with the pervasive use of social media among students. Drawing from a robust dataset, the researchers garnered 831 valid responses, creating a rich tapestry of insights from students across five distinct districts in Pakistan. This expansive geographical scope aimed to encapsulate the diverse experiences and perspectives of students in different regions, offering a comprehensive portrayal of the complex interplay between social media and their lives. The findings, therefore, transcend a mere binary analysis, providing a nuanced understanding of the myriad ways in which social media shapes the student experience in Pakistan. This nuanced approach acknowledges the diverse nature of the impact, recognizing that the influence of social media is multifaceted and context-dependent.

Oche et al. (2019) did a study on the use of social media by students at higher education institutions in Sokoto. According to the study, the majority of students use social media such as WhatsApp and Facebook, and 92 percent of students use social

media at night. Because many students used social media at night, sleep duration varied according to use. Students who use social media for more than two hours at night are more likely to have sleep difficulties, according to the findings. More awareness, according to the author, should be conveyed in order to lessen the detrimental influence of social media technologies.

K and Victoria (2019) did research on the impact of social media on chemistry undergraduate students. The data were acquired from undergraduate chemistry students in Nigeria's north-central geopolitical zone using a cross-sectional survey. Seventy percent of students use social media to download music and films from the internet, while others use it to communicate, take quizzes, post images, and so on.

In Hanan and Aljehani's (2019) study on Saudi Arabian university students, they investigated the impact of social media on the value system of College of Education students at Princess NouraBint Abdulrahman University. The 40-item questionnaire administered to 142 students revealed that social media had a positive impact on citizenship and communication values, a moderately negative impact on time respect, and a detrimental impact on respect for others' privacy and family communication. The study found no significant variations based on specialization, family economic position, favorite social media platform, or time spent on social media. The results suggest the need to capitalize on the positive effects of social media, educate students about the negative impacts, especially regarding time management, and conduct qualitative research on the causes of excessive social media use.

In Rithvik's (2020) study on Indian college students, the research aimed to explore the impact of social media. The study tested the hypothesis H1, suggesting a substantial effect of social media on Indian students, and the null hypothesis H0, indicating no significant impact. The questionnaire was administered using easy sampling, and with $p=.575$, the ANOVA test results showed no significant differences. Consequently, the null hypothesis could not be rejected, suggesting that social media has no substantial impact on Indian pupils, as per the study's findings.

During the Covid-19 period, **Yulan et al. (2020)** conducted a cross-sectional study on the impact of mass and social media on medical students. Using convenience sampling, the study aimed to assess psycho-behavioral responses to the COVID-19 epidemic and their correlation with media exposure. Participants, totaling 2,866 medicine and health sciences students from Fujian Medical University in Fuzhou, China, were recruited through social media groups and forums. The survey, conducted after the peak of the outbreak, revealed that over half of the participants (57.4%) were aged between 18 and 20, and nearly two-thirds (65.6%) were born in rural areas. The study emphasized voluntary participation, with implied consent upon questionnaire completion, and no incentives were provided to the participants.

Daniel and Munyoki (2020) investigated the impact of social media on the behavior of Nairobi students. The research identified a positive association between social media use and respondents' consumer behavior, emphasizing the role of internal and external cues in recognizing product needs. The study highlighted social media's contribution to consumer information, with friends and peers sharing opinions on product brands and serving as a channel for soliciting and communicating client feedback. The conclusion affirmed that social media significantly influences the consumer behavior of university students in Nairobi County.

Ishfaq and Arslan (2020) explored how social media influences the academic performance of Kashmiri students. Findings revealed that most students utilize social networking sites, with YouTube being the preferred platform. Students perceive these platforms as user-friendly and have been using them for the past three years. The study emphasized the positive impact of social media on knowledge sharing, information exchange, academic performance improvement, and enhancement of reading and writing abilities. The results affirm that students use social networking sites for academic purposes, suggesting a positive correlation with academic abilities and grades. The study recommends teachers to encourage students to utilize social media for both academic and recreational purposes.

Mohube et al. (2021) explored how the digital divide impacts the use of social media by first-year students in South African higher education institutions. The

research highlighted that personal characteristic influenced students' adoption of social media for academic purposes, with social media compensating for the lack of computing resources and Internet access in impoverished communities. The study recommended enhancing Internet-connected computer and device ownership, especially in underprivileged areas. However, the article lacked information on managing competitive advantage through technology and innovation, particularly in metropolitan areas, with a specific gap in insights from the Kaohsiung City Government, Taiwan.

Ewelina et al. (2021) studied the impact of digital technology on higher education students, focusing on virtual learning environments and social media. The qualitative study revealed various productivity outcomes classified into five broad categories of higher education results. The research also explored the perceived relevance of these outcomes in different scenarios and examined their relationship to service productivity theories.

Natascha et al. (2022) conducted a study to quantify the impact of social media on consumer behavior. The research focused on the influence of social and temporal distance in print advertisements on consumers' responses to purchasing organic goods. Findings revealed that advertisements depicting great social and temporal distance (showcasing animals in an ideal future state of husbandry) increased customers' purchase intentions and actual buying behavior, even for products unrelated to the depicted characters. Conversely, low social distance, representing humans instead of animals, led to psychological reactivity, inhibiting the inclination to purchase organic foods.

1.14.2 Educational Institutions and Social Media

Social media has become a fundamental component of our daily lives, revolutionizing how we connect, communicate, and obtain information. It has had a huge impact on other businesses, including higher education, in addition to personal relationships. In this introduction, we will examine the junction between social media and higher education, focusing on its transformative implications on learning,

communication, participation, and the entire academic experience. Facebook, Twitter, Instagram, LinkedIn, and YouTube have transformed how we exchange and consume information. These platforms have established a globally accessible, networked, and dynamic virtual arena where individuals may engage in real-time conversations, share ideas, and cooperate. Social media have evolved as a potent instrument in higher education, reshaping the dynamics of teaching, learning, research, and institutional communication. Transformation of communication channels is one of the most significant effects of social media on higher education. Social media platforms have augmented and, in some instances, supplanted traditional techniques such as emails and bulletin boards. In educational institutions, students, instructors, staff, and administrators can now engage in quick and direct communication, breaking down barriers and fostering a feeling of community. Important announcements, updates, and event notifications may be swiftly delivered, ensuring that everyone is informed in real time. In addition, social media has generated new chances for collaboration and networking in higher education. Students and researchers can network with classmates, mentors, and experts from a variety of subjects and institutions. This interconnection fosters a culture of collaboration by facilitating the flow of ideas, the sharing of resources, and the inception of interdisciplinary projects. Social media platforms also function as virtual meeting places where individuals may participate in discussions, debates, and the exchange of knowledge regardless of their actual location. In addition to altering communication and collaboration, social media has transformed the delivery and consumption of education. It has broadened the learning environment beyond the classroom, providing new opportunities for involvement and connection. Educators can integrate social media platforms into their instructional practices to promote active learning, facilitate peer-to-peer contact, and cultivate critical thinking skills. In turn, students gain from a more dynamic and interactive learning environment in which they may access instructional resources, participate in conversations, and receive real-time feedback. Moreover, social media has provided higher education institutions with new opportunities for recruitment, marketing, and public relations. Institutions can utilize social media channels to promote their programs, campus life, and accomplishments, thereby expanding their reach to prospective students. They

can interact with applicants, respond to their questions, and provide customized information. Social media also allows institutions to successfully maintain their public image, respond to comments, and handle crises. Social media's impact on higher education has been mostly good, but it also poses obstacles and hazards that must be addressed with care. Institutions must address privacy concerns, information overload, cyberbullying, and the transmission of false information, among other difficulties. Establishing standards and policies for the ethical and responsible use of social media is essential for maximizing its benefits and mitigating its disadvantages. In conclusion, social media have revolutionized communication, collaboration, learning, and institutional outreach in higher education. It has established a linked and interactive environment in which students, instructors, staff, and administrators may engage in meaningful discourse, develop cooperation, and improve the educational experience as a whole. Higher education institutions will be able to adapt to the changing digital world and give students with a more engaging and inclusive education if they acknowledge the potential of social media and solve its limitations.

Samantha (2017) investigated the impact of social media on college students using survey data and focus group discussions. The descriptive statistics indicated that 41% of respondents were first-year students, 23% were second-year students, and 36% were seniors—all full-time students. The focus group provided additional insights into how students perceive the department's use of social media. The study aimed to determine if platforms like Facebook and Twitter influence student motivation and goal orientation, but it did not provide specific results or conclusions regarding this impact.

Nsikan et al. (2017) conducted a study to highlight the impact of social media on the reading culture and education of Nigerian youth. The research explored the effect of social media on the reading habits of Nigerian youths and assessed its role as an alternative educational resource. Although social media negatively influences the reading culture, it serves as an alternate source of education. The study found that despite these opportunities, the majority of young Nigerians are not fully utilizing them, emphasizing the need for awareness to maximize their value.

Duvince et al. (2017) utilized the Technology Acceptance Model to analyze social media usage in Philippine Higher Education Institutions (HEIs). Their study identified perceived usefulness, simplicity of use, subjective norm, and perceived playfulness as strong determinants of student usage behavior. However, only a few public HEIs demonstrated significant Internet reliability and speed. The intention to use correlated with actual usage, suggesting that private HEIs should integrate social media into lectures. Public institutions, however, need to enhance Internet stability and speed to fully leverage ICT benefits. The article employed Principal Component Analysis (PCA) to condense comments into fewer variables, revealing likely clustering of responses.

Melissa et al. (2017) conducted a study measuring the effectiveness of social media as a marketing tool for higher education institutions. The research found a correlation between students following a university on social media and their perception of having a quality relationship with the university. Moreover, following a university across multiple social media platforms enhanced the perception of relationship quality. The results suggest that marketers in higher education should invest in social media communications to cultivate high-quality relationships with stakeholders, particularly students.

Terry (2017) conducted a study on the relevance of social media in history instruction, particularly in England. The research explored the impact of social media on history education and revealed a disparity between expert practitioners' and policymakers' perspectives. Highlighting recent changes in how young people access historical information, the study argues for a shift from general technological proficiency to a greater emphasis on developing information literacy skills. The report concludes that the findings are applicable not only to history education in England but also to other nations.

In their study on social media policies in higher education, **Laura and Nicholas (2017)** conducted a field investigation, analyzing 250 policy papers across ten nations. They identified 36 universal concepts using latent semantic analysis. The study not only offers a comprehensive database of social media policy documents but

also establishes an ontology for developing the conceptual foundation of sociotechnical stewardship. This framework aids organizations and stakeholders in strategic, long-term technology planning.

Erik and Adalberon (2017) studied the use of social media in higher education, with a specific focus on Facebook. Their paper presents a case study of four Facebook groups created by college students in coordination with campus-based courses. The study suggests that these groups primarily serve as forums for managing practical and social aspects of academic life, as well as for information exchange. Occasionally, students engage in academic discussions by seeking clarifications or initiating dialogues. The findings indicate that students primarily utilize social media outside the classroom and on their own initiative.

Pernilla (2017) examined the use of social media technology in higher education, specifically focusing on students' perceptions. The study found that students utilize social media tools for both academic and personal purposes. Results suggest that social media can enhance student and teacher learning and communication. However, the study highlights the importance of clear standards and policies to address the use of social media in higher education.

Rajab (2017) conducted a study to evaluate the impact of social media on higher education, focusing on students' perspectives. The research explored social media usage and satisfaction among foreign students in Turkey. Results showed that 68.2% of respondents used social media for out-of-classroom learning, with YouTube, Facebook, WhatsApp, Google Group, and Twitter being the most frequently used platforms. Students utilized these platforms for educational purposes, such as watching instructional videos and enhancing language skills. The study concluded that social media is an essential communication tool for international students in Turkish higher education. However, it noted a limitation in sample size, deeming it inadequate for the study.

Di et al. (2017) conducted a comparative study on the use of social media in Chinese and British higher education. The research focused on the application of WeChat in

China and Facebook, YouTube, Blog, and Instagram in the United Kingdom, specifically in art and design courses. The study, comprising two parts, investigated the practices at Ningbo University and the University of Huddersfield. It revealed similarities and differences in the use of social media and instructional technology in these institutions, emphasizing tactics and innovations in creative arts and design courses. The paper provides a cross-cultural perspective on sharing knowledge and best practices for leveraging co-created social resources, strategies, and technology to meet the future demands of the global community.

Tanty et al. (2017) assessed the impact of social media on the learning process in higher education. The study aimed to identify the influence of social media on learning in higher education institutions using a quantitative approach with multiple samples. The research found that individual qualities, educational institutions, family, student awareness, available resources, and the Internet significantly impact the success of the learning process. Additionally, the study highlighted specific social media characteristics that can enhance the learning process. The findings offer insights to higher education institutions, particularly teachers and students, on recommended social media platforms and their features for effective use in the learning process.

Tanty et al. (2017) examined the impact of social media on the learning process in higher education using a quantitative approach with multiple samples. The study revealed that individual qualities, educational institutions, family, student awareness, available resources, and the Internet significantly influence the success of the learning process. It also identified specific social media characteristics that can enhance learning. The findings provide valuable insights for higher education institutions, particularly teachers and students, regarding recommended social media platforms and features for effective use in the learning process.

Abhinav (2017) conducted a comprehensive examination of the value of social media in higher education. The article delves into the profound significance of social media in the higher education landscape, focusing on its impact on student involvement and learning outcomes. The research findings suggest that social media

serves as a valuable strategy to enhance student engagement and foster positive learning results in higher education settings. The study's conclusions highlight the potential of social media to facilitate communication and collaboration between students and instructors. Furthermore, it underscores the opportunities for personalized learning experiences and emphasizes the positive impact on student enthusiasm and participation within educational contexts. However, the report issues a cautionary note, emphasizing the need for careful planning and consideration of privacy and security issues when integrating social media into higher education practices. This nuanced approach recognizes the potential benefits of social media while acknowledging the importance of addressing potential challenges to ensure a responsible and effective use of these platforms in educational settings.

Josua et al. (2018) conducted a study to explore the influence of social media on the academic performance of college students in Cameroon. The article aims to identify factors contributing to students' compulsive use of social media and how it affects their academic performance within a classroom setting. Employing the Extended TAM (Technology Acceptance Model), Personality Traits, and Network Reliability as the study's foundation, the research proposes a mixed-methods approach to contribute to the existing literature on social media use and impact in developing nations. As a research proposal, the document does not disclose specific outcomes but focuses on outlining the study's objectives and methodology.

Julie et al. (2018) conducted a discussion-based study exploring the impact of social media on higher education institutions, particularly in Australasia. The article delves into ongoing debates surrounding the utilization of social media in this context, addressing crucial topics, emerging themes, and sensitive aspects of its use. While the report outlines future steps and underscores the importance of establishing social media policies in academia, it does not present quantitative or statistical results. Instead, the focus is on synthesizing discussions and providing insights into the key considerations related to social media in higher education.

Liangyun et al. (2018) highlighted the effectiveness of social media as a marketing tool, particularly in the context of student recruitment in higher education. The article

introduced a framework that leverages social media for this purpose, emphasizing the positive impact of efforts such as electronic word-of-mouth (e-WOM), virtual campus tours, and Facebook Live on student recruitment. Anticipated results suggest that social media validation plays a mediating role in the relationship between social media marketing and successful student recruitment. The research provides valuable insights into student behaviors, needs, and attitudes regarding social media marketing, offering recommendations to admissions officers on effectively utilizing social media communities as a recruitment strategy.

Demetris et al. (2018) recommended an examination of the impact of social media on the requirements of international students. Their study highlighted the substantial influence of social media on the recruitment of international students in Lebanese higher education institutions. The survey revealed that a majority of overseas students have social media accounts and use these platforms to gather information about colleges, universities, and courses. However, traditional sources such as friends, family, and university websites still hold higher importance among international students. The study suggests that higher education institutions should reassess the impact of social media on international student recruitment and adjust their social media marketing strategies accordingly.

Anastasia et al. (2019) evaluated the role of social media as a support tool in higher education. The study explored the acceptance of social media as a supplementary tool in undergraduate education, considering perspectives from both instructors and students. Results revealed that both educators and students acknowledge the significance of integrating social media into course delivery and evaluation. They highlighted its positive impact on students' deep learning experience, engagement, and the enhancement of collaborative and organizational skills. However, the study suggests that instructors should maintain a balance in the relevance, control, and frequency of social media platform use.

Yanka and Silvia (2019) conducted a study on the utilization of social media in higher education institutions, aiming to uncover trends, opportunities, and constraints by examining students' usage patterns. The research focused on the impact of social

media on the learning process, content creation and distribution, and educational communication. Findings indicated that Facebook groups were the preferred tool for conversation, content sharing, and distribution, while wikis and university Learning Management Systems (LMS) were popular for content production and continued learning. Some social media platforms were favored over scientific databases and e-books for content creation and supplementary learning. The study suggested that students, particularly those majoring in computer science, played a primary role in initiating social media use in higher education, revealing a moderate to slight correlation between major and the use of content-sharing communities and forums in the knowledge-gathering process.

Agung and Muhammad (2019) investigated the role of social media as a learning medium in higher education institutions. The study focused on the use of social media as a learning tool for college-level foreign language students in Indonesian universities, employing a qualitative survey method. Findings revealed that students predominantly use cellphones and social media for various activities. In foreign language learning, students leverage social media to explore and enhance vocabulary, connect with native speakers, and utilize foreign-language songs and entertaining content as learning tools. The study suggests that social media can effectively contribute to the improvement of students' foreign language skills.

Jaffar et al. (2019) assessed the learning behavior of Pakistani students utilizing social media at selected universities. The study indicated that social media use in Pakistan had a predominantly negative impact on student conduct rather than a positive one. Based on past studies, the researchers identified 18 negative and positive aspects of social media. Employing the social pleasure theory, the study evaluated the social media usage behavior of students, obtaining 831 complete/valid responses from respondents in five distinct locations. However, the findings are specific to the respondents and cannot be generalized to the overall student population. The study highlights a relationship between antagonistic and creative qualities of social media and suggests avenues for future research to enhance understanding of web-based social network usage.

Terry (2019) conducted a study examining the challenges and opportunities related to the use of social media in higher education. The research delves into the advantages and disadvantages of integrating social media into traditional higher education programs, addressing the tension between ease and value of use versus loss of data control. The author explores proposed solutions to this issue, concluding with an overview of two potential approaches. The first suggests institutions creating and managing their own social media, while the second proposes a technical solution where users retain control of their data while engaging in multiple social contexts. The article suggests that while social media holds significant educational benefits, there exists a notable gap between positive perceptions and actual usage.

Noor et al. (2019) conducted a study that delved into the perspectives of Omani college students regarding their use of social media. The research specifically focused on three demographic characteristics: age, gender, and patterns of social media usage. The results uncovered notable variations in attitudes among different age groups, highlighting that student aged 18 to 22 exhibited a significantly higher interest in utilizing social media compared to their counterparts. Interestingly, the study did not find significant gender-based differences in attitudes toward the application of social media. Furthermore, the findings of the research emphasized that WhatsApp emerged as the most popular educational application among the Omani college students, underscoring its prevalence and significance in the educational landscape among the study participants.

Shahedur et al. (2020) conducted a study investigating the impact of social media use on student satisfaction in higher education. The research revealed several key findings. Firstly, it highlighted that the perceived utility of social media positively influences its usage in student learning activities. This suggests that students are more likely to engage with social media when they perceive it as useful for their educational needs. Secondly, the study identified that the perceived risk of using social media acts as a deterrent to its usage. This implies that concerns or uncertainties about the potential drawbacks or risks associated with social media may discourage students from actively incorporating it into their learning experiences.

Lastly, the research emphasized that Social Media Use (SMU) has a positive impact on student satisfaction. This suggests that, overall, students who actively utilize social media in their educational pursuits tend to express higher levels of satisfaction with their academic experiences. The study further delves into the theoretical and practical implications of these findings, providing insights into the complex relationship between social media use, perceived utility and risk, and their collective influence on student satisfaction in the realm of higher education.

Ahmad et al. (2020) conducted a study to examine the impact of social media use on students' perceptions of their academic achievement in Jordanian higher education. The research brought forth several noteworthy findings. Firstly, the study identified that students' perceptions of the utility of social media, its role in facilitating collaborative learning, its contribution to improved communication, the enjoyment derived from its use, and the perceived simplicity of its application all exerted a positive influence on the students' engagement with social media for learning purposes. This suggests that when students perceive social media as beneficial, enjoyable, and user-friendly, they are more likely to incorporate it into their academic endeavors. Furthermore, the research highlighted that the use of social media positively impacted students' judgments of their academic success. This implies that students who actively engage with social media in their learning experiences tend to view their academic achievements more favorably. However, the study noted that resource sharing had a negligible effect on student use of social media for learning, indicating that the act of sharing resources did not significantly influence the students' adoption of social media in their academic pursuits. In light of these findings, the report proposed that senior management and policymakers in higher education institutions should focus on educating faculty members about effective strategies and approaches for integrating social media into the learning environment, thus maximizing its positive impact on students' academic experiences and perceptions of achievement.

Ankuran (2020) conducted a study emphasizing the influence of social media on higher education in India, with a particular focus on the impact during the COVID-

19 pandemic. The research sought to investigate the effect of digital social media on Indian higher education, specifically exploring alternate online learning methodologies and the utilization of social media platforms for distributing learning resources to students. Structured qualitative analysis was employed to delve into the effectiveness of online classes, the pedagogy of e-learning, and the outcomes associated with these approaches. However, it's noteworthy that the paper did not present specific results or findings. The emphasis of the study was placed on understanding how the integration of social media in higher education, particularly during the pandemic, influenced the delivery of educational content and the overall learning experience for students in India.

Ewelina et al. (2021) conducted a study that delved into the impact of digital technologies, specifically virtual learning environments and social media, on student outcomes in higher education. The research aimed to understand the influence of these digital tools on various aspects of students' academic experiences and achievements. The study involved collecting responses from participants, who indicated a range of productivity outputs. These outputs were then categorized into five broad categories that encompassed various aspects of higher education results. The research considered three different scenarios, and in each scenario, the perceived relevance of the results differed, suggesting that the impact of digital technologies might vary under different circumstances. Additionally, the study explored service productivity theories and their relationship to the identified outputs. This implies an examination of theoretical frameworks related to how the use of digital technologies affects the efficiency and effectiveness of educational services in higher education. Overall, the research contributed insights into the multifaceted effects of digital technologies, including virtual learning environments and social media, on student outcomes in higher education. The exploration of different scenarios and the consideration of relevant theoretical frameworks added depth to the understanding of the complex relationship between digital technologies and academic results.

Freddy et al. (2021) investigated the influence of social media marketing, e-service quality, and e-satisfaction on customer engagement among Generation Z students at

Bina Nusantara University. Using a quantitative approach with questionnaires, the researchers conducted path analysis on the gathered data. The study revealed that both social media marketing and e-service quality had a significant impact on e-satisfaction and customer engagement. However, e-satisfaction did not show a significant influence on customer engagement. The study underscored the importance of advancing digital technology in higher education for improved services and operations. The correlation coefficients ranging from 0.625 to 0.750 suggested a moderate to strong relationship among the variables for the sample of one hundred Generation Z students.

1.14.3 Social Media and Academic Development

Julie (2016) conducted research focused on professional development through the utilization of social media within the teaching and learning environment. The primary objective of the study was to outline the development of a professional learning program designed to familiarize academic staff in higher education with the applications of social media in teaching and learning. The professional learning program was structured to seamlessly integrate opportunities for the incorporation of social media into the learning design. The overarching aim was to enhance the confidence and competence of academic staff in utilizing social media within the teaching and learning context. This was achieved by providing a supportive environment for the staff members. It's important to note that the paper did not provide specific results or findings pertaining to the effectiveness of the program. Instead, the emphasis was on the design and implementation of the professional learning initiative, underscoring the importance of integrating social media seamlessly into the learning environment to support the professional development of academic staff in higher education.

Muhammad et al. (2016) aimed to discern the contribution of various social media platforms to academic research. The researchers identified 168 social media applications, noting that 10% underwent a change in service objective and 13% were suspended. Among these applications, Amazon garnered the highest number of citations on Google Scholar, totaling 147,000. The top 30 social media platforms

collectively contributed to 90.7% of the total citations, with Facebook emerging as the most cross-referred platform for content sharing. The study also conducted a comparison of the number of publications associated with each social media platform, revealing insights into their respective contributions to academic research. Overall, the research provides valuable insights into the utilization of social media in academic research and underscores the significance of specific platforms in this context.

Raymond et al. (2016) employed a qualitative approach to evaluate the influence of social media on students' academic experiences in higher education. The study involved interviews with ten participants conducted over a two-week period. The findings highlighted widespread use of social media among higher education students, and participants expressed support for the notion that social media significantly contributes to the enhancement of their academic life.

Naciye et al. (2016) delved into the evolving communication methods of students and their relationship with student retention in higher education institutions. Emphasizing the shift towards interactive, self-created content, the study explored the potential connection between student retention and social media. While specific numerical or statistical results were not provided, the research aimed to contribute to the understanding of this potential relationship. The study was anticipated to guide academic leaders in improving student loyalty efforts and gaining a competitive advantage, with the ultimate goal of influencing long-term profits by reducing student attrition.

Derek et al. (2016) offered career development guidance for nursing scholars and academic researchers, with a focus on leveraging social media platforms. Emphasizing the importance of bibliometrics, altimetric, and social media in contemporary nursing academics, the paper underscored the need for scholars to stay abreast of essential competencies for success in modern research careers. The discussion highlighted the implications of social media and altimetric for nursing scholars publishing their research. While recognizing the increasing importance of these factors, the paper concluded by emphasizing the enduring value of traditional

knowledge dissemination routes alongside the evolving landscape of research dissemination.

Setiawan (2017) investigated the effectiveness of social media as a knowledge-sharing tool among scholars in Indonesia, using a model based on the DeLone and McLean IS Success Model. This effort led to the creation of a social success model for academic knowledge sharing in Indonesia. However, the paper did not present specific results or findings regarding the success of social media for knowledge sharing among scholars in Indonesia.

In the same year, **Martin (2017)** conducted a systematic analysis of academic research on social media marketing, with a particular focus on publications from Czech universities. The findings indicated a growing number of studies in this field; however, Czech research lagged behind similar countries concerning the number of citations per article. The paper suggested recommendations for future research to facilitate theory development in the field of social media marketing.

Setiawan et al. (2017) aimed to create and validate an instrument to assess the effectiveness of social media as a tool for knowledge sharing among academics in Indonesia. They utilized the Information System Success Model by DeLone and McLean for the research model and the framework proposed by McKenzie et al. for instrument development and validation. The outcome was a validated instrument ready for use by researchers interested in studying the success of social media for knowledge sharing among scholars in Indonesia.

Yasemin et al. (2017) discussed the creation and assessment of a Social Media Toolkit designed for higher education instructors aiming to integrate social media into their teaching. The paper outlines the toolkit's rationale, development process, and explores instructors' perceptions of it. However, the paper does not offer specific results or findings regarding the toolkit's impact on student learning outcomes.

Paul et al. (2017) investigated student perceptions of using social media in face-to-face classrooms and its role in developing presentation skills. Employing a proprietary social media application and a sequential mixed method approach, the

study involved undergraduate students in introductory information systems courses. The findings suggested that social media can effectively aid presentation skill development in traditional classroom settings. The study discusses its implications and outlines potential directions for future research.

Murad et al. (2017) sought to comprehend current social media trends, distractions, and factors influencing students' academic use of social media. The study identified individual psychological characteristics, social influences, information quality, and system usefulness as key factors motivating students to use social media for academic purposes. The survey underscored the platform's significance for academics and addressed perceptions of distraction. Additionally, the paper outlined potential avenues for future research and acknowledged study limitations.

Stephen et al. (2017) performed a cost analysis comparing participation in continuing professional development via social media with live conference attendance. The study revealed that social media platforms are becoming a financially viable and acceptable medium for health professionals' ongoing professional development. The perceived cost of equivalent content through social media was significantly lower than attending live conferences. Most clinicians expressed a willingness to pay for a subscription-based service via social media, with a median value of Aus \$59.50.

Vita (2018) explored the application of a social network with a user-centric approach. The study proposed the development of an Academic Social Network Site (ASNS) to enhance interaction and collaboration among researchers/academics, government, and business entities. The research identified technical features needed for the ASNS based on a user-centric perspective. Features were tailored for different user types: researchers/academics, government, and business entities. Recommendations for researchers focused on their needs, while government and business entities were designed to support research activities and utilize research outcomes. The paper also analyzed three existing ASNS (ResearchGate, Academia.edu, and Mendeley) to identify common and unique features.

Han et al. (2018) conducted split-tests on two groups of on-campus students, analyzing behavior statistics and long-term effects. The academic social media platform created with WeChat demonstrated a positive impact on promoting on-campus students' learning. The study emphasized the importance of involving SPOC researchers, identifying at-risk participants, and developing tailored suggestion systems to enhance learning outcomes.

Muhammad et al. (2018) conducted a questionnaire survey to collect data on social networking site usage and its impact on academic studies. The majority of surveyed candidates, who had internet access and mobile phones, were familiar with various social networking sites. The study found a negative impact on studies associated with the use of social networks.

Stella (2018) explored the impact of gender on academic librarians' attitudes toward using social media for continuing professional development in Ogun State, Nigeria. Using a descriptive survey approach with a total enumeration sampling method, 79 academic librarians were surveyed. The study found that WhatsApp is the most commonly used social media platform for continuing professional development among academic librarians, and their overall attitude toward using social media for CPD is positive. Additionally, the survey revealed no statistically significant gender difference in attitudes toward social media use for professional development. The study also identified a moderately significant positive association between attitude and the frequency of social media use.

Andy et al. (2018) highlighted a student-led program aimed at raising awareness of social media's potential for academic practice and professional growth. The initiative provided interactive seminars for PhD students and early career researchers at the University of Nottingham. While the report shares important research and experiences, it does not provide specific outcomes from quantitative or qualitative data analysis.

Gilly et al. (2018) investigated the benefits of using social media in an online educational setting, focusing on participants in a Massive Open Online Course

(MOOC) designed to teach educators about the Carpe Diem learning design process. Data was collected through interviews, surveys, and social media postings made by participants. The study revealed diverse perceptions of social media, with some participants appreciating networking and knowledge-sharing opportunities, while others resisted or refrained from engagement. The authors provide recommendations for utilizing social media in educational settings, particularly within MOOCs and formal digital learning environments.

Jie (2019) found a negative correlation between undergraduate biology students' use of social media and academic achievement. The study revealed that male students use social media more than females, and GPA is inversely related to the number of subscribed social media apps. Additionally, the research showed that using more social media applications is linked to the amount of time spent on social media daily. Overall, the study suggests that undergraduates' study habits and academic performance may be negatively impacted by their use of social media.

Alam et al. (2019) found that students utilized platforms like Whatsapp and Instagram for their development. Effective usage of social media, according to the study, requires comprehensive and clear information. The paper explores how social media contributes to new student training, student reactions to social media development, and their preferences between social media and direct development procedures.

Carles et al. (2019) analyzed and summarized studies on social media and professional development published between 2013 and 2017. They examined 44 publications from peer-reviewed journals, revealing an increasing trend in research on this topic. The study found that surveys were the primary research method, health and education sciences were the most studied fields, informal learning contexts were of special interest, Twitter was the most studied platform, and social media appeared to be a sustainable support for professionals. The paper discusses future implications of these findings.

Adil and Ritu (2019) investigated the impact of social media on academic growth using ANOVA and questionnaire methodologies. The ANOVA results revealed that the experimental group was more engaged than the control group. The study suggests that social media can be used as an educational tool to engage students and teachers.

Mustafa et al. (2019) aimed to create a video learning medium for fourth-grade pupils at Public Elementary School. The developed learning video medium received positive validation from material specialists, linguists, and media experts, with appraisal scores in the very good or good categories. The practicality of the learning video media was confirmed based on student ratings, with 55 percent giving it a good rating and 45 percent giving it a very good rating.

R and V (2019) emphasize that social networking sites have become integral to academics' daily lives, aiming to bridge the gap between teaching and learning in engineering institutions. The study focuses on selecting the best social network medium to enhance online educational resource quality. While the paper highlights the importance of academic students tracking their scholastic achievements in correlation with social media use, it does not present specific quantitative or qualitative outcomes.

Goodluck et al. (2019) analyze the use of social media in academic libraries in Nigeria, addressing concepts, trends, types of tools used, and challenges. The report offers solutions to the identified challenges, but it does not provide specific outcomes or findings.

Abdullah and Mohammed (2019) propose a novel method for evaluating academic programs using information from alumni on social media platforms like LinkedIn. The approach, demonstrated in a case study with over 100 LinkedIn student profiles, is continuous and aims to complement existing assessment tools without replacing them. The report does not, however, provide specific findings or outcomes.

1.15 Research gap

This study encompasses a comprehensive literature review exploring the diverse impacts of social media on government agencies, higher education institutions, students from various schools and colleges, among other entities. Despite numerous studies underscoring the significance of social media for Library and Information Science (LIS) students across various purposes, a notable research gap exists. Notably, there is an absence of studies investigating how social media contributes to the academic and professional development of LIS background students. Consequently, this study endeavors to address this research void by examining the role of social media in enhancing the academic and professional growth of LIS students.

1.16 Chapterization

Chapter 1: This chapter introduces the basic concept of social media, its features, the benefits of various types of social media tools, the role of social media in the higher educational sector, the impact of social media etc. This chapter also narrates the scope and significance of the study, the objective of the study, the research design, and review of the literature.

Chapter 2: This chapter describes an overview of the impact of social media on higher education, along with the impact of social media on students, and on the higher education system.

Chapter 3: This chapter highlights the use of social media tools by postgraduate students of library and information science

Chapter 4: This part presents an overview of academic and professional development using social media tools.

Chapter 5: Research methodology is very important for research of all levels. This chapter briefly provides details about the suitable method for data collection, details of analysis and interpretation of collected data, and major findings according to the objective of the study, testing hypothesis based on collected data etc.

Chapter 6: This chapter includes suggestions for effective utilization of social media sites for academic exercises, direction for further studies and concluding remarks.

1.17 Conclusion

As improvements in communication technology and the internet continue to be created, a new kind of social tool known as social media has been pushed to develop as a result of these advancements. The more traditional kinds of social media have recently been experiencing major changes in order to become the more contemporary kinds of social media platform. Because of this fast-growing nature, many organisations and institutions have adopted various social media business tools and goods in order to share their services and products with the general public. This is done in order to take advantage of the rapidly expanding nature. This is done in an effort to maximise profits by taking advantage of the ever-increasing use of social media. In this particular instance, because libraries and information centres are now considered to be organisations that receive public funding, these facilities are now providing assistance to their consumers through the use of the many different social media platforms. Learning that is based on social media platforms not only enhances students' understanding, but also other parts of their knowledge in an improved manner. This is because students spend more time on social media platforms than they did in the past, which has an impact on the educational system.

Following the first chapter's discussion of the importance of social media and a brief introduction to the research problem, objective, scope, and significance, review of literature, and research design, the second chapter, titled "Impact of Social Media on Higher Education," moved on to the next chapter.

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Impact of Social Media on Higher Education

2.1 Introduction

In today's society, the younger generation uses social media platforms significantly more frequently than the older generation. Students and researchers are increasingly utilizing such a platform in their daily lives to find the information they need. The impact of social media on students and academics has been a topic of interest for researchers and educators. Social media has become a vital part of our daily life. Social media sites such as Facebook, Twitter, Instagram, and LinkedIn give students and researchers with numerous chances to interact, discuss, and engage with one another. However, social media also poses obstacles such as distraction, addiction, and false information, which can severely impact academic performance and research findings. This paper investigates the impact of social media on students and academics and offers suggestions for reducing its negative consequences.

The good effects of social media on students and researchers are numerous. Initially, social media provides a platform for students and researchers to connect and engage with peers and international specialists. This collaboration can result in the exchange of ideas, skills, and expertise that can improve academic achievement and research outcomes. Second, social media provides a platform for students and researchers to access a variety of academic resources, including research articles, journals, and books. This access to academic materials can improve research quality and academic success. Finally, social media provides a venue for students and academics to present their research and academic accomplishments to a larger audience, so enhancing their career chances.

Additionally, social networking has various harmful effects for students and researchers. First, social media can be a significant source of distraction, resulting in diminished academic performance. Instead of focusing on their academic work, students and researchers often spend countless hours browsing social media platforms. Social media can also be addictive, resulting in decreased productivity and academic performance. Students and researchers might develop an addiction to social

media, spending many hours each day on social media platforms rather than concentrating on their academic work. Last but not least, social media can be a source of misinformation and fake news, resulting in diminished research quality and academic achievement. False information and fake news can mislead students and researchers, leading to erroneous study findings and poor academic achievement.

Several strategies might be implemented in order to limit the detrimental effects of social media on students and researchers. The first step is for students and researchers to limit their social media use and schedule specified periods for social media activities. This can help prevent social media addiction and distraction. Before using information collected from social media platforms for research purposes, students and academics should verify the information's credibility. This can lessen the influence of disinformation and fake news on academic performance and research quality. Finally, educators should incorporate social media literacy into the curriculum in order to help students and researchers build critical thinking abilities and distinguish between credible and false material.

2.2 Impact of Social Media on Higher Educational Institutions

Social media integration in higher education institutions has been a transformative force, transforming how students learn, interact, and connect with academic communities. The impact of social media on higher education is complex, influencing areas such as communication, cooperation, pedagogy, marketing, and student affairs as digital natives populate campuses and online learning environments. This in-depth examination investigates the various facets of this impact, analysing both the potential and challenges that result from the convergence of social media and higher education.

2.2.1 Student Engagement and Interaction

Social media student participation and interaction have become essential components of the modern educational landscape, altering the traditional dynamics of teaching and learning. Because of the pervasiveness of digital platforms, educators now have more opportunity to connect with students in novel ways, developing a feeling of

community, cooperation, and active participation. The ability of social media to transcend physical barriers, creating a virtual place where students from varied backgrounds can interact and share ideas, demonstrates its role in student engagement. Platforms such as discussion forums, group chats, and collaborative projects have evolved into extensions of the classroom, allowing students to communicate outside of traditional lecture halls. This virtual connectivity is especially important in today's educational scene, when students may be dispersed geographically due to online learning or hybrid educational methods. Because social media interactions are asynchronous, students can connect with course information and their classmates at their own leisure. Students can contribute carefully to discussion threads on venues like forums or specialised class pages on social networks, giving a platform for in-depth views and responses. This not only caters to varied learning styles, but it also encourages a more thinking and introspective approach to the subject matter. Another feature of social media's impact on student involvement is real-time communication. Educators can use platforms such as Twitter or instant messaging apps to effortlessly distribute updates, reminders, and more materials. This immediacy encourages a dynamic engagement between students and professors, allowing queries to be answered quickly and knowledge to be communicated in real time, boosting the overall learning experience. The informal tone of social media also leads to an image of educators that is more approachable and relevant. Educators can share glimpses of their personal and professional life on platforms like Instagram and Twitter, humanising the learning experience. This informal engagement dissolves traditional barriers, making educators more accessible and relatable to students and, as a result, establishing a happy and supportive learning environment.

2.2.2 Communication between faculty and students

The incorporation of social media into the educational landscape has transformed faculty-student connection, providing a dynamic and efficient avenue for interaction that extends beyond the traditional classroom limits. Social media platforms provide educators with a varied toolkit for connecting with students in ways that are

immediate, accessible, and conducive to the development of a collaborative learning environment. Faculty-student contact via social media is characterised by real-time communication. Platforms such as Twitter, WhatsApp, and even course-specific groups on platforms such as Facebook enable quick updates, clarifications, and conversations outside of conventional classroom hours. This immediacy allows for quick responses to student inquiries, the transmission of critical information, and the opportunity to resolve concerns as they arise, resulting in a continuous flow of communication between educators and students. The informal character of social media sites helps faculty members project a more approachable and relatable image. Educators can utilise social media platforms such as Instagram and Twitter to give insights into their professional journeys, morsels of their academic interests, and even glimpses into their personal life. This openness humanises the learning experience, making faculty members more approachable and building a positive relationship with students. Social media networks can also be used to provide academic mentoring. Faculty members can use these channels to share pertinent articles, research findings, and resources. This not only broadens students' comprehension of the subject, but also gives them vital insights into the broader academic landscape, promoting intellectual curiosity and deeper engagement with the material. Furthermore, the asynchronous nature of social media interactions allows for a wide range of learning styles and timetables. Students can connect with course content and their peers at their own speed by using discussion threads on sites such as forums or dedicated class pages. This adaptability is especially important in the context of online learning, when students may be juggling many responsibilities and time zones. Live video features on sites like Instagram Live, Facebook Live, and YouTube Live improve faculty-student connection even further. Educators can create an interactive and dynamic learning experience by hosting live Q&A sessions, virtual office hours, or even inviting guest lecturers. These real-time interactions enable students to express their ideas, ask questions, and interact with course information in real-time. While the advantages of faculty-student contact via social media are significant, it is critical to negotiate possible challenges carefully. Privacy problems, ethical considerations, and maintaining professional boundaries all necessitate extreme caution. Institutions and educators must set clear criteria for communication

on social media platforms to ensure that interactions remain educational in nature and conform to ethical norms.

2.2.3 Online Education and Blended Learning

In the rapidly evolving landscape of education, online education and blended learning have emerged as transformative approaches, leveraging the power of social media to reshape the traditional classroom paradigm. The integration of technology into education has not only expanded access to learning but has also fostered a dynamic and interactive environment that caters to diverse learning styles. Online education, characterized by its digital nature, breaks down geographical barriers, allowing students to access high-quality educational resources from anywhere in the world. Social media platforms play a pivotal role in this globalized educational landscape, serving as conduits for information dissemination, collaborative learning, and community building. Platforms such as Facebook, Twitter, Instagram, and LinkedIn provide spaces for educators and students to engage in meaningful discussions, share insights, and collaborate on projects. Blended learning, on the other hand, represents a hybrid model that combines traditional face-to-face instruction with online elements. Social media complements this approach by offering a seamless bridge between the physical and virtual realms of education. Educators can utilize platforms like YouTube for instructional videos, Twitter for real-time updates and discussions, and collaborative tools like Google Workspace for interactive projects. This synthesis of in-person and online experiences enriches the learning journey, catering to individual learning preferences and fostering a more personalized educational experience. The interactive and dynamic nature of social media also facilitates peer-to-peer learning and knowledge exchange. Students can participate in online forums, engage in virtual group projects, and benefit from diverse perspectives, transcending the limitations of a traditional classroom setting. Furthermore, the immediacy of social media enables educators to adapt their teaching strategies in response to real-time feedback, ensuring a more agile and responsive educational experience.

2.2.4 Environments for Collaborative Learning

In the contemporary landscape of education, collaborative learning has gained prominence as a pedagogical approach that fosters active engagement, critical thinking, and knowledge sharing among students. Social media platforms have emerged as powerful tools to create dynamic environments that facilitate and enhance collaborative learning experiences. One of the key advantages of utilizing social media for collaborative learning lies in its ability to connect students across geographical boundaries. Platforms such as Facebook Groups, Slack, and Microsoft Teams provide virtual spaces where students can collaborate on projects, exchange ideas, and engage in discussions. This interconnectedness transcends the limitations of traditional classrooms, creating a globalized learning community that exposes individuals to diverse perspectives and cultural insights. Moreover, social media platforms offer a plethora of multimedia tools that enhance the collaborative learning experience. Visual aids, infographics, and videos shared on platforms like Instagram and YouTube can serve as effective supplements to traditional classroom materials, catering to different learning styles and making complex concepts more accessible. Collaborative document editing tools, such as Google Docs, enable real-time collaboration on projects, allowing students to contribute simultaneously and providing a transparent view of the collaborative process. The asynchronous nature of social media also accommodates diverse schedules and time zones, allowing students to participate in collaborative activities at their convenience. This flexibility is particularly advantageous for working professionals or students with varied commitments, promoting inclusivity in collaborative learning environments. Additionally, social media fosters a sense of community and shared responsibility among learners. The interactive and social nature of platforms like Twitter and LinkedIn encourages students to build professional networks, share resources, and seek advice from peers. This not only enhances the collaborative learning experience but also prepares students for the collaborative nature of the modern workplace.

2.2.5 Fundraising and Alumni Engagement

In the realm of higher education and nonprofit organizations, fundraising and alumni engagement have been revolutionized by the dynamic capabilities of social media. These platforms serve as powerful tools to connect with alumni, donors, and supporters, fostering a sense of community and generating vital financial support. Social media offers an expansive and immediate reach, allowing institutions to maintain a consistent and engaging presence with their alumni base. Platforms such as Facebook, LinkedIn, and Twitter provide channels for universities and organizations to share success stories, highlight impactful projects, and showcase the achievements of alumni. This not only strengthens the institution's brand but also creates a shared narrative that encourages alumni to feel a continued connection to their alma mater. Fundraising campaigns have found a natural home on social media platforms, providing a streamlined and accessible way for organizations to reach a broader audience. Platforms like Instagram and TikTok leverage visual and interactive content, making fundraising appeals more compelling and shareable. Crowdfunding initiatives, facilitated through platforms like GoFundMe or Kickstarter, can gain momentum quickly as individuals share campaigns within their social networks. Alumni engagement is enhanced through the creation of dedicated online communities. Private Facebook groups or LinkedIn alumni networks allow graduates to reconnect, share professional insights, and provide mentorship opportunities. These platforms become spaces where alumni can contribute not only financially but also through their expertise, creating a mutually beneficial relationship between the institution and its graduates. Real-time updates on social media enable institutions to showcase the impact of donor contributions, creating a transparent and accountable environment. Livestreaming events, webinars, or virtual campus tours can be powerful tools for engaging both current students and alumni, encouraging them to participate in fundraising efforts or volunteer opportunities. Challenges, such as maintaining privacy and data security, must be carefully navigated, and institutions should implement robust strategies to protect sensitive information. Additionally, a thoughtful approach to content creation and storytelling is essential to maintain authenticity and resonance with the target audience.

2.2.6 Student Affairs and Assistance Services

In the realm of higher education, student affairs and assistance services have embraced social media as a dynamic and indispensable tool to connect with students, offer support, and create a sense of community. Through platforms such as Instagram, Twitter, and Facebook, universities can extend the reach of their student services, providing timely information, resources, and a virtual support system. Social media serves as a real-time communication channel, allowing student affairs offices to disseminate crucial updates, event information, and important deadlines efficiently. This instant connectivity ensures that students are well-informed about campus services, academic resources, and extracurricular opportunities, contributing to their overall success and well-being. One of the key advantages of leveraging social media in student affairs is the ability to create engaging and interactive content. Platforms like TikTok and Snapchat offer a space for universities to share informative yet entertaining content, making important information more accessible and memorable for students. This approach not only facilitates effective communication but also helps in building a positive and approachable image for student affairs services. Moreover, social media enables universities to address students' concerns and questions in a timely manner. Direct messaging features on platforms like Twitter and Facebook allow students to seek assistance privately, fostering a sense of trust and confidentiality. This personalized interaction helps student affairs professionals provide tailored support, ranging from academic advising to mental health resources. Virtual support groups and communities on platforms such as Facebook Groups or Discord can be established to create spaces where students can connect, share experiences, and seek advice from peers. These communities contribute to a sense of belonging, especially for remote or online students who may face challenges in building traditional on-campus connections. While social media enhances the accessibility of student affairs services, it is crucial to maintain a balance between digital and in-person support. In addition, privacy considerations must be taken seriously, and institutions should establish clear guidelines for interacting with students on social media platforms.

2.2.7 Well-being and Mental Health

The well-being and mental health of students have become increasingly prominent concerns within the educational landscape, and social media has emerged as both a challenge and a solution in this realm. On one hand, social media can contribute to stress and mental health issues due to factors like comparison, cyberbullying, and the constant pressure to curate an idealized online persona. On the other hand, social media platforms provide a unique avenue for promoting well-being, raising awareness about mental health, and offering valuable support resources. Social media serves as a powerful tool for disseminating information about mental health, reducing stigma, and encouraging open conversations. Universities and mental health organizations can utilize platforms like Instagram and Twitter to share informative content, resources, and personal narratives that foster a culture of understanding and empathy. By normalizing discussions around mental health, social media can contribute to a supportive community where students feel comfortable seeking help. In times of crisis or heightened stress, social media can serve as a rapid communication channel for universities to share important well-being resources and updates. Platforms like Facebook and Snapchat allow for the dissemination of real-time information, including details about counselling services, mental health workshops, and crisis helplines. This instant connectivity can play a crucial role in ensuring that students have access to the support they need, precisely when they need it. Beyond official channels, social media can facilitate peer support networks. Online communities on platforms like Reddit or private Facebook groups can provide spaces for students to share their experiences, coping mechanisms, and encouragement. These communities create a sense of solidarity and understanding, especially for those who may feel isolated in their struggles. However, it is essential to recognize the potential pitfalls of social media in the context of mental health. The curated nature of content on platforms can contribute to unrealistic standards and negatively impact students' self-esteem. Universities must actively promote digital well-being and educate students about healthy social media use, encouraging them to curate their online environments in ways that prioritize mental health.

2.2.8 Career Services and Professional Development

In the fast-paced landscape of professional development and career services, social media has become an integral tool for universities and organizations to connect students with valuable opportunities, industry insights, and networking possibilities. Platforms such as LinkedIn, Twitter, and even emerging channels like Clubhouse offer dynamic spaces for fostering career growth, providing a bridge between academic learning and the ever-evolving demands of the professional world. LinkedIn stands out as a central hub for career services and professional development. Universities can leverage LinkedIn to create dedicated alumni networks, where former students can share their professional journeys, offer mentorship, and provide valuable advice to current students. Career services offices can use the platform to share job postings, industry trends, and host virtual events that connect students with potential employers. Twitter, with its real-time and concise format, is an excellent platform for universities to share quick updates on career-related events, workshops, and job fairs. Career services can also use Twitter to amplify success stories, celebrate alumni achievements, and share bite-sized career tips, reaching a broad audience and fostering engagement. Social media platforms also play a crucial role in facilitating virtual networking opportunities. Live sessions on Instagram or Facebook featuring industry professionals, alumni panels, or virtual career fairs allow students to connect with potential employers, ask questions, and build valuable connections that can lead to internships or job opportunities. Furthermore, YouTube is a valuable resource for career services to create and share video content, including interview tips, resume-building strategies, and insights into various professions. Visual content not only engages students but also provides practical guidance in a format that aligns with the preferences of many in the digital age. While social media enhances accessibility to career services, universities need to ensure the quality and accuracy of the information shared. Clear guidelines and standards should be established to maintain professionalism and relevance on these platforms.

2.2.9 Disadvantage of Social Media on Higher Education

While social media has undeniably transformed various aspects of higher education, it also comes with a set of challenges and disadvantages that warrant careful consideration. One notable drawback is the potential for distraction and reduced academic focus among students. The constant notifications, enticing content, and addictive nature of platforms like Instagram, Facebook, and TikTok can divert students' attention away from their studies, affecting their academic performance. Moreover, the curated nature of social media can contribute to a phenomenon known as the "highlight reel effect," where students may feel pressured to showcase an idealized version of their academic and personal lives. This can lead to feelings of inadequacy, imposter syndrome, and increased stress, negatively impacting mental well-being. The comparison culture fostered by social media may contribute to a sense of competition rather than collaboration among students. Another significant disadvantage lies in the potential for cyberbullying and online harassment within the higher education community. Social media platforms provide a medium through which harmful behaviour can occur, leading to negative consequences for the well-being of students and the overall campus climate. Universities must actively address and combat cyberbullying to maintain a positive and supportive learning environment. Additionally, the spread of misinformation is a concern within academic circles. Social media facilitates the rapid dissemination of information, but not all of it is accurate. Falsehoods, rumours, or misleading content can easily circulate, potentially impacting students' understanding of subjects and contributing to the spread of misinformation within academic discourse. The blurring of boundaries between personal and academic life is another challenge associated with social media. Faculty and students may find their private lives inadvertently intersecting with their academic personas, raising questions about professionalism and privacy. This intersection can also lead to potential conflicts when individuals express personal opinions that may not align with institutional values. In conclusion, while social media offers numerous benefits to higher education, it is crucial to acknowledge and address the associated disadvantages. Striking a balance between leveraging the advantages of these platforms and mitigating the negative impacts is

essential for creating a healthy and conducive learning environment in higher education. Universities must actively promote digital literacy, mental well-being, and responsible online behaviour to navigate these challenges effectively.

2.3 Conclusion

In conclusion, the impact of social media on higher education is a complex tapestry of both advantages and challenges. The transformative power of these platforms in connecting students, fostering collaborative learning, and enhancing communication cannot be overstated. From providing real-time updates to creating virtual communities, social media has become an integral part of the modern higher education experience. However, the potential disadvantages, such as distractions, the "highlight reel effect," cyberbullying, mis-information, and the blurring of personal and academic boundaries, require thoughtful consideration and proactive management. The key lies in harnessing the benefits while mitigating the drawbacks, striking a delicate balance that promotes positive engagement, digital literacy, and a healthy online culture.

As higher education institutions continue to navigate this digital landscape, it is imperative to develop and implement policies that guide responsible social media use, prioritize mental well-being, and uphold the values of academic integrity. By fostering a culture of digital citizenship and utilizing social media strategically, universities can harness the full potential of these platforms to enrich the educational experience, prepare students for the challenges of the modern world, and create vibrant, inclusive learning communities. Ultimately, the impact of social media on higher education is a reflection of our ability to navigate its complexities with foresight, adaptability, and a commitment to the holistic development of students in an increasingly interconnected world.

After discussing the impact of social media on higher education in general, the following chapter 3 described “use of social media tools by post-graduate students of Library and Information Science”.

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USE OF SOCIAL MEDIA TOOLS BY POST GRADUATE STUDENTS OF LIS

3.1 Introduction

The use of social media tools by postgraduate students in the field of Library and Information Science (LIS) has become an integral aspect of their academic and professional landscape. As guardians of information and knowledge, these students leverage social media platforms to enrich their learning experiences, engage with the LIS community, and stay abreast of emerging trends in the rapidly evolving field. One of the primary ways postgraduate students in Library and Information Science utilize social media is through professional networking platforms like LinkedIn. Creating and maintaining LinkedIn profiles allows students to connect with professionals, practitioners, and fellow students in the field. The platform serves as a virtual space for building a professional identity, sharing insights, and staying informed about job opportunities and advancements in library and information services. Twitter emerges as a dynamic hub for real-time discussions and information exchange within the LIS community. By following relevant hashtags, participating in Twitter chats, and engaging with professionals and organizations, postgraduate students immerse themselves in the ongoing discourse of the field. Twitter not only facilitates the dissemination of valuable resources but also offers a platform for students to share their research findings, pose questions, and connect with thought leaders. Social media platforms are also instrumental in the collaborative aspects of research within Library and Information Science. Research Gate, for instance, provides a dedicated space for students to share their research papers, publications, and collaborate with peers globally. Through Research Gate, postgraduate students contribute to the open exchange of scholarly knowledge, fostering a global community of information professionals.

Blogs and forums further enhance the collaborative nature of social media use in Library and Information Science. Platforms like Medium or dedicated LIS forums

enable students to share their experiences, discuss challenges, and exchange ideas. These spaces serve as virtual communities where students can seek advice, provide insights, and engage in discussions that contribute to the collective growth of the LIS community. The use of social media tools also plays a crucial role in professional development within Library and Information Science. Postgraduate students join professional groups and associations on platforms like Facebook or LinkedIn, gaining access to a network of practitioners, researchers, and educators. These groups provide platforms for sharing best practices, discussing current issues, and participating in ongoing professional development opportunities. However, the responsible use of social media in the context of Library and Information Science requires an awareness of ethical considerations, including privacy, confidentiality, and the responsible sharing of information. As stewards of information, postgraduate students must navigate the digital landscape with a keen understanding of the ethical implications associated with their online presence. In conclusion, the use of social media tools by postgraduate students in Library and Information Science has become a cornerstone of their academic and professional engagement. These platforms empower students to build networks, share knowledge, and contribute to the vibrant discourse of the LIS community. As social media continues to evolve, its strategic use by postgraduate students in Library and Information Science reflects a commitment to staying connected, informed, and actively involved in shaping the future of information management and access.

3.2 Use of Social Media Tools by Post-Graduate students of LIS

The use of social media by postgraduate students in Library and Information Science (LIS) has become increasingly prevalent, shaping the way they engage with academic and professional communities. Social media platforms such as YouTube, WhatsApp, Instagram, Facebook, Twitter, LinkedIn, blog, portals, and Research Gate are being utilized by these students for various purposes.

3.2.1 Global Academic Community

Social media plays a pivotal role in fostering a global academic community among students pursuing Library and Information Science (LIS) around the world. These platforms have become indispensable tools for connecting, collaborating, and sharing information, transcending geographical boundaries, and enriching the academic experience. Firstly, social media provides a space for LIS students to connect with their peers, educators, and professionals from diverse cultural and academic backgrounds. Platforms like Twitter, LinkedIn, and Research Gate facilitate the creation of virtual communities where students can engage in discussions, share insights, and build meaningful relationships with individuals who share common interests in the field.

Secondly, the instantaneous nature of social media allows for real-time information sharing. Students can stay abreast of the latest research trends, technological advancements, and academic events taking place globally. This constant flow of information ensures that LIS students are well-informed about developments in their field, contributing to a more dynamic and interconnected academic environment. Furthermore, social media platforms offer opportunities for collaborative learning and research. Students can form groups, participate in online forums, and collaborate on projects, irrespective of their physical location. This collaborative approach not only enhances their academic endeavours but also exposes them to diverse perspectives and methodologies. Social media also serves as a conduit for professional development. LIS students can follow and interact with established scholars, practitioners, and organizations in the field, gaining insights into industry best practices, job opportunities, and potential mentorship. This exposure to the broader professional community can be invaluable in shaping their career trajectories. Additionally, social media facilitates the sharing of resources and educational materials. Students can exchange study materials, access open-access journals, and discover online courses, contributing to a more comprehensive and accessible learning experience.

3.2.2 Knowledge Dissemination

Social media plays a pivotal role in facilitating knowledge dissemination among students pursuing Library and Information Science (LIS). These platforms provide a dynamic and interactive space for sharing, accessing, and disseminating information in real-time. One of the significant advantages is the instant sharing of scholarly articles, research findings, and relevant resources within the LIS community. Students can follow academic pages, professional groups, and influential researchers on platforms like Twitter, LinkedIn, and ResearchGate, creating a virtual network that transcends geographical boundaries. Through social media, LIS students engage in discussions, share insights, and collaborate on projects, fostering a collaborative learning environment. It serves as a conduit for the exchange of ideas and experiences, enabling students to stay updated on the latest trends, technological advancements, and best practices in the field. Hashtags related to LIS topics allow students to discover and contribute to broader conversations, expanding their perspectives and knowledge base.

Social media platforms also act as a bridge between academia and the professional world, providing students with opportunities to connect with experienced professionals, attend virtual conferences, and access industry insights. By participating in online communities, students gain exposure to diverse viewpoints, research methodologies, and practical applications, enhancing their overall learning experience.

Moreover, social media enhances the visibility of students' research endeavours. They can share their projects, publications, and academic achievements, gaining recognition within the LIS community and potentially opening doors for collaboration. Platforms like ResearchGate allow students to create profiles showcasing their scholarly contributions, contributing to the broader dissemination of their work. In essence, social media has transformed the landscape of knowledge dissemination among LIS students, turning it into a more collaborative, accessible, and real-time experience. Through these platforms, students not only access a wealth of information but actively contribute to and shape the ongoing discourse in Library

and Information Science. As technology continues to advance, social media will likely remain a crucial tool for fostering learning, networking, and knowledge exchange within the LIS academic and professional community.

3.2.3 Online Profiles and Research Impact

Social media plays a pivotal role in enhancing online profiles and research impact for students pursuing postgraduate studies in Library and Information Science (LIS). Platforms like LinkedIn, Twitter, ResearchGate, and others offer valuable tools that contribute to the professional development and visibility of LIS students. Firstly, social media provides a dynamic space for creating and maintaining online profiles. Students can showcase their academic achievements, research interests, and professional experiences on platforms like LinkedIn. This not only serves as a digital resume but also allows them to connect with fellow students, faculty members, and professionals in the LIS field, expanding their professional networks. Twitter, with its real-time nature, is an excellent platform for quick dissemination of research findings and engagement with the wider academic community. LIS students can share their research insights, discoveries, and thoughts on relevant topics, thereby increasing their visibility and potentially attracting the attention of scholars, practitioners, and peers.

Research Gate, specifically designed for academics, enables LIS students to create detailed profiles that highlight their research output, publications, and academic contributions. This platform not only serves as a centralized repository for their scholarly work but also allows for collaboration with other researchers, facilitating knowledge exchange and impact. Furthermore, social media provides a platform for students to actively participate in academic discussions and communities. By following relevant hashtags and joining groups or forums, LIS students can stay updated on the latest developments in their field, gain insights from experts, and engage in meaningful conversations. This not only enriches their academic experience but also positions them as active contributors to the broader discourse in Library and Information Science. The use of social media in crafting online profiles and enhancing research impact is a valuable skill for LIS students. It goes beyond

academic requirements, offering them the opportunity to establish a digital presence, connect with the global LIS community, and contribute to the collective knowledge in their field. However, students need to approach social media use with discretion, ensuring that their online activities align with ethical considerations and academic integrity. Overall, the judicious use of social media empowers LIS students to amplify their voices, share their research endeavors, and build a robust online presence in the ever-evolving landscape of information science.

3.2.4 Building Professional Profiles

Social media plays a pivotal role in shaping and enhancing the professional profiles of Library and Information Science (LIS) students. Platforms such as LinkedIn, Twitter, and Research Gate provide invaluable opportunities for these students to establish and showcase their professional identity. Firstly, LinkedIn serves as a dynamic digital resume, allowing LIS students to create comprehensive profiles that highlight their academic achievements, skills, and professional experiences. It serves as an interactive space where students can connect with industry professionals, fellow students, and alumni, expanding their professional networks. Through LinkedIn, students can join relevant groups, participate in discussions, and stay updated on industry trends and job opportunities. Twitter, on the other hand, offers a more dynamic and real-time platform for LIS students to engage with the broader information science community. By following key influencers, academic institutions, and professional organizations, students can stay informed about the latest developments in the field. They can actively share their insights, participate in relevant conversations, and establish themselves as emerging voices in the LIS domain. Research Gate provides a dedicated space for LIS students to showcase their academic endeavours. It allows them to create profiles, upload their research papers, and connect with other researchers globally. This not only enhances the visibility of their work but also facilitates collaboration and feedback from peers and experts in the field.

Building a professional profile on social media is not merely about self-promotion; it's also a means of contributing to the broader professional community. By sharing

relevant articles, participating in discussions, and engaging with current issues, LIS students demonstrate their commitment to ongoing learning and their active involvement in the field. Moreover, social media enables students to brand themselves in a way that aligns with their career aspirations. They can curate content that reflects their expertise, interests, and passion for the field of Library and Information Science. This branding is crucial in an era where employers often turn to social media platforms to learn more about potential candidates. In essence, social media serves as a powerful tool for LIS students to proactively manage and enhance their professional profiles. It not only aids in networking and staying informed but also provides a platform for students to contribute to and shape the ongoing conversations within the LIS community. As these students transition into the professional realm, their well-crafted online presence becomes a valuable asset in their career development and establishes them as active and informed professionals in the field.

3.2.5 Online Privacy and Digital Etiquette

The integration of social media into the academic and personal lives of students has brought to the forefront the critical considerations of online privacy and digital etiquette. As postgraduate students navigate the interconnected digital landscape, understanding how to maintain a balance between sharing and safeguarding information is imperative for fostering a healthy and responsible online presence. Online privacy is a paramount concern in the age of social media. Postgraduate students often share a wealth of personal and professional information on platforms like Facebook, LinkedIn, and Twitter. While these platforms offer valuable opportunities for networking and knowledge exchange, students must be vigilant about the information they share. Adjusting privacy settings, being mindful of the audience for each post, and refraining from oversharing personal details are essential practices to safeguard online privacy. Professional platforms like LinkedIn, designed for networking and career development, require a nuanced approach to privacy. Postgraduate students should strike a balance between showcasing their achievements and maintaining a level of professional discretion. Updating LinkedIn

privacy settings, being selective about connections, and refraining from disclosing sensitive information can contribute to a secure and professional online profile.

Digital etiquette plays a crucial role in shaping how students engage with others on social media platforms. The online environment demands a level of professionalism and respect similar to face-to-face interactions. Postgraduate students should be mindful of their language, tone, and the content they share. Engaging in constructive discussions, acknowledging diverse perspectives, and refraining from offensive or inflammatory language contribute to a positive and inclusive digital community. The distinction between personal and professional identities is another dimension of digital etiquette. While social media often blurs these lines, postgraduate students must navigate this intersection carefully. Striking a balance between sharing personal insights and maintaining a professional demeanour is essential. Awareness of the potential audience—peers, faculty, potential employers—can guide students in shaping their online presence appropriately. The potential consequences of inappropriate digital behaviour, such as cyberbullying or the spread of misinformation, underscore the importance of digital etiquette. Universities play a vital role in educating students about responsible online behaviour. Incorporating digital literacy modules into academic programs helps students understand the implications of their online actions, fostering a culture of respect, integrity, and responsible engagement. As social media continues to evolve, the landscape of online privacy and digital etiquette is dynamic.

3.2.6 Digital Literacy and Responsible Uses

In the era of pervasive social media usage, digital literacy and responsible use have become indispensable skills for postgraduate students navigating the complexities of the digital landscape. Digital literacy encompasses a multifaceted understanding of how to effectively and critically engage with technology, including social media platforms, while responsible use involves mindful and ethical behaviour in the digital sphere. Digital literacy goes beyond the basic ability to use digital tools; it involves a deeper understanding of the information ecosystem, online communication dynamics, and the implications of one's digital footprint. Postgraduate students must

be equipped with the skills to critically evaluate information found on social media, discern credible sources, and navigate the ever-evolving digital platforms. This includes understanding the algorithms that govern content visibility, recognizing the potential for misinformation, and being adept at fact-checking. Social media, being a powerful tool for communication and knowledge exchange, requires responsible use to maintain the integrity of academic and personal interactions. Responsible use involves considering the consequences of digital actions, respecting privacy norms, and adhering to ethical standards in online engagements. Postgraduate students should be cognizant of the potential impact of their digital presence on their academic and professional lives, as well as on the broader community. One aspect of responsible use is understanding the permanence and visibility of online content. What is shared on social media platforms can have long-term consequences, affecting professional opportunities, relationships, and reputation. Digital literacy involves knowing how to curate an online identity that aligns with personal and professional goals while responsibly using social media to enhance visibility and engagement. Digital literacy and responsible use also encompass the ability to navigate issues related to online etiquette, cyberbullying, and digital well-being. Postgraduate students must be aware of the potential for miscommunication in online interactions and practice empathy and respect in their digital engagements. Understanding the boundaries between personal and professional realms and cultivating a positive online presence contribute to a healthy and supportive digital community.

3.2.7 Integration of Social Media into Academic Programs

The integration of social media into academic programs represents a transformative approach to education, fostering a dynamic and interconnected learning environment for students. As universities adapt to the evolving digital landscape, incorporating social media into academic programs has become a strategic imperative, offering students unique opportunities for collaboration, engagement, and professional development. One of the key benefits of integrating social media into academic programs is the facilitation of real-time communication and collaboration. Platforms

like Twitter, LinkedIn, and discussion forums allow students to engage in discussions, share insights, and connect with peers, faculty, and professionals across the globe. This virtual collaboration transcends the constraints of physical classrooms, enriching the academic discourse with diverse perspectives and experiences. Social media serves as a powerful tool for knowledge dissemination within academic programs. Platforms like Research Gate and Academia.edu provide dedicated spaces for students to share their research findings, publications, and academic achievements. By creating a digital portfolio of their work, students contribute to the democratization of knowledge, making academic content more accessible and visible within and beyond the academic community. The integration of social media into academic programs also nurtures a sense of community and belonging among students. Virtual spaces, such as Facebook Groups or Discord channels, provide platforms for students to connect, share resources, and support each other throughout their academic journeys. These online communities foster a collaborative spirit that extends beyond the confines of traditional classroom interactions. Professional development is another significant aspect of social media integration. Academic programs can guide students on strategically using platforms like LinkedIn to build professional profiles, connect with industry experts, and explore career opportunities. Workshops and seminars on digital etiquette, responsible social media use, and leveraging online platforms for career growth contribute to students' holistic development. However, the integration of social media into academic programs also necessitates a thoughtful approach. Universities must ensure that the use of social media aligns with pedagogical goals and maintains a balance between virtual and traditional forms of learning. Faculty training on effective social media use in the educational context, as well as clear guidelines on responsible online behaviour, are crucial components of successful integration.

3.3 Various Social Media Tools used by LIS students

3.3.1 Social Networking Tools

As we know many writers use the term social media and social networking interchangeably, but social media refers to the whole set of web technology while

social networking sites are one of the platforms of social media that facilitates interaction between common user communities, so the LIS students used this social networking sites for specific purposes for their academic and career building. Some common social networking tools used by the LIS students are discussed below:

3.3.1.1 Facebook

LIS students use Facebook to boost academic and professional development by participating in specialized groups and pages dedicated to LIS topics. These online communities function as virtual meeting places for discussions, resource-sharing, and seeking advice from peers and professionals. Additionally, many LIS associations and organizations are active on Facebook, offering students opportunities to connect with seasoned professionals, access job postings, and stay updated on industry events. By strategically utilizing Facebook, LIS students build a strong network, stay informed about industry advancements, and contribute actively to their academic and professional growth.

3.3.1.2 WhatsApp

LIS students maximize WhatsApp as a dynamic tool for academic and professional development. Through dedicated group chats, they create virtual communities to share resources, discuss coursework, and seek assistance. This platform facilitates real-time communication, enabling quick exchanges of ideas. Students also use WhatsApp for study sessions, group projects, and updates on academic events or job opportunities. Professionals and academics often join, offering insights and networking opportunities. The multimedia features allow the exchange of documents, fostering a collaborative learning environment for LIS students.

3.3.1.3 Twitter

LIS students use Twitter to enhance academic and professional development by engaging in relevant conversations, sharing insights and research findings, and staying updated on current trends. Through dedicated hashtags and discussions, they connect globally with peers and professionals, creating a virtual classroom for real-

time industry updates. Twitter also serves as a space for sharing resources and job opportunities, fostering collaboration and building a strong online presence. The platform's interactive nature enables participation in conferences, webinars, and chats, facilitating continuous learning and professional growth in the dynamic field of information science.

3.3.1.4 YouTube

LIS students increasingly use YouTube to enhance academic and professional development, accessing diverse content like instructional videos and discussions on emerging trends. They actively contribute by creating tutorials and sharing insights, fostering a collaborative online community. Professionals in the field also share expertise through webinars, providing valuable insights. YouTube serves as a dynamic space for networking, knowledge-sharing, and skill-building, helping LIS students stay informed and build a solid foundation for their future careers.

3.3.1.5 Instagram

LIS students use Instagram to boost academic and professional growth. The platform facilitates dynamic connections, idea exchange, and trend updates within the LIS community. Students create dedicated profiles, join niche communities, and share projects. Following relevant hashtags provides access to conferences, job opportunities, and industry news. Instagram's visual nature allows for creative content sharing related to research, fostering engagement in the LIS community. Overall, Instagram serves as an invaluable tool for students to build networks, stay informed, and showcase skills professionally.

3.3.1.6 LinkedIn

LIS students optimize LinkedIn for academic and professional growth. A strong profile showcases their skills and academic background globally, while connecting with industry professionals and peers keeps them updated on trends and engaged in discussions. Joining relevant groups expands their network and exposure to diverse perspectives. Engaging with shared content, such as articles and updates, keeps

students informed about the latest developments. LinkedIn's job search and internship features help explore career opportunities, and endorsements from peers and mentors boost credibility in the LIS community.

3.3.2 Social bookmarking tools

Social bookmarking tools are online platforms enabling users to save, organize, and share web bookmarks. Unlike traditional browser-based bookmarking, these services store bookmarks online, allowing easy access from any device with internet connectivity. These tools facilitate content discovery through shared bookmarks, adding a social dimension to the process. Users can tag bookmarks with keywords for categorization and description, simplifying search and fostering community sharing. Well-known social bookmarking platforms include Delicious, Pocket, and Diigo.

3.3.2.1 Delicious

Delicious, a social bookmarking platform, is a valuable tool for Library and Information Science (LIS) students, aiding in both academic and professional development. Through Delicious, students organize and bookmark web resources related to their field, creating a personalized repository. Categorizing and tagging bookmarks streamline access to relevant materials for coursework, fostering collaboration and knowledge sharing within the LIS community. As students transition to the professional realm, their curated Delicious collection becomes a valuable resource for staying updated on industry trends and expanding their network, promoting the exchange of ideas and best practices.

3.3.2.2 Diigo

LIS students utilize Diigo, a social bookmarking tool, to enhance their academic and professional growth. Through Diigo, they curate and annotate online resources, creating a personalized digital library for research. The platform's collaborative features, such as annotation and sharing, facilitate discussions with peers and professors. Diigo fosters a community among LIS students, promoting resource

exchange and collective knowledge-building. Additionally, it serves as a valuable tool for staying informed about the latest trends and innovations in the field, enhancing both academic and professional competencies.

3.3.2.3 Connotea

It seems like you've provided a well-structured and informative paragraph about how Library and Information Science students use Connotea for enhancing their academic and professional development. You've highlighted the platform's features and benefits, including its role in organizing resources, facilitating collaboration, and serving as a networking hub. This comprehensive overview effectively communicates the significance of Connotea in empowering LIS students to stay informed and connected within their field. If you have any specific questions or if there's anything else you'd like assistance with, feel free to let me know!

3.3.3 Content delivery tools

Content delivery tools form a crucial infrastructure in the digital landscape, efficiently distributing and ensuring access to digital content. Powered by content delivery networks (CDNs), these tools optimize delivery by strategically caching content across global servers, reducing latency for swift loading times. They play a key role in online education, digital marketing, and media streaming, offering scalability to handle varying user demands. Security features protect against unauthorized access, while analytics provide insights into user engagement. Adaptive streaming adjusts content quality based on network conditions, ensuring a seamless experience. In an era where businesses rely on digital content, these tools are pivotal for efficient and secure global content delivery.

3.3.3.1 Flickr

LIS students utilize Flickr as a dynamic resource for academic and professional development. The popular photo-sharing platform serves as a visual repository, allowing students to access and share diverse images related to library collections and technological advancements, reinforcing theoretical concepts. Engaging in

online communities on Flickr connects students with professionals and researchers, providing insights into current trends and fostering collaboration. The platform also offers a space for showcasing projects, cultivating a sense of community. In essence, Flickr becomes a multifaceted tool enhancing academic learning and fostering a networked environment crucial for future information professionals' growth.

3.3.3.2 SMS Enquiry

LIS students leverage SMS Enquiry for academic and professional growth, accessing information and expert assistance seamlessly. Through concise text queries, they receive prompt responses, enhancing research, project development, and coursework. This streamlined communication not only boosts academic performance but also facilitates efficient information retrieval, deepening their understanding of the library and information systems. SMS Enquiry prepares students for the professional landscape, honing essential skills in effective communication and quick information access. Overall, integrating SMS inquiry empowers LIS students to navigate the evolving field of information science with agility and proficiency.

3.3.3.3 Podcast

LIS students utilize podcasts to enhance academic and professional development, gaining real-world insights from seasoned professionals and thought leaders in the field. Podcasts provide a dynamic platform for accessing diverse perspectives, expert insights, and current trends in Library and Information Science, covering topics like information management and emerging technologies. This flexible and accessible medium allows students to stay updated on industry news, participate in discussions, and contribute to a well-rounded education, seamlessly integrating learning into their daily routines.

3.3.3.4 RSS feeds

LIS students utilize RSS feeds to boost academic and professional growth. These feeds, or Really Simple Syndication, keep students updated on the latest research and industry news. Subscribing to reputable journals and databases provides regular

updates on publications, technologies, and best practices. This curated information not only enriches academic knowledge but also keeps students informed about industry developments. RSS feeds enable the creation of personalized information networks, tailoring content intake to specific interests or specializations. This proactive approach contributes to well-rounded professionals, empowering LIS students to make meaningful contributions to the field.

3.3.4 Social community and discussion tools

This platform allows common users to discuss and share information, such as:

3.3.4.1 Portals

LIS students maximize portals for academic and professional growth, accessing a wide range of resources like scholarly articles and research databases. These platforms enable them to stay updated on field developments, engage in cutting-edge research, and deepen their understanding of information management. Portals also foster collaboration, connecting students with peers and experts. Additionally, students use portals for hands-on learning, refining practical skills like cataloguing and database management through interactive tutorials. Embracing these digital tools empowers aspiring information professionals to enhance both academic knowledge and practical expertise for future career success.

3.3.4.2 Discussion forums

LIS students utilize discussion forums to enhance academic and professional development by actively engaging in conversations, sharing insights, and collaborating on field-related topics. These online platforms serve as dynamic spaces for students to deepen their understanding of key concepts, explore emerging trends, and exchange practical experiences. Moreover, discussion forums function as virtual meeting places, fostering a sense of community and allowing students to connect with peers, faculty members, and professionals in the field. This collaborative environment not only enriches academic learning but also keeps students informed

about current issues and innovations, contributing to their growth as well-rounded information professionals.

3.3.4.3 Collaborative Publishing Tools

LIS students various collaborative publishing tools such as blog,wiki etc. Blogs helps to enhance academic and professional growth, utilizing them as dynamic platforms for sharing insights, engaging in discussions, and showcasing expertise. Creating and maintaining personal or collaborative blogs fosters writing and communication skills, allowing students to articulate thoughts on emerging trends in the information landscape. Blogs also facilitate global networking and knowledge exchange, connecting students with professionals and scholars. The interactive nature of blogs encourages critical thinking and reflective practices, contributing to a continuous learning environment. This accessible and versatile medium plays a pivotal role in shaping intellectual growth and community engagement, ultimately supporting the success of LIS students in academic and professional spheres. As well as wiki use by LIS students to boost academic and professional development through collaborative content creation. Wikis serve as dynamic platforms for shared knowledge dissemination, acting as repositories for diverse information within the LIS field. Students contribute actively by updating content, sharing insights, and collaborating, fostering a community for collective learning. Participation in wiki-based projects hones critical research and information management skills, keeping students informed about industry developments. This engagement not only enriches academic pursuits but also installs a mindset of continuous learning and professional growth in the rapidly evolving field of information science.

3.3.5 Social News Tools

LIS students use social news tools, such as social media, forums, and news aggregators, to stay updated on trends and research. By following relevant hashtags and joining specialized groups, they access real-time information and networking opportunities. Engaging in discussions and collaborative projects enriches their academic knowledge, fosters a sense of community, and expands their professional

networks. In the dynamic field of Library and Information Science, these tools are essential for staying informed and prepared for future challenges and opportunities.

3.3.6 Academic social media tools

These tools are designed specifically keeping eye on academic and professional use, such as;

3.3.6.1 Academia

LIS students utilize Academia, an online platform for researchers, to enrich their academic and professional growth. They share research papers, participate in scholarly discussions, and connect with experts. Creating profiles and showcasing work builds a digital portfolio. Academia offers access to a vast repository of academic resources, aiding students in staying updated on field developments. The platform also facilitates global networking with professors and professionals, enhancing academic knowledge and fostering opportunities for collaborative research, jobs, and a broader understanding of Library and Information Science.

3.3.6.2 Research Gate

LIS students optimize ResearchGate for academic and professional growth. The platform offers access to a vast array of scholarly resources, enabling students to stay updated on current developments in library and information science. Additionally, ResearchGate facilitates global networking opportunities, connecting students with experts and peers. Active participation in discussions allows for idea exchange, guidance-seeking, and relationship-building, contributing to academic development. Moreover, ResearchGate serves as a platform for students to share their research, receive feedback, and enhance their research skills, fostering a dynamic environment for learning and collaboration within the scholarly community.

3.3.6.3 Slide share

LIS students utilize SlideShare to enhance academic and professional development, tapping into its extensive collection of presentations and slideshows. The platform

fosters collaborative learning as students create and share coursework-related presentations, facilitating the exchange of insights within the LIS community. Moreover, SlideShare empowers students to showcase their expertise globally, build a professional online presence, and stay updated on emerging trends in library and information science. This dynamic tool enriches their academic journey and prepares them for the challenges of the professional landscape.

3.3.6.4 Zotero

LIS students utilize Zotero, a powerful citation management tool, to boost academic and professional growth. With seamless integration with web browsers, Zotero allows efficient organization, collection, and citation of sources. Students can effortlessly capture bibliographic information from online resources, creating and managing personal libraries for systematic research organization. This tool not only streamlines the citation process but also fosters collaboration by enabling easy sharing of bibliographies. Moreover, Zotero enhances academic writing quality by generating citations in various styles, ensuring adherence to scholarly standards. Engaging with Zotero throughout their academic journey, LIS students not only develop crucial research skills but also build a valuable tool set for future professional success in Library and Information Science.

3.3.6.5 Mendeley

LIS students use Mendeley, a robust reference management software, to efficiently organize, annotate, and cite research materials, fostering academic collaboration through its collaborative features. The platform's document management capabilities help students maintain an organized repository of scholarly resources, aiding in literature reviews and research projects. Mendeley keeps students updated on the latest publications and trends in Library and Information Science, while its citation tools streamline bibliography creation for academic integrity. As LIS professionals increasingly rely on technology, Mendeley equips students with essential skills, becoming an indispensable asset for their academic and professional growth.

3.4 Conclusion

In conclusion, the use of social media tools by postgraduate students in Library and Information Science represents a dynamic and multifaceted integration of technology into the academic and professional realms. The intersection of social media and the field of Library and Information Science has ushered in a new era of collaboration, communication, and knowledge dissemination, transforming the way students engage with information, connect with peers, and build their professional identities. The global academic community that has emerged within the realm of Library and Information Science through social media platforms is indicative of the transformative power of these tools. Postgraduate students, irrespective of geographical locations, now have the ability to engage in real-time discussions, share research findings, and collaborate with scholars from diverse backgrounds. This interconnected global network not only enriches academic discourse but also fosters a sense of community that transcends traditional academic boundaries. Knowledge dissemination among postgraduate students in Library and Information Science has been greatly amplified through the strategic use of social media. Platforms like Research Gate and Academia.edu provide dedicated spaces for students to share their research papers, publications, and academic achievements. This democratization of information contributes to the acceleration of research impact, enabling students to showcase their work and actively participate in the scholarly conversation on a global scale. The construction of online profiles has become a crucial aspect of the postgraduate experience in Library and Information Science. Social media platforms, particularly LinkedIn, offer students the opportunity to showcase their skills, achievements, and research endeavours. The creation of professional identities on these platforms goes beyond mere networking; it acts as a virtual resume, allowing students to connect with industry professionals, potential employers, and fellow researchers. This strategic use of online profiles contributes to increased visibility, collaboration, and career development within the field. Digital literacy and responsible use are fundamental considerations in the utilization of social media tools. Postgraduate students in Library and Information Science must navigate the intricacies of the digital landscape, critically evaluating information, maintaining

online privacy, and adhering to ethical standards in their digital engagements. As stewards of information, these students are not only consumers but also contributors to the responsible and ethical use of technology within the academic and professional spheres.

The integration of social media into academic programs within Library and Information Science signifies a paradigm shift in educational approaches. The collaborative nature of platforms like Twitter and dedicated forums enhances real-time communication and knowledge exchange among students. Furthermore, the emphasis on responsible social media use and digital etiquette prepares students not only for their academic pursuits but also for their future roles as information professionals who engage with diverse communities. In the field of Library and Information Science, where information dissemination, collaboration, and communication are fundamental pillars, the use of social media tools by postgraduate students is not merely a technological adaptation but a strategic and impactful evolution. As these students navigate the intricacies of the digital age, they are not only shaping their own academic journeys but contributing to the broader transformation of the field itself. The synthesis of traditional library science principles with the dynamic possibilities of social media underscores the adaptability and forward-thinking nature of Library and Information Science in the 21st century.

After discussing the importance of social media tools by post graduate students, the following Chapter 4 explained “Academic and Professional Development Using Social Media Tools”

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ACADEMIC AND PROFESSIONAL DEVELOPMENT USING SOCIAL MEDIA TOOLS

4.1 Introduction

Social media has become an integral part of our lives, and it has also made a significant impact on academic development. Information and knowledge sharing: Social media platforms allow students and academics to easily share information, knowledge, and resources. They provide a space for discussions, debates, and the dissemination of academic content. Students can follow experts and organizations in their fields of interest, gaining access to valuable insights and the latest research findings. Social media offers opportunities for networking and collaboration among students, researchers, and professionals worldwide. It allows individuals with similar interests to connect, exchange ideas, and collaborate on projects. Through platforms like LinkedIn, researchers can build professional networks and find potential collaborators or mentors. Social media connects people from different backgrounds and locations, providing access to diverse perspectives. This diversity of thought and experience can enrich academic discussions and lead to innovative ideas. Engaging with a global community helps broaden one's horizons and promotes cross-cultural understanding. Online learning communities: Many social media platforms host online learning communities where students and educators can come together to discuss academic topics, ask questions, and seek guidance. These communities create a supportive learning environment and foster peer-to-peer knowledge exchange. Social media can contribute to professional development by offering opportunities to showcase academic achievements, such as publishing research, presenting at conferences, or participating in workshops. It allows individuals to build an online presence and gain recognition within their academic fields. Keeping up with current trends and research: Social media provides a platform for staying updated on the latest trends, research findings, and academic events. Researchers and students can follow relevant hashtags or accounts to receive real-time updates and participate in discussions around emerging topics. Social media encourages concise and effective communication due to character limits and the need to capture attention quickly. By

engaging in discussions, sharing ideas, and presenting information on social media, students can enhance their communication and presentation skills, which are essential in academia.

While social media offers numerous benefits, it is important to approach it critically and responsibly. It is crucial to verify information, evaluate sources, and maintain a healthy balance between online activities and offline academic pursuits. Social media has had a profound impact on professional development by providing new avenues for networking, learning, and showcasing skills. Social media platforms like LinkedIn have revolutionized professional networking. They provide a space for individuals to connect with colleagues, industry experts, and potential employers or clients. Social media enables professionals to build and maintain relationships, expand their networks globally, and access career opportunities that may not have been possible otherwise. Social media platforms offer a vast amount of professional content and resources. Professionals can follow industry influencers, thought leaders, and organizations to gain insights, access educational materials, and stay updated on industry trends. Many professionals actively share their expertise through blogs, articles, videos, and webinars, creating valuable learning opportunities. Social media allows professionals to build a personal brand and showcase their skills and expertise. Through platforms like LinkedIn, Twitter, and professional blogs, individuals can highlight their achievements, share industry-related content, and contribute to discussions. Creating and maintaining a strong online presence can enhance professional visibility, attract opportunities, and establish credibility. Social media has transformed the job search and recruitment process. Many employers and recruiters now leverage social media platforms to advertise job openings, search for candidates, and evaluate applicants. Professionals can utilize social media to search for job opportunities, research companies, and directly connect with hiring managers or recruiters. Social media fosters the formation of online professional communities where individuals with similar interests or industries come together to collaborate, exchange ideas, and solve challenges. These communities provide a platform for peer-to-peer learning, mentorship, and collaborative projects, enabling professionals to expand their knowledge, skills, and connections. Social media platforms offer an

abundance of personal and professional development resources. From online courses and webinars to podcasts and TED Talks, professionals can access a wide range of educational content to develop new skills, acquire knowledge, and enhance their expertise. Social media also provides opportunities to engage in discussions, ask questions, and seek advice from experts. Social media platforms enable professionals to stay informed about the latest industry insights, news, and trends. By following relevant industry publications, influencers, and participating in discussions, professionals can gain valuable knowledge about market shifts, emerging technologies, and best practices.

It's important to note that while social media can be a powerful tool for professional development, individuals should be mindful of their online presence and activity. Maintaining a professional image, engaging in respectful and constructive conversations, and being cautious about the information shared are essential for leveraging social media effectively for professional growth.

4.2 Academic Development of LIS Using Social Media

In the rapidly evolving landscape of Library and Information Science (LIS), the integration of social media has emerged as a transformative force, reshaping the academic and professional development pathways for professionals in this field. As the digital age continues to redefine communication, collaboration, and information sharing, LIS professionals are leveraging the power of social media platforms to enhance their learning, stay updated on industry trends, connect with peers, and contribute to the broader knowledge community. This exploration searches into the multifaceted ways in which find the impact of social media tools contribute to the academic development of LIS students in keep change with the digital revolution, examining the advantages, challenges, and best practices associated with this technological revolution.

4.2.1 The Changing Landscape of LIS Education: A Digital Paradigm Shift

The field of Library and Information Science has witnessed a profound transformation in recent years, owing much to the advancements in technology and

the rise of the digital era. As traditional modes of information storage and retrieval have given way to digital repositories and online databases, the skills required by LIS professionals have evolved accordingly. Social media, with its dynamic and interactive nature, has emerged as a catalyst for this evolution, offering a platform for continuous learning, networking, and professional growth.

4.2.2 Advantages of Social Media tools in Academic Development for LIS students

- **Knowledge Dissemination and Information Sharing:**

Social media platforms serve as virtual arenas for the exchange of ideas, research findings, and relevant industry information. LIS students can follow key influencers, join groups, and participate in discussions to stay abreast of the latest developments in their field. Platforms like Twitter, LinkedIn, Facebook, WhatsApp, blog, forum, and portals enable real-time updates, allowing students to curate their feeds with content tailored to their specific interests.

- **Networking and Community Building:**

Building a professional network is crucial in any field, and social media provides LIS professionals with an expansive virtual space to connect with peers, mentors, and experts globally. Platforms like LinkedIn foster professional relationships, enabling individuals to showcase their skills, seek advice, and collaborate on projects. Additionally, niche communities on platforms such as Facebook or Reddit offer specialized forums for discussing specific LIS topics, fostering a sense of community among professionals.

- **Collaborative Research Opportunities:**

Social media facilitates collaborative research initiatives by providing a platform for students to identify potential collaborators and share resources. Platforms like ResearchGate and Academia.edu are specifically designed to connect researchers,

making it easier for LIS pro to engage in collaborative projects, share publications, and contribute to the collective knowledge base of the field.

4.2.3 Challenges in Leveraging Social Media for Academic Development in LIS

- **Information Overload and Credibility Concerns:**

The abundance of information on social media can be overwhelming, leading to challenges in discerning credible sources. LIS professionals must navigate through a sea of content to identify reliable and reputable information, highlighting the importance of digital literacy skills in evaluating the credibility of online sources.

- **Privacy and Security Concerns:**

Engaging on social media requires a balance between professional exposure and personal privacy. LIS professionals need to be mindful of the information they share online, as well as the privacy settings on their profiles. Striking the right balance ensures that professionals can participate in online conversations without compromising their personal or professional security.

- **Time Management:**

The dynamic nature of social media, while advantageous, can also be a double-edged sword. Professionals may find it challenging to allocate time effectively, as the constant flow of information can be distracting. Developing strategies for time management and prioritizing relevant content is essential for making the most of social media for academic development.

- **Digital Inclusivity:**

While social media offers a plethora of opportunities for networking and collaboration, there are concerns related to digital inclusivity. Access to technology and reliable internet connectivity can be barriers for some LIS professionals, limiting their ability to fully participate in the digital academic landscape. Efforts to bridge

the digital divide and promote inclusivity are crucial for ensuring equal opportunities for all professionals in the field.

4.2.4 Best Practices for LIS Students Engaging in Social Media for Academic Development

- **Curriculum and syllabus**

Library and information science students use social media as vital tools for enhancing their understanding of curriculum and syllabus content. These platforms facilitate dynamic connections with peers, educators, and professionals, offering discussion forums for collaborative learning and resource sharing. Social media enables quick dissemination of relevant articles and updates, keeping students informed about emerging trends. Platforms like Twitter foster a sense of community, allowing real-time information exchange. In utilizing these digital channels, students stay connected with coursework while developing essential networking and information-sharing skills for their future roles in the information profession.

- **Reference material**

LIS students utilize social media as essential tools for research and project development. Platforms like Twitter, LinkedIn, and specialized forums offer a dynamic space for connecting with peers, sharing insights, and accessing relevant literature. These online communities enable students to engage in discussions, seek advice, and receive feedback from field experts. Social media also serves as a valuable resource for discovering research methodologies, accessing open-access publications, and staying updated on the latest developments in library and information science. The collaborative nature of these platforms fosters a sense of community among LIS students, facilitating knowledge exchange and improving the overall quality of their projects and dissertations.

- **Project/dissertation**

Library and information science students enhance their projects and dissertations through social media. They use platforms like Twitter, LinkedIn, and Facebook to connect with professionals, researchers, and scholars, facilitating idea exchange and resource access. Dedicated groups and forums on social media allow them to engage in discussions, seek advice, and share insights. Platforms like Academia.edu and Research Gate help discover relevant academic papers. By participating in online communities, attending virtual conferences, and following hashtags, students stay updated on research trends, enriching their literature reviews. Social media serves as a dynamic tool for networking, knowledge sharing, and accessing scholarly content, contributing significantly to their academic success.

- **Test/assessment**

Library and information science students use social media to enrich their test preparation, participating in online communities and groups dedicated to their field on platforms like Facebook, Twitter, and LinkedIn. These spaces facilitate collaboration, resource-sharing, and discussions on challenging topics. Students exchange study materials, seek and provide support, and stay updated on trends, research, and professional insights by following relevant hashtags and accounts. Social media transforms into a dynamic tool, enabling students to engage in discussions, join virtual study sessions, and access diverse perspectives, fostering a connected and collaborative learning environment.

- **Examination**

Library and information science students utilize social media platforms like Twitter, Facebook, and LinkedIn for exam-related tasks, forming virtual study groups, sharing resources, and discussing course materials. Social media enables quick information exchange, facilitating clarification on complex topics, collaborative research, and access to past exam papers. Instagram and YouTube serve as platforms for visual aids and tutorials, enriching the learning experience.

These digital networks create a dynamic online community, fostering collaboration, resource-sharing, and a collective pursuit of academic excellence that goes beyond traditional classroom boundaries.

- **Establish a Professional Online Presence:**

Creating and maintaining a professional online presence is a fundamental step for LIS professionals looking to leverage social media for academic development. This involves optimizing LinkedIn profiles, curating professional content, and engaging in discussions relevant to the field.

- **Participate in Niche Communities:**

Joining specialized groups or communities on platforms like Facebook or Reddit can provide LIS professionals with targeted discussions and networking opportunities. These niche communities allow professionals to connect with like-minded individuals, share insights, and seek advice on specific LIS topics.

- **Engage in Thoughtful Content Curation:**

Given the abundance of information on social media, LIS professionals should curate their feeds to prioritize content that aligns with their academic and professional interests. This involves following relevant influencers, organizations, and publications, ensuring that the content received is both valuable and current.

- **Contribute to the Knowledge Community:**

Active participation in discussions, sharing valuable resources, and contributing insights to the broader knowledge community are essential aspects of leveraging social media for academic development. By actively engaging with peers, professionals can position themselves as thought leaders in the field.

- **Balance Professionalism and Authenticity:**

Maintaining a balance between professionalism and authenticity is crucial in the online sphere. While it's important to showcase expertise and achievements, adding a

personal touch to online interactions fosters genuine connections. Striking this balance contributes to the development of meaningful professional relationships.

4.3 Professional Development of LIS Students Using Social Media

In the contemporary digital era, the landscape of professional development for Library and Information Science (LIS) professionals has undergone a transformative shift, owing much to the pervasive influence of social media platforms. In the case of LIS practitioners, this development contributed to their future perspectives. These platforms, are not only limited to Facebook, Instagram, Twitter, LinkedIn, and ResearchGate, but also include some essential tools for LIS students seeking to enhance their knowledge, skills, and networks. This exploration searches into multifaceted ways in which social media contributes to the professional development of LIS practitioners, examining its impact on knowledge dissemination, community building, collaboration, and career advancement.

4.3.1 Knowledge Dissemination

Social media platforms serve as dynamic hubs for the exchange of information and knowledge within the LIS community. Twitter, for instance, has evolved into a real-time information-sharing platform where professionals share updates on the latest trends, research findings, and news related to library and information science. Hashtags such as #LibraryLife and #LISChat create virtual spaces where professionals can participate in discussions, ask questions, and share valuable resources. This real-time engagement facilitates continuous learning and keeps practitioners abreast of the evolving landscape within their field. Additionally, platforms like LinkedIn and ResearchGate provide avenues for sharing scholarly articles, research papers, and other academic resources. By curating and sharing content, LIS professionals contribute to the collective knowledge base of the community, fostering a culture of continuous learning and professional growth. Lis practioners and students also take advantages of these tools which help them for their career development for future perspectives.

4.3.2 Community Building

Social media platforms enable the creation of virtual communities where LIS students can connect with peers, mentors, and experts from around the globe. LinkedIn, with its professional networking focus, allows individuals to build profiles showcasing their expertise, connect with colleagues, and join groups dedicated to specific LIS topics. These groups serve as forums for discussions, knowledge exchange, and networking opportunities. Twitter, through its diverse array of LIS-related chats and discussions, creates a sense of community among professionals who may not have the opportunity to meet in person. This virtual connectivity fosters a supportive environment where students can seek advice, share experiences, and collaborate on projects. Specific Facebook groups are also created and maintained by experts and professionals to help LIS students to solve their queries and update information in professional development.

4.3.3 Collaboration

Social media platforms facilitate collaborative efforts among LIS professionals, transcending geographical boundaries. Collaborative initiatives can range from co-authoring research papers to organizing virtual conferences and webinars. Research Gate, for instance, allows professionals to connect with researchers working on similar topics, fostering collaborations that might not have been possible through traditional channels. Furthermore, platforms like LinkedIn offer features such as LinkedIn Groups and LinkedIn Learning, which enable professionals to collaborate on projects and engage in continuous skill development. These collaborative endeavours not only contribute to the individual growth of professionals but also advance the field of LIS as a whole.

4.3.4 Professional Development Opportunities

Social media serves as a conduit for discovering and accessing various professional development opportunities for LIS students, such as Job postings, conference announcements, and calls for papers are disseminated widely through platforms like Facebook, blogs, library websites, portals, news feeds, Twitter, and LinkedIn. These

platforms enable professionals to stay informed about career opportunities, conferences, workshops, and other events that can contribute to their skill enhancement and career progression. Additionally, social media platforms provide a space for LIS students to showcase their achievements, skills, and expertise. This visibility can attract potential employers, collaborators, and mentors, opening up new avenues for career development and advancement.

4.3.5 Mentorship and Networking

Social media platforms facilitate mentorship by connecting experienced professionals with those seeking guidance in the LIS field. LinkedIn, for example, allows individuals to identify potential mentors based on shared interests, career paths, or expertise. This virtual mentorship can be particularly valuable for early-career professionals or those seeking to transition into new areas within LIS. Networking, a crucial aspect of professional development, is greatly enhanced through social media. LIS students can connect with colleagues, thought leaders, and influencers, expanding their professional circles beyond local or institutional boundaries. Some specific LIS forums and blogs created contributed to this purpose of professional development in a greater way (LIS link, LIS quiz friends, LIS café, etc.) This expanded network can lead to collaboration opportunities, job referrals, and a broader understanding of industry trends.

4.3.6 Challenges and Best Practices

While social media offers numerous benefits for the professional development of LIS practitioners, challenges also exist in certain ways. These include information overload, maintaining a balance between personal and professional presence, and navigating potential privacy concerns. Professionals need to adopt best practices to maximize the positive impact of social media on their careers. Best practices may include cultivating a professional online persona, participating in meaningful discussions, being discerning about the information consumed and shared, and leveraging privacy settings effectively. Additionally, professionals should consider

dedicating specific time for social media engagement to avoid being overwhelmed and ensure a focused approach to their professional development.

The integration of social media into the professional development landscape for LIS professionals has ushered in a new era of connectivity, collaboration, and continuous learning. As these platforms become increasingly ingrained in the daily practices of LIS practitioners, the benefits of knowledge dissemination, community building, collaboration, and networking become more pronounced. To harness the full potential of social media for professional development, LIS professionals must navigate the challenges consciously and adopt best practices that align with their career goals. The dynamic and ever-evolving nature of social media requires individuals to stay adaptive, leveraging these platforms strategically to enhance their skills, expand their networks, and contribute meaningfully to the broader field of Library and Information Science. As social media continues to shape the professional landscape, LIS practitioners stand to gain immensely by embracing these tools as integral components of their ongoing journey of professional growth.

4.3.7 Best use of social media for the professional development of LIS Students

- **Skill and competency**

Library and information science students use social media platforms like Twitter, LinkedIn, and forums to develop skills and competencies. These channels provide spaces for engagement with professionals, participation in discussions, and staying updated on industry trends. Students access a variety of resources, such as articles and webinars, to enhance their expertise. Social media fosters networking for mentorship and collaborative projects, and students can showcase their achievements, contributing to their professional development. Overall, strategic social media use empowers these students to build essential skills, stay informed, and establish a strong foundation for future success in the field.

- **Information literacy skill**

Library and information science students use social media, particularly platforms like Twitter and LinkedIn, to enhance their information literacy skills. They follow industry professionals and organizations, staying updated on trends. Actively engaging in online discussions, they improve critical thinking. Through platforms like Facebook, they share valuable resources and collaborate on research projects, not only refining their ability to evaluate information but also contributing to their online community's collective knowledge. Social media serves as a dynamic space for these students to develop and refine their information literacy skills in real-world contexts.

- **Digital literacy skill**

Library and information science students utilize social media, including Twitter and LinkedIn, to enhance digital literacy. Actively participating in discussions, sharing articles, and collaborating on digital information management projects, they develop a strong grasp of information dissemination, critical online source evaluation, and ethical considerations. Students also create tutorials on platforms like YouTube and blogs, contributing to a collaborative learning environment. This active engagement not only keeps them updated on technological advancements but also cultivates vital digital literacy skills essential for success in their field.

- **Information retrieval skill**

Library and information science students use social media to boost their information retrieval skills. Actively engaging in online communities, participating in discussions, and following relevant accounts keeps them updated on the latest trends and resources in their field. Social media acts as a real-time information hub, helping students refine their ability to filter and extract valuable data. Platforms like Twitter and LinkedIn also facilitate connections with professionals, offering opportunities to learn from experiences and gain insights into effective information retrieval strategies. These interactions contribute to the

students' proficiency in navigating diverse sources, staying informed, and adapting to the evolving landscape of information management.

- **Web learning capabilities**

Library and information science students enhance their web learning capabilities through active participation on social media platforms like Twitter, Facebook, and LinkedIn. These dynamic spaces enable students to stay abreast of the latest developments in web-based technologies and digital information management. Through these channels, students collaboratively share insights, articles, and resources, fostering an environment for exchanging ideas and troubleshooting challenges related to web-based information retrieval. Actively engaging in online communities not only keeps students informed about the latest advancements but also allows them to contribute to the collective knowledge base in their field.

4.4 Academic Development Vs Professional Development

There are some conceptual differences between academic and professional development which are highlighted in Table 4.4. This table provides a concise overview of the distinctions between Academic Development and Professional Development, emphasizing their respective focuses, settings, goals, outcomes, timelines, learning approaches, credentialing systems, and so on.

Table 1: Academic Vs Professional Development

Criteria	Academic Development	Professional Development
Focus	Primarily centered on formal education and learning within academic institutions such as schools, colleges, and universities.	Emphasizes the enhancement of skills, knowledge, and competencies relevant

		to one's chosen profession or career.
Setting	Takes place within educational institutions, often structured around degree programs, courses, and academic disciplines.	Occurs in various settings, including the workplace, workshops, seminars, conferences, and other professional environments.
Goal	Aims to provide a foundation of theoretical knowledge, critical thinking skills, and academic expertise within a specific field of study.	Seeks to enhance practical skills, promote career advancement, and facilitate ongoing learning and adaptation within a profession.
Outcome	Results in academic credentials, degrees, certifications, and the acquisition of theoretical knowledge applicable to a particular discipline.	Leads to improved professional competence, the acquisition of practical skills, and the development of a broader skill set relevant to a career.
Timeline	Typically follows a structured timeline, such as semester-based academic calendars, with defined periods for courses, exams, and academic achievements.	Often characterized by continuous and lifelong learning, adapting to evolving professional requirements throughout one's career.

Learning Approach	Emphasizes a blend of theoretical knowledge, research, and academic discourse through lectures, readings, assignments, and examinations.	Incorporates experiential learning, on-the-job training, mentorship, networking, and other practical approaches to skill development.
Credentialing System	Awards academic degrees, diplomas, certificates, and academic honours based on successful completion of coursework and assessments.	Recognizes achievements through professional certifications, workshops, training programs, and ongoing skill development initiatives.
Institutional Involvement	Primarily involves educational institutions such as universities, colleges, and schools with a focus on formal education.	Extends beyond formal education and involves various entities, including employers, professional associations, and training organizations.
Target Audience	Mainly targets students and individuals pursuing formal education, including those at the undergraduate, graduate, and postgraduate levels.	Targets professionals at various stages of their careers, from entry-level positions to seasoned experts seeking continuous improvement.

4.5 Conclusion

In conclusion, the integration of social media tools in the academic and professional development of library and information science students signifies a transformative shift in education. Platforms like Twitter, Facebook, and LinkedIn empower students to enrich their learning experiences, collaborate, and stay abreast of industry trends. Beyond traditional boundaries, these tools foster a global community where students actively contribute, share resources, and engage in discussions, enhancing not only their academic pursuits but also contributing valuable insights to the broader field. This dynamic interplay between social media and education underscores the evolving nature of learning, with digital connectivity catalysing innovation and collective knowledge creation. As library and information science students navigate this digital landscape, they are well-positioned not only to excel in their academic journeys but also to make significant contributions to the evolving landscape of their profession.

After discussing the academic and professional development using social media tools in detail, the following chapter -5 described “data analysis and findings”.

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DATA ANALYSIS & FINDINGS

5.1 Introduction

The abundance of data has transformed the way researchers' study and analyze phenomena across numerous disciplines in today's academic research scene. Data collection, analysis, and interpretation are crucial to rigorous research initiatives, serving as a prism through which researchers can untangle complicated patterns, test hypotheses, and draw valuable insights. This thesis takes the reader on a voyage into the world of data analysis and interpretation, diving into the strategies and techniques that serve as the foundation of empirical research. Data analysis is an important part of the research process since it involves transforming raw data into an intelligible and useful manner. It goes beyond simple statistical computations to include a careful examination of the dataset's relationships, trends, and anomalies. Researchers must negotiate a terrain that comprises traditional statistical methodologies, powerful machine learning algorithms, and bespoke software tailored to their research topics when choosing acceptable analytical tools. Data interpretation necessitates a thorough understanding of the subject matter, contextual circumstances, and the complexities of the data collection method. It entails looking beyond the statistics to uncover the stories that data tell, acknowledging the dataset's limitations and potential biases, and drawing validated conclusions. The interpretive phase requires researchers to synthesize their findings with current literature and contribute to the larger academic conversation. This chapter involves two broad categories that is, data analysis, interpretation & findings

5.2 Data Analysis

This chapter involves two broad categories: the objectives of the research and the adopted methodology

5.2.1 Methodology Adopted

The methodical and organized approach used by researchers to conduct a study, collect relevant data, analyze information, and derive meaningful findings is known

as a research methodology. It acts as a framework for study, helping researchers through the complex journey of investigation and discovery. A well-designed research methodology is critical for assuring the reliability and validity of study results. The basic goal of research methodology is to provide a systematic strategy for investigating phenomena, answering research questions, and testing hypotheses. It includes a variety of strategies and procedures used by researchers to collect, interpret, and evaluate data. The methodology chosen is determined by the nature of the research, the type of data requested, and the research aims. This chapter covers the study's conceptual framework, variables, sample, data collection tool, primary data collection, computing, and statistical analysis.

5.2.1.1 Conceptual Framework of the Study

In today's academic scene, the relevance of social media for students and scholars cannot be emphasized. Social media platforms provide dynamic areas for members of the academic community to communicate, collaborate, and exchange ideas. These digital networks have become vital instruments for both learning and research in an era where information moves at extraordinary speeds. The availability of information is one of the most important advantages of social media for students and scholars. Twitter, Facebook, and LinkedIn all provide a plethora of academic organizations, forums, and sites where people may share articles, research findings, and scholarly conversations. This information democratization allows students to stay up to date on the newest innovations in their profession, encouraging a culture of continuous learning. Another important component of social media's impact on academia is collaboration. Students and scholars can communicate with peers, mentors, and experts from all around the world, overcoming geographical barriers. This interconnection encourages interdisciplinary collaboration and the establishment of varied research networks.

5.2.1.2 Variables

To test the aforementioned hypothesis, the following variables were defined by consulting previously published literature and experts.

Independent Variables

1. Gender
2. Age
3. Education
4. Nature of Course
5. Income

Dependent Variables

1. Level of awareness
2. Social media use pattern
3. Uses of social media
4. Influence of social media
5. Satisfaction with social media

5.2.1.3 Sample

This study covered all four state government universities which are providing regular library and information science courses. The proposed study and collection of data shall be limited to the last three years' post graduate LIS students completed and end semester, 2022. The selected universities are

1. Utkal University
2. Sambalpur University
3. Gangadhar Meher University
4. Khallikote University (Merged with Berhampur University)

When all four universities were combined, the total population was roughly 300 people, using simple random sampling procedures, 50 samples were defined from each university, for a total of 200 samples from which raw data were obtained.

5.2.1.4 Data Collection Tool

The current study collected primary data from LIS postgraduate students using both interview and online questionnaire method. Before distributing the questionnaire, a short interview was taken with students in order to make their responses more effective. The online questionnaire was created with Google Forms and includes a variety of closed-ended questions. Apart from data collected from students, some valuable information was collected from LIS department heads and faculty as suggestions for this study.

5.2.1.5 Primary Data Collection

Both interviews and online questionnaires were used to gather the majority of the required data. In the interview method, data like availability of devices, availability of internet facility, and some other basic questions were asked to make this research more valuable. After the interview, the online questionnaire was distributed among the students through electronic mail and WhatsApp application. Secondary data, or any other type of data, were not collected or used in this study.

5.2.1.6 Questionnaire distribution among respondents

A total of 200 questionnaires were issued to LIS students from selected universities, with 167 returning and being regarded as valuable. The questionnaire was distributed among three-year students (final semester, 2022 & two years preceding completed). The questionnaire was broken into three pieces. The first component had biographical information, the second contained a list of social media-related questions, and the final section contained information regarding their social media experiences.

5.2.1.6 Computing and Statistical Analysis

Following the collection of primary data, it was subjected to analysis utilizing several application procedures. Microsoft Excel was utilized for calculations such as frequencies, percentages, totals, and so on. The utilization and frequency of use of social media among LIS students in Odisha state universities can be measured by identifying these types of computation. This research investigated the hypothesis, identified the link between the variables, and so on by using this form of statistical analysis.

5.3 Analysis of Collected Data

5.3.1 The Gender of the Respondents

The gender distribution of respondents in his study mirrors the broader demographic landscape, aligning with existing research that consistently points to a predominant presence of women in the library and information science profession (Taghreed et al., 2012; Elizabeth & Charles, 2002). The current investigation reaffirms this trend, further solidifying the understanding that women constitute the majority of professionals in this field. A thorough examination of the gender distribution among respondents from all four state government universities in Odisha is presented in Table 2 and Figure 7. The results of this study align with the established pattern, revealing that 63.47 percent of students who participated in the survey were female. This majority is indicative of the substantial representation of women in library and information science education within the context of the state. Conversely, male students constituted 36.53 percent of the respondents, reflecting a noticeable but comparatively smaller presence in this academic domain. These findings resonate with broader societal trends and the existing gender dynamics within the library and information science profession, as documented in prior studies.

Table 2: The gender of the respondents

Gender	Frequencies	Percentage	Cumulative Percentage
Female	106	63.47	63.47
Male	61	36.53	100
Others	0	0	100
Total	167	100	

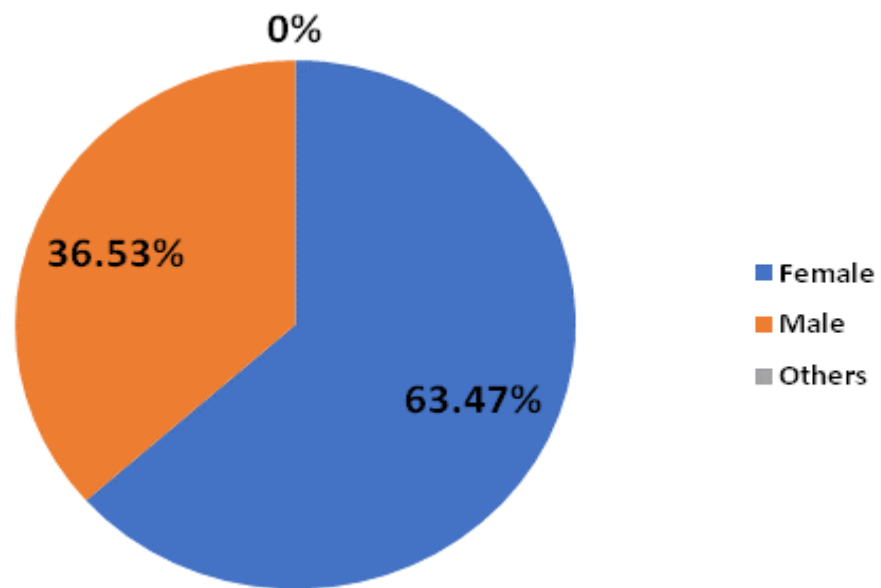


Figure 7: The Gender of the respondents

5.3.2 University -wise Respondents

Table 3 and Figure 8 highlights the institutions-wise distribution of respondents. Sambalpur University emerged with the highest response rate among the four universities offering ordinary-level library and information science courses, capturing a substantial 27.54 percent of the total responses. This suggests a keen and active engagement from students within the library and information science programs at Sambalpur University. Following closely, Utkal University registered the second-highest response rate, with a notable percentage of 26.94. This underscores a commendable level of participation and interest among students enrolled in library and information science courses at Utkal University. Berhampur University, while slightly lower in response rate compared to Sambalpur and Utkal, still commanded a considerable share of participant involvement, with 23.35 percent of responders hailing from this institution. Gangadhar Meher University, though with a slightly lower response rate at 22.15 percent, made a significant contribution to the study.

Table 3: University-wise respondents

Institutions	Frequencies	Percentage
Gangadhar Meher University	37	22.15
Khallikote university (now Berhampur university)	39	23.35
Sambalpur University	46	27.54
Utkal University	45	26.94
Total	167	100

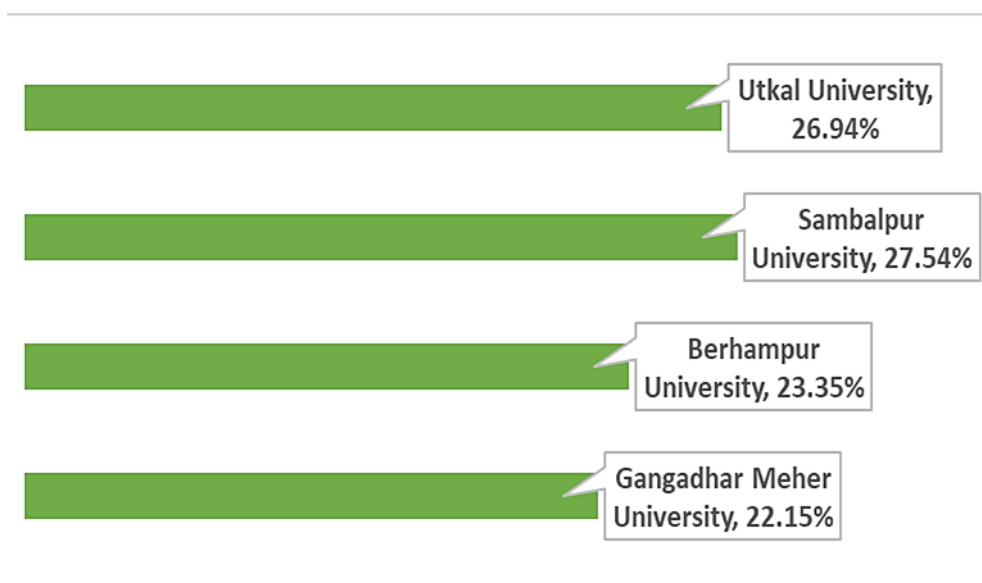


Figure 8: University-wise respondents

5.3.3 Course Status

Presented in Table 4 and Figure 9 is a comprehensive overview of the course status of students across all four state government universities. Given the expansive nature of this investigation, spanning three years and encompassing the current year, 2022, the research also incorporated data from students who graduated in the preceding year. According to the collected data, a significant majority, specifically 70.06 percent of respondents, were actively enrolled in a Library and Information Science course. In contrast, the remaining 29.94 percent of those surveyed had completed their degree, providing a valuable snapshot of the current academic standing of the participants in the study.

Table 4: Course status of the respondents

Status	Frequency	Percentage
Continuing	117	70.06
Completed	50	29.94
Total	167	100

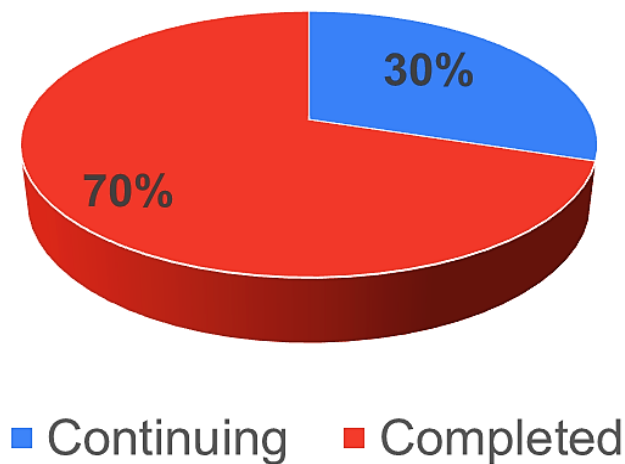


Figure 9: Course status respondents

5.3.4 Students awareness towards Social Media

Table 5 and Figure 10 shows the extent of social media awareness among state university LIS students. Before determining how well students use social media tools for academic purposes, it is necessary to first determine the extent to which students are aware of the various social media platforms. The level of awareness of social media tools has been classified into five categories in this study: extremely aware, aware, slightly aware, less aware, and significantly less aware. In this regard, the findings demonstrate that nearly all students and researchers are aware of the

numerous social media technologies. According to the findings, 38.92 percent of respondents are aware of social networking tools, 28.74 percent of students were slightly, and 23.35 percent of respondents were extremely aware. On the other hand, 5.39 percent of respondents were less knowledgeable, and only 3.59 percent were extremely unaware.

Table 5: Students' awareness towards social media

Awareness level	Frequency	Percentage
Extremely aware	39	23.35
Aware	65	38.92
Slightly aware	48	28.74
Less aware	9	5.39
Extremely less aware	6	3.59
Total	167	100

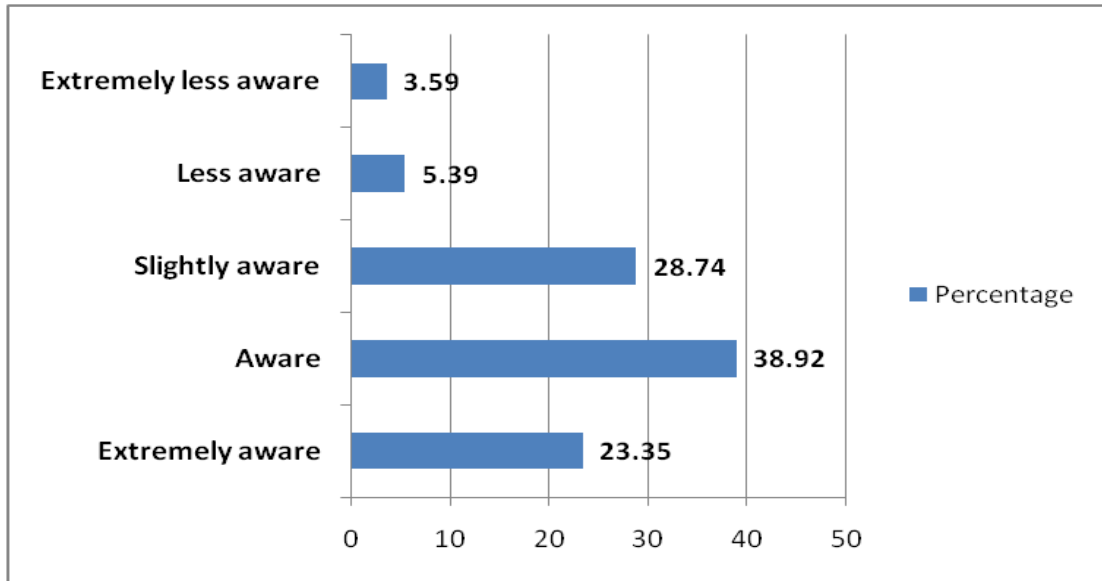


Figure 10: Students awareness of social media

5.3.5 Social Media consumption Devices

Many devices have appeared as a result of technological evolution. A lot of technology has been developed for communication purposes as well. As a result, Table 6 and Figure 11 show which devices LIS students use to access social media tools for academic and professional purposes. According to the findings, 95.21 percent of students use a mobile device to access social media. However, 32.34 percent of students use personal laptop computers to access social media. Furthermore, 11.98 percent of respondents use tablets for social media, while only 7.78 percent of students use PCs for social media.

Table 6: Social Media consumption devices

Device	Frequency	Percentage
Tablet	20	11.98
Mobile	159	95.21
Personal Laptops	54	32.34
PC	13	7.78

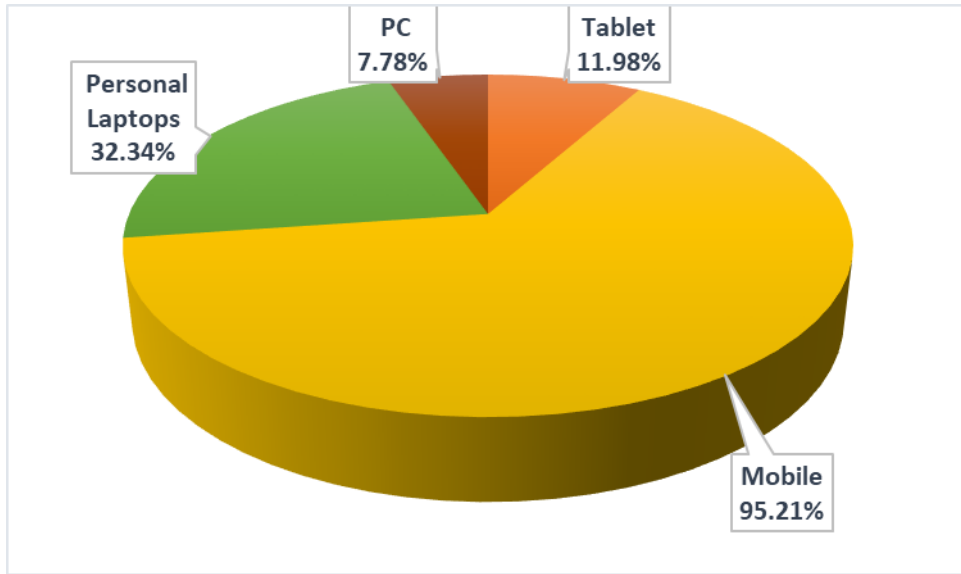


Figure 11: Social Media consumption devices

5.3.6 Time spent on Social Media per Day

Time plays an important role in the students' day-to-day activities. Table 7 and Figure 12 show the distribution of students' social media time consumption by day. It was discovered that the majority of 102 (61.08 percent) of the total 167 respondents use social media 2-5 hours per day. Following that, 19.76% of students use social media for 1-2 hours per day. However, 19.16 percent of respondents spend 5-10 hours per day on social media. No student out of the total number of students spends more than 10 hours per day on social media. Because time is an important factor for students, it was discovered that LIS students at Odisha's state government universities spend more time studying.

Table 7: Time Spent on Social Media per Day

Time spent in one day	Frequency	Percentage
1-2 hours	33	19.76
2-5 hours	102	61.08
5-10 hours	32	19.16
10 hours+	0	0.00
Total	167	100.00

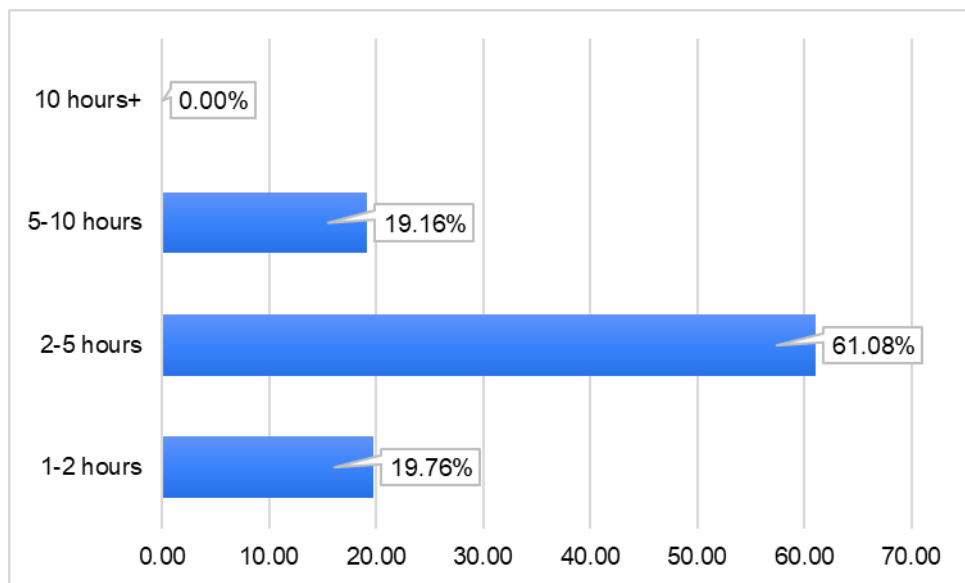


Figure 12: Time Spent on Social Media per Day

5.3.7. Time spent on Social Media per Week

Previous research indicates how much time LIS students spend on social media each day. Table 8 and Figure 13 show how much time students spend on social media each week. According to the findings, the greatest number of students (102, or 61.08 percent) spend more than one hour per week on social media. However, 26.95 percent of students use social media and spend 5-10 hours per week on it. Furthermore, 11.89 percent of students spent 2-5 hours per week on social media, and no students spent less than 2 hours per week on social media.

Table 8: Time spent on Social Media per Week

Time spent	Frequency	Percentage
1-2 hours	0	0
2-5 hours	20	11.98
5-10 hours	45	26.95
10+	102	61.08
Total	167	100

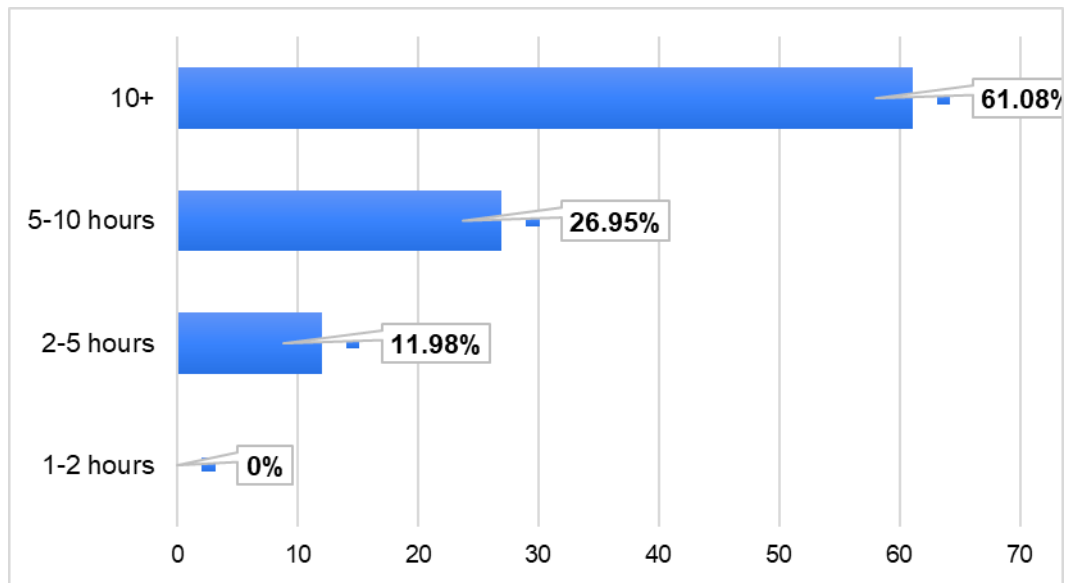


Figure 13: Time spent on Social Media per Week

5.3.8 Students support on various purposes of using Social Media

This section discusses the various uses of social media by LIS students. Each purpose has four support levels, and respondents must select only one that they believe is appropriate. This section thoroughly examined how well they support the stated goals.

5.3.8.1 Support towards texting message

Table 9 and Figure 14 show the students' level of support for the purpose of social media, which is to text messages. According to the findings, the majority of students (61.08%) believe that one of the primary purposes of social media is to spread messages. However, 32.34 percent of students were strongly supported for this purpose, followed by 4.79 percent of students who were partially supported, and only 1.80 percent of students said they had no support.

Table 9. Support towards texting message

Support Level	Frequency	Percentage
High support	54	32.34
Support	102	61.08
Partially support	8	4.79
No support	3	1.80
Total	167	100.00

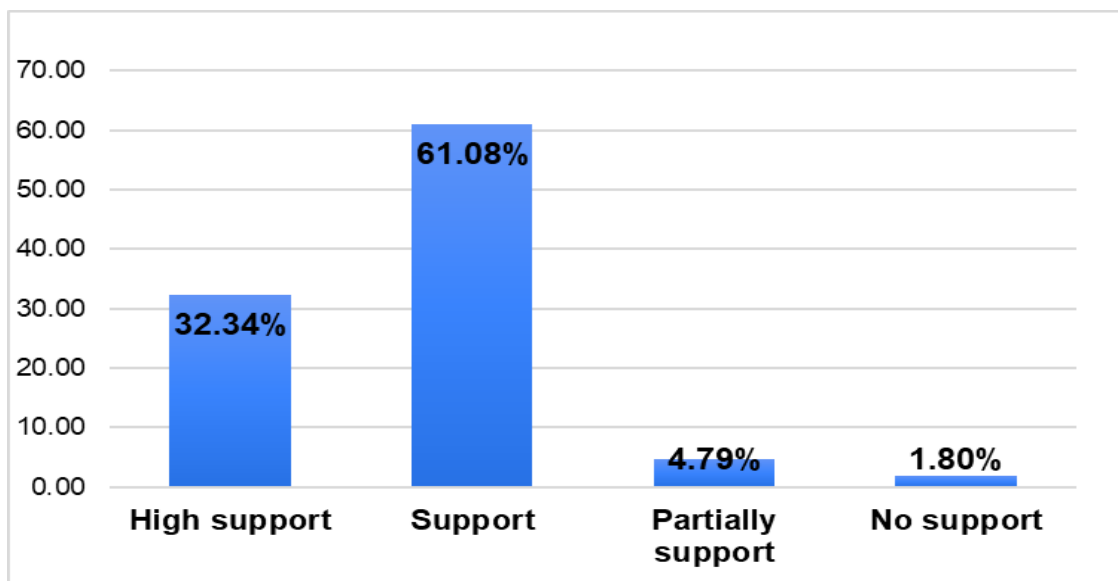


Figure 14. Support towards texting message

5.3.8.2 Support towards reading and writing

Table 10 and Figure 15 show the students' level of support for the purpose of social media for reading and writing. As per the result, the highest 50.32 percent of students showed support towards this purpose. However, 41.32 percent of students showed

high support for this purpose of social media. Moreover, 4.79 percent of students replied that they have partial support and only 3.59 students replied no support.

Table 10: Support towards reading and writing

Support Level	Frequency	Percentage
High support	69	41.32
Support	84	50.30
Partially support	8	4.79
No support	6	3.59
Total	167	100.00

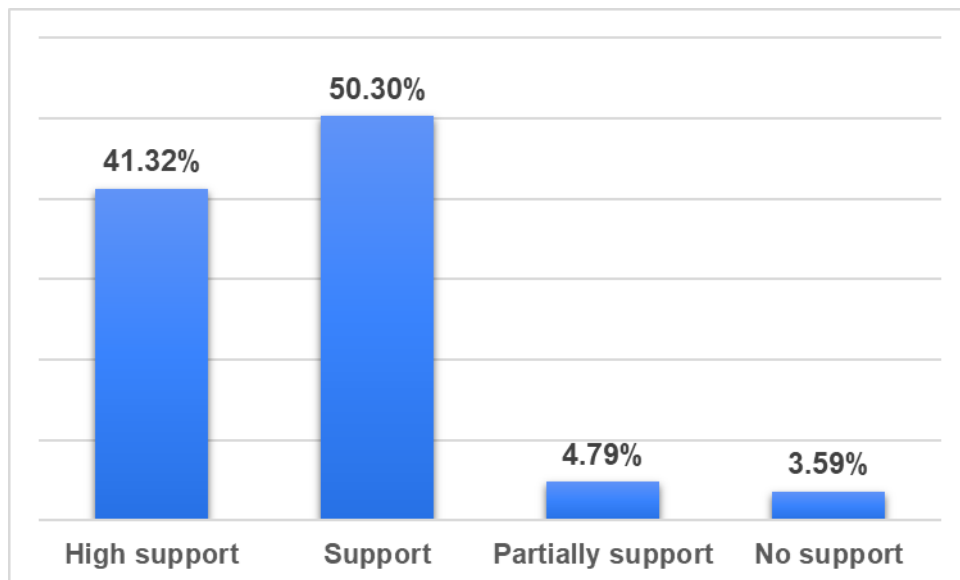


Figure 15: Support towards reading and writing

5.3.8.3 Support towards playing Games

Table 11 and Figure 16 show students' levels of support for the purpose of using social media to play games. According to the findings, the greatest number of students (48.50%) disagreed with the statement that social media is only for playing games. However, 35.93 percent of students agree with this statement. However, 10.78 percent of students strongly supported the statement, while only 4.79 percent of respondents partially supported it.

Table 11. Support towards playing games

Support Level	Frequency	Percentage
High support	18	10.78
Support	60	35.93
Partially support	8	4.79
No support	81	48.50
Total	167	100.00

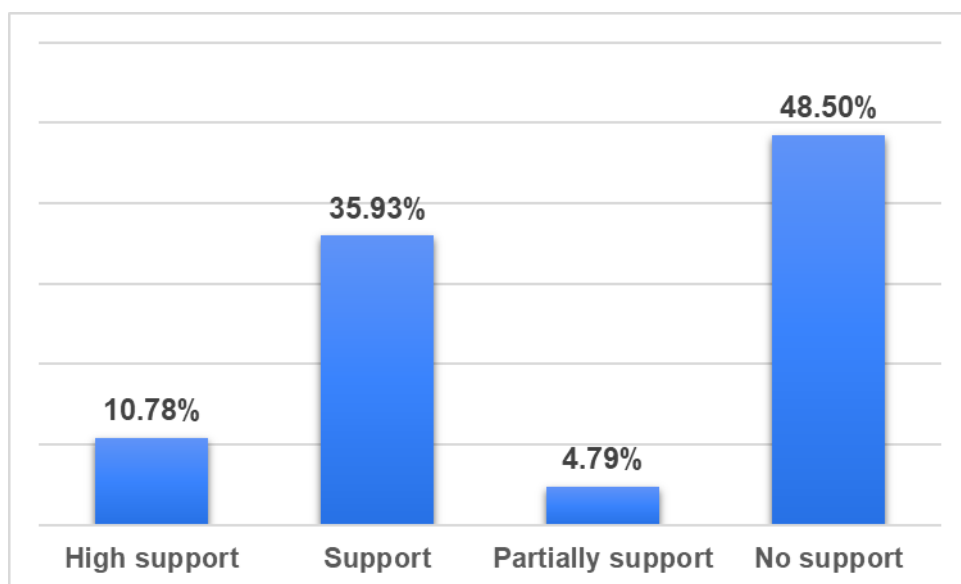


Figure 16. Support towards playing games

5.3.8.4 Support towards downloading Videos/Music

Table 12 and Figure 17 show the respondents' level of agreement with the statement that the purpose of social media is to download music/videos. According to the results, the majority of students (70.06 percent) agreed with this statement. Furthermore, 21.56 percent of students strongly supported the statement. Only 7.18 percent of students are not agreed that the purpose of social media is to download videos/music. It is clear that the purpose of using social media has now expanded to include downloading music and videos.

Table 12: Support towards downloading videos/music

Support Level	Frequency	Percentage
High support	36	21.56
Support	117	70.06
Partially support	2	1.19
No support	12	7.18
Total	167	100.00

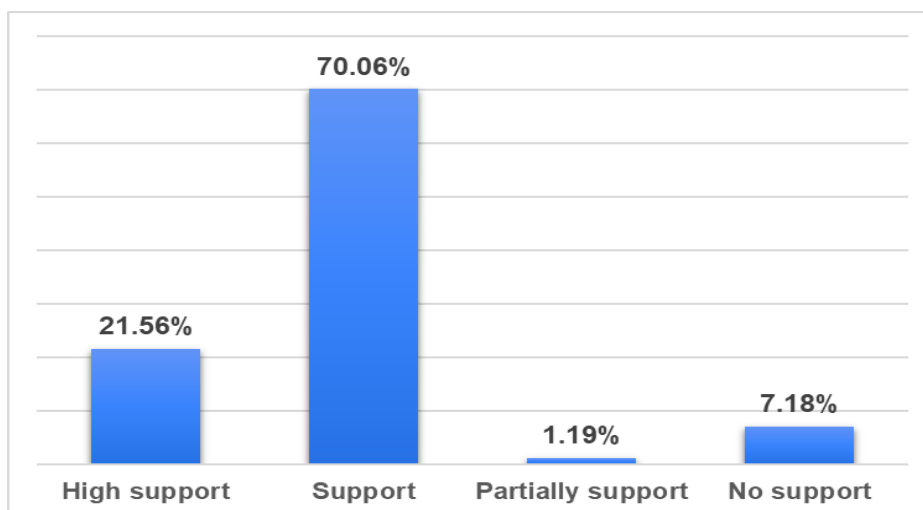


Figure 17: Support towards downloading videos/music

5.3.8.5 Support towards Posting Blogs/Forum

Table 13 and Figure 18 show that respondents agree with the statement that the purpose of using social media is to post blogs and forums. The statement was supported by 50.30 percent of the 167 respondents. However, 39.52 percent of respondents strongly disagreed with the statement. Furthermore, 5.39 percent of respondents strongly agreed with the statement, while 4.79 percent disagreed. Although the majority of respondents agreed with the statement, some disagreed with the use of social media for posting blogs and forums. This means that some respondents do not believe social media is being used to post blogs and forums.

Table 13: Support towards posting blogs/forum

Support Level	Frequency	Percentage
High support	9	5.39
Support	84	50.30
Partially support	8	4.79
No support	66	39.52
Total	167	100.00

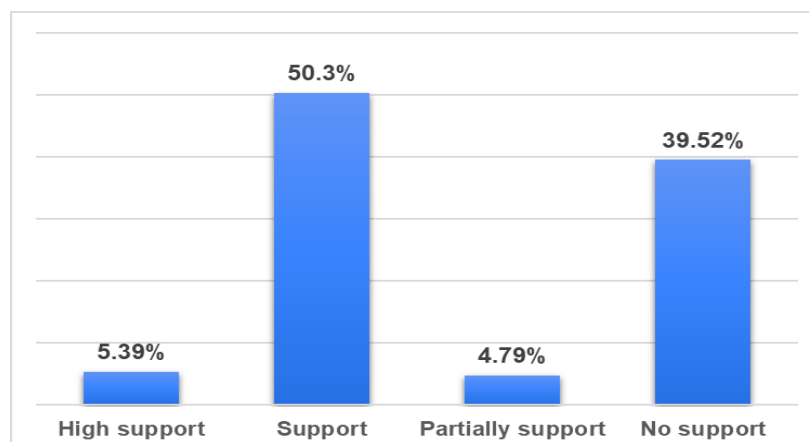


Figure 18: Support towards posting blogs/forum

5.3.8.6 Support towards commenting Blogs/Forum

Table 14 and Figure 19 indicate the support level of the respondents towards the use of social media for commenting on blogs and forums. It was observed that highest 48.50 percent of the respondents supported the statement, 41.31 percent of the respondents showed no support towards the statement, 7.19 percent of respondents showed high support towards the statement and only 2.99 percent of respondents partially supported the statement.

Table 14: Support towards commenting blogs/forum

Support Level	Frequency	Percentage
High support	12	7.19
Support	81	48.5
Partially support	5	2.99
No support	69	41.31
Total	167	100.00

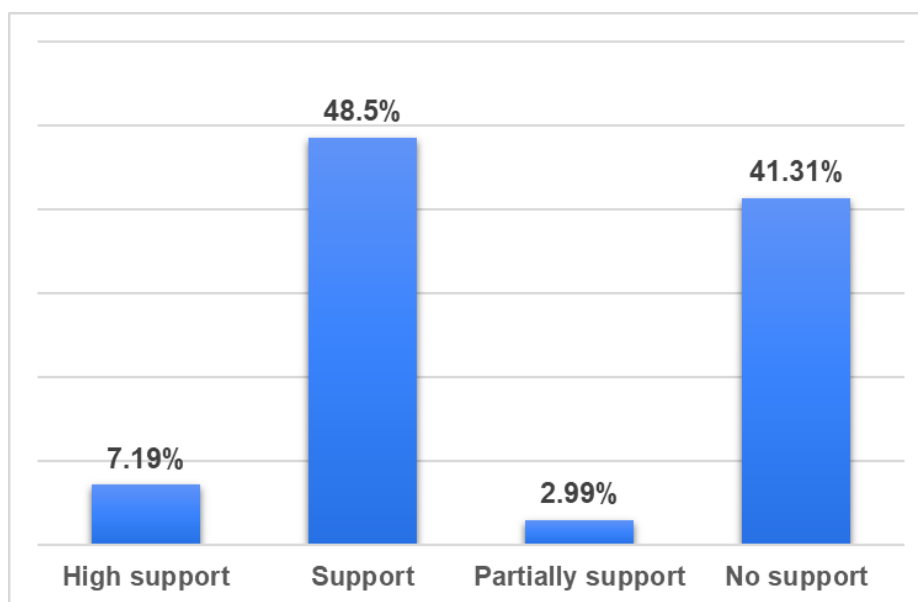


Figure 19: Support towards commenting blogs/forum

5.3.8.7 Support towards editing Wikipedia Article

As Wikipedia has become a source of information in recent years, Table 15 and Figure 20 show how respondents feel about using social media to edit Wikipedia articles. According to the results, 52.1 percent of respondents agree that social media is used to edit Wikipedia articles. However, 26.95 percent of respondents disagreed with the statement. However, 16.17 percent strongly agreed with the statement, while only 4.79 percent agreed with it partially.

Table 15: Support towards editing Wikipedia article

Support Level	Frequency	Percentage
High support	27	16.17
Support	87	52.1
Partially support	8	4.79
No support	45	26.95
Total	167	100.00

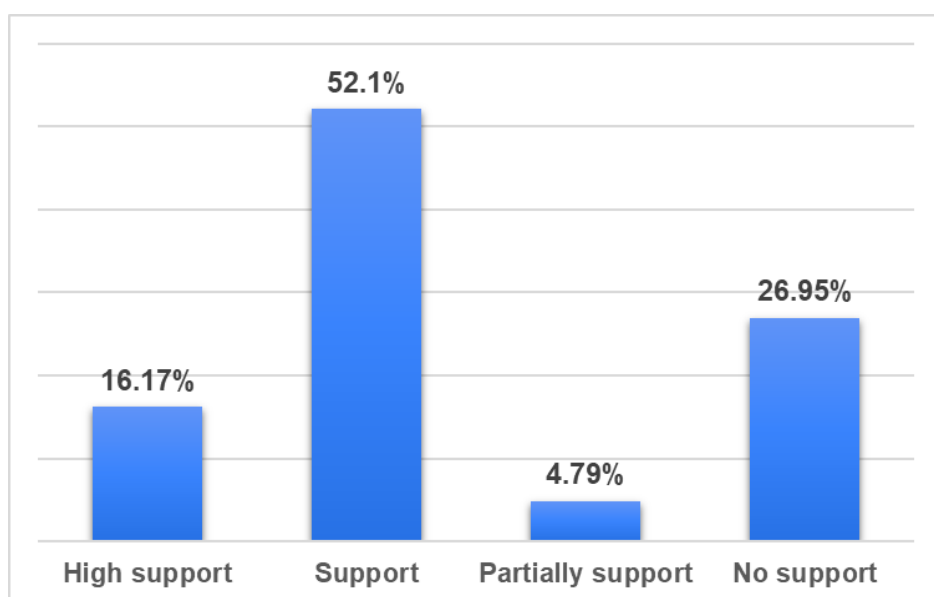


Figure 20: Support towards editing Wikipedia article

5.3.8.8 Support towards Research Gate/Google Scholar/Academia

Table 16 and Figure 21 show the level of student support for using social media for Research Gate/Google Scholar/Academia. This statement was supported by the greatest number of respondents (52.69%). Furthermore, 46.75 percent of respondents partially supported the statement, while 13.14 percent highly supported it and only 9.49 percent did not support it.

Table 16: Support towards Research Gate/Google Scholar/Academia

Support Level	Frequency	Percentage
High support	18	10.78
Support	72	43.11
Partially support	64	38.32
No support	13	7.78
Total	167	100.00

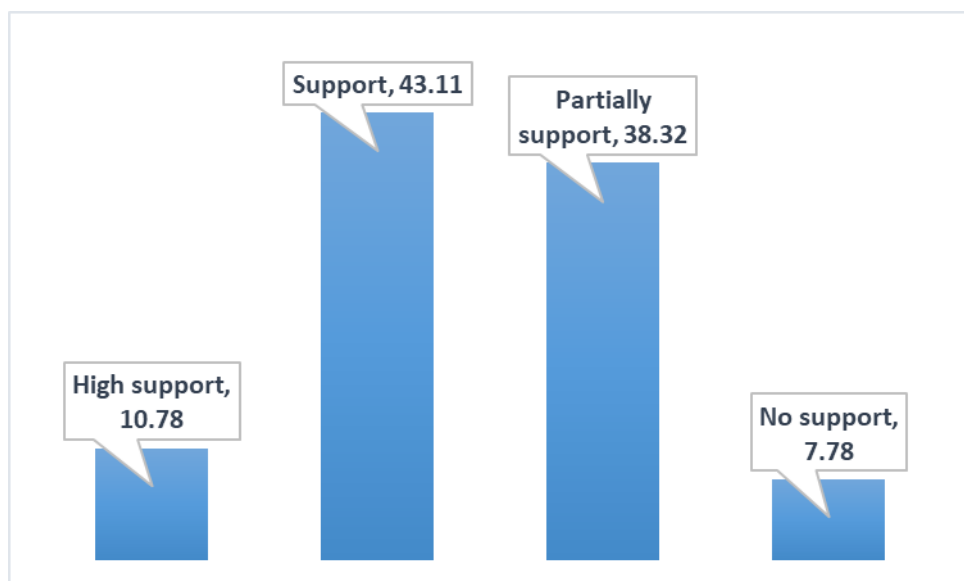


Figure 21: Support towards Research Gate/Google Scholar/Academia

5.3.8.9 Support towards reading Wikipedia Article

Table 17 and Figure 22 show how many respondents agree with the statement that the purpose of social media is to read Wikipedia articles. According to the findings, 55.08 percent of respondents believe social media are useful for promoting Wikimedia articles, while 50.30 percent strongly agreed. Furthermore, 12.57 percent of respondents did not support the statement, and only 7.18 percent supported it partially.

Table 17: Support towards reading Wikipedia article

Support Level	Frequency	Percentage
High support	42	50.30
Support	92	55.08
Partially support	12	7.18
No support	21	12.57
Total	167	100.00



Figure 22: Support towards reading Wikipedia article

5.3.8.10 Support towards receive Search Alerts

Table 18 and Figure 23 show how respondents feel about using social media to receive search alerts. Out of a total of 167 respondents, 58.68 percent agreed with the statement. However, 21.15 percent of respondents strongly agreed with the statement. Furthermore, 12.57 percent of respondents did not support the statement, and only 3.59 percent supported it partially.

Table 18: Support towards receive Search Alerts

Support Level	Frequency	Percentage
High support	42	25.15
Support	98	58.68
Partially support	6	3.59
No support	21	12.57
Total	167	100.00

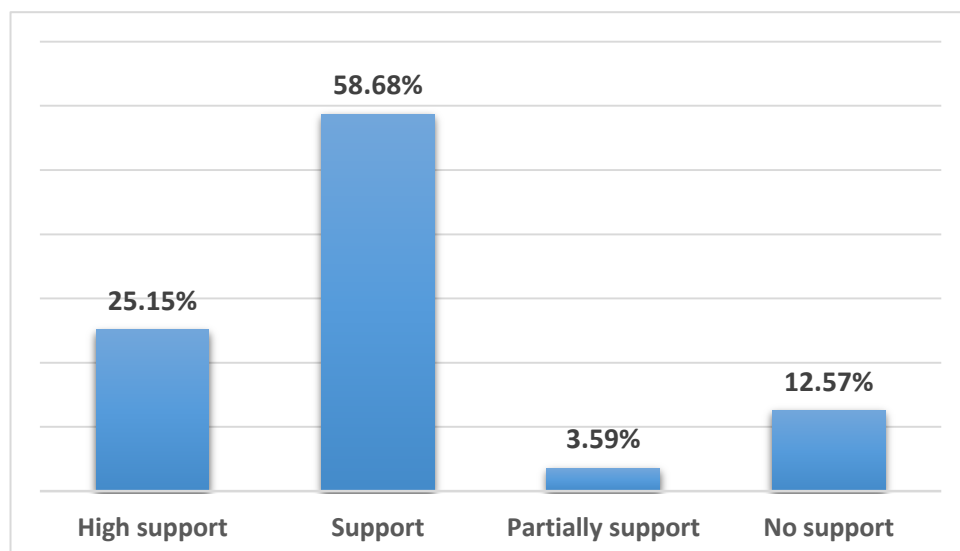


Figure 23: Support towards receive Search Alerts

5.3.8.11 Support towards Institution Library

Because the study included LIS students, it was necessary to understand how many of them believe that social media can be useful for using the institution's library. Table 19 and Figure 24 show respondents' support level toward the use of social media for institution's libraries. The results show that the statement was strongly supported by 43.11 percent of the respondents. However, 41.32 percent of respondents agree with the statement, while 8.98 percent disagree.

Table 19: Support towards Institution Library

Support Level	Frequency	Percentage
High support	72	43.11
Support	69	41.32
Partially support	11	6.59
No support	15	8.98
Total	167	100.00

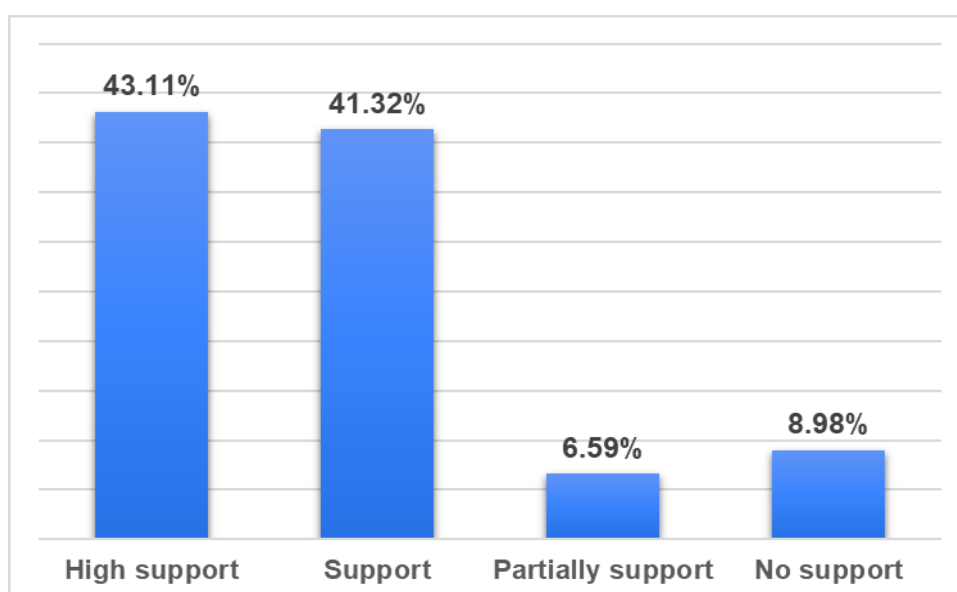


Figure 24: Support towards Institution Library

5.3.9 Frequency of using Social Media for various academic activities

Because this study primarily focuses on the impact of social media on the academic and professional behaviors of LIS students, a thorough analysis was performed, highlighting how frequently LIS students use social media for various academic activities.

5.3.9.1 Frequency of using Social Media for Subject/Course-related materials

Because the study included LIS students from state government universities, Table 20 and Figure 25 examined how frequently they use social media for subject and course-related materials. The results show that the majority of respondents (52.1%) use social media frequently for subject/course related activities. Furthermore, 37.72 percent of respondents said they use social media very frequently to access subject-related materials. Only 10.18 percent of respondents less frequently use social media for course-related materials.

Table 20: Frequency of using social media for subject/course-related materials

Variable	Frequency	Percentage
Very frequently	63	37.72
Frequently	87	52.1
Less frequently	17	10.18
Total	167	100

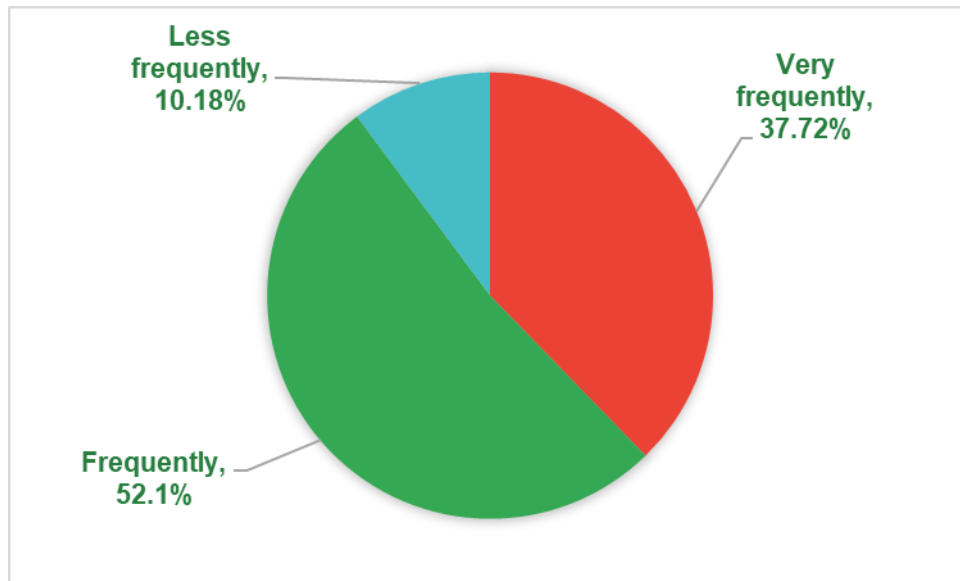


Figure 25: Frequency of using social media for subject/course related materials

5.3.9.2 Frequency of using of Social Media for materials other than LIS course

Although the use of social media is not limited to the current topic, it is also used for other purposes. As a result, Table 21 and Figure 26 highlight the use of social media for materials other than LIS course materials. It was discovered that the majority of respondents (50.3%) use social media frequently to access materials other than LIS course materials. However, 34.13 percent of respondents use social media very frequently to access other materials. Moreover, 15.57 percent of respondents use social media less frequently than they access other materials.

Table 21: Frequency of using social media for materials other than LIS course

Variable	Frequency	Percentage
Very frequently	57	34.13
Frequently	84	50.3
Less frequently	26	15.57
Total	167	100

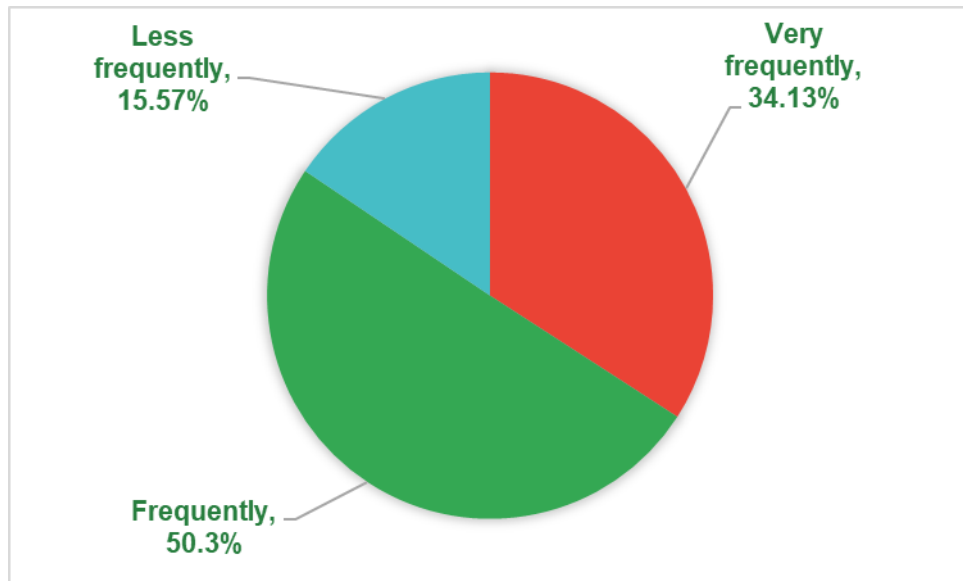


Figure 26: Frequency of using social media for materials other than LIS course

5.3.9.3 Frequency of using of Social Media for Class Assignments

Because the majority of the respondents in this study were students and researchers, the question of how frequently respondents use social media for class assignments was asked. Table 22 and Figure 27 show the frequency with which students use social media for class-related assignments. According to the findings, 44.91 percent of respondents use social media frequently for class-related assignments. Furthermore, 35.93 percent of respondents use it very frequently, while only 19.16 percent use it infrequently.

Table 22: Frequency of using social media for class assignments

Variable	Frequency	Percentage
Very frequently	60	35.93
Frequently	75	44.91
Less frequently	32	19.16
Total	167	100

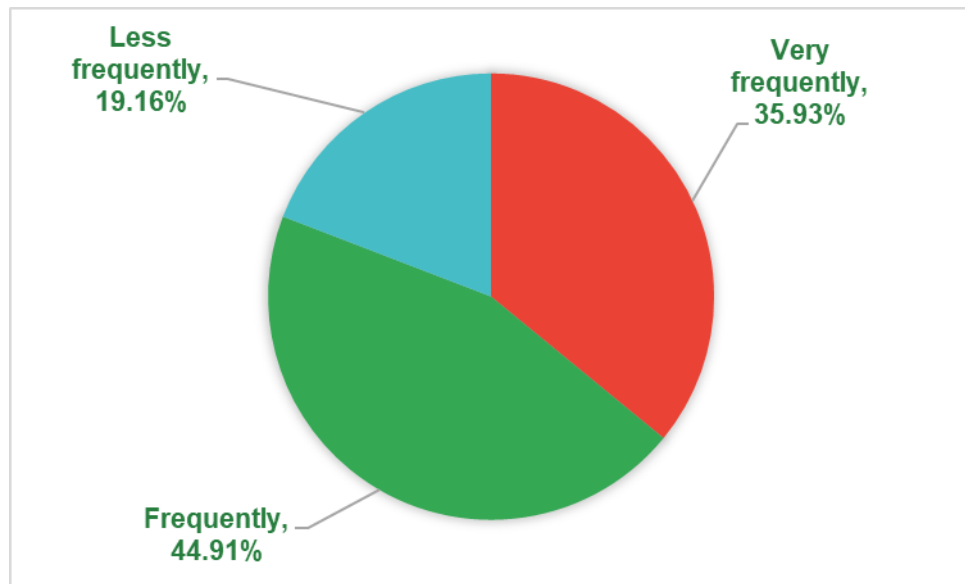


Figure 27: Frequency of using social media for class assignments

5.3.9.4 Frequency of using of Social Media to connect with teachers

Table 22 and Figure 28 examine how often LIS students use social media to communicate with teachers. According to the findings, the majority of respondents (53.89%) frequently used social media to communicate with teachers. However, 25.15 percent of respondents use social media very frequently to connect with their teachers, while only 20.96 percent of respondents use it less frequently.

Table 23: Frequency of using social media to connect with teachers

Variable	Frequency	Percentage
Very frequently	42	25.15
Frequently	90	53.89
Less frequently	35	20.96
Total	167	100

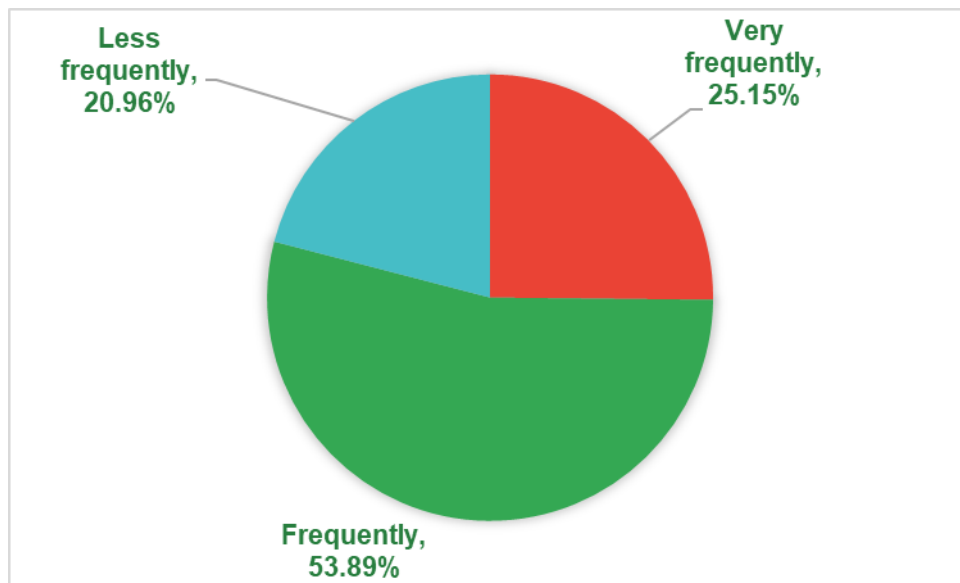


Figure 28: Frequency of using social media to connect with teachers

5.3.9.5 Frequency of using of Social Media to connect with Classmates

Table 24 and Figure 29 show the frequency with which LIS students use social media to stay in touch with their friends. According to the results, the majority of respondents (57.49%) said they use social media very frequently to connect with their classmates and friends. However, 34.13 percent of respondents said they use social media frequently to connect with friends. And only 8.38 percent use social media for this purpose less frequently.

Table 24: Frequency of using social media to connect with classmates

Variable	Frequency	Percentage
Very frequently	96	57.49
Frequently	57	34.13
Less frequently	14	8.38
Total	167	100

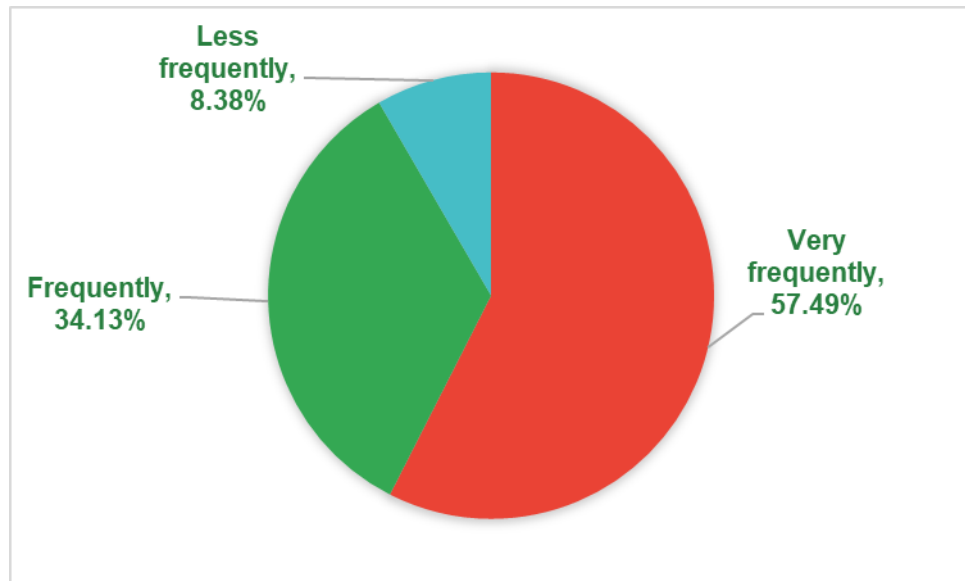


Figure 29: Frequency of using social media to connect with classmates

5.3.9.6 Frequency of using of Social Media to develop own knowledge

Table 25 and Figure 30 highlight respondents' involvement in developing their own knowledge through the use of social media. According to the findings, the majority of respondents (55.69%) use social media very frequently to expand their own knowledge. Furthermore, 37.72 percent of respondents use social media frequently to expand their knowledge. Furthermore, only 6.59 percent of respondents use social media less frequently to expand their knowledge.

Table 25: Frequency of using social media to develop own knowledge

Variable	Frequency	Percentage
Very frequently	93	55.69
Frequently	63	37.72
Less frequently	11	6.59
Total	167	100

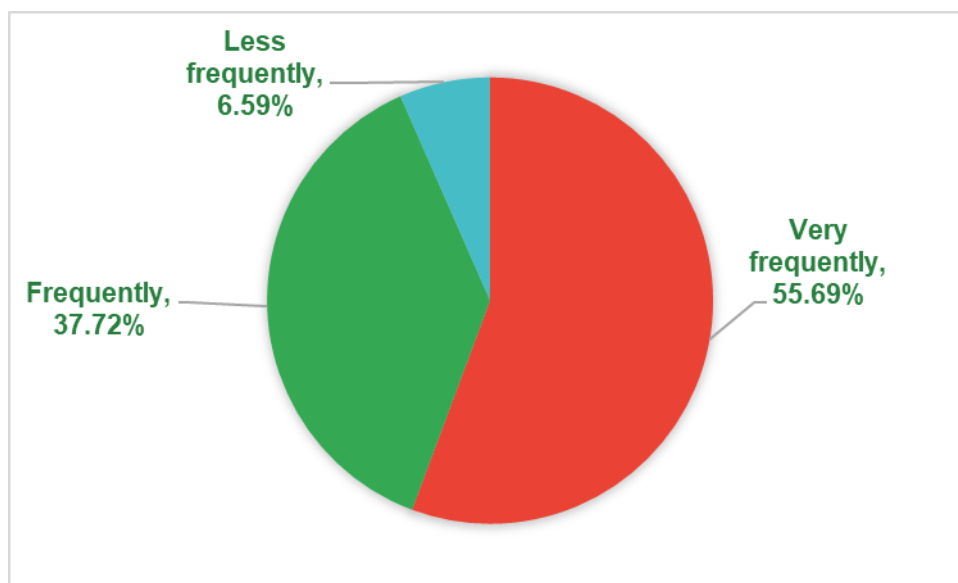


Figure 30: Frequency of using social media to develop own knowledge

5.3.9.7 Frequency of using of Social Media for carrier development

As one of the most important factors for LIS students, Table 26 and Figure 31 show how frequently LIS students use social media for career development. According to the findings, the majority of respondents (53.89%) use social media very frequently for career development. Furthermore, 37.72 percent of respondents use social media frequently for career development, while only 8.38 percent of respondents use it less frequently.

Table 26: Frequency of using of social media for carrier development

Variable	Frequency	Percentage
Very frequently	90	53.89
Frequently	63	37.72
Less frequently	14	8.38
Total	167	100

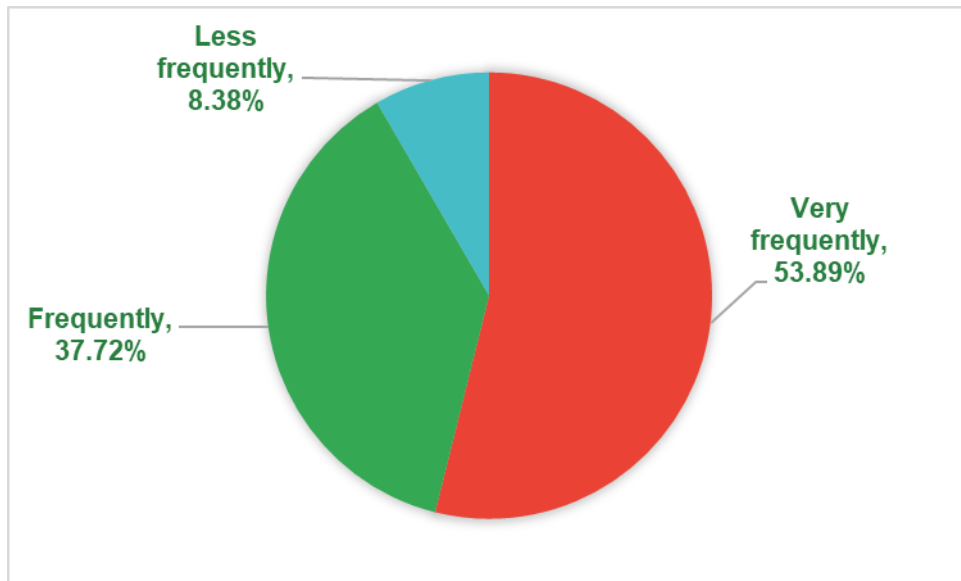


Figure 31: Frequency of using of social media for carrier development

5.3.9.8 Frequency of using of Social Media for other academic activities

Table 27 and Figure 32 show how frequently people use social media for other academic purposes. Other academic activities besides the ones listed above include work. According to the findings, the majority of respondents (61.08 percent) use social media frequently for other academic purposes. However, 23.35 percent of respondents use social media very frequently for this purpose, while 15.57 percent use it less frequently for other academic activities.

Table 27: Frequency of using social media for other academic activities

Variable	Frequency	Percentage
Very frequently	39	23.35
Frequently	102	61.08
Less frequently	26	15.57
Total	167	100

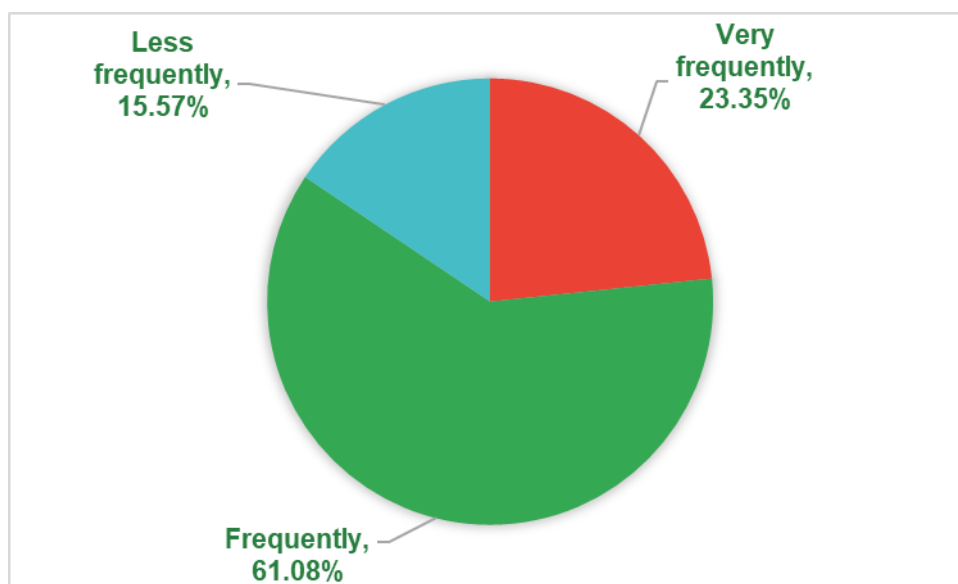


Figure 32: Frequency of using social media for other academic activities

5.3.10 Use of Social Media for various LIS-related activities

Because this study only included students with a background in Library and Information Science education, respondents were asked about their use of social media for various LIS-related activities. The analysis was carried out for a comprehensive study by selecting various types of specific LIS activities. Respondents were asked how frequently they use social media for each specific LIS-related activity.

5.3.10.1 Use of Social Media for LIS Websites (Lis link, Lis quiz, Lis portal, etc.)

Websites now play an important role in attracting customers or users. Because libraries are now completely integrated with technology and the internet, many library professionals have created numerous professional library websites for a variety of purposes. As a result, Table 28 and Figure 33 examine how often respondents use social media to access various LIS-related websites such as Lis link, Lis quiz, Lis portal, and so on. According to the findings, the majority of respondents (55.69%) use social media frequently to access various LIS-related websites. However, 32.34 percent of respondents use social media very frequently for LIS

website use, while only 11.98 percent use it less frequently for website-related activities.

Table 28: Use of social media for LIS Websites (Lis link, Lis quiz, Lis portal, etc.)

Variable	Frequency	Percentage
Very frequently	54	32.34
Frequently	93	55.69
Less frequently	20	11.98
Total	167	100

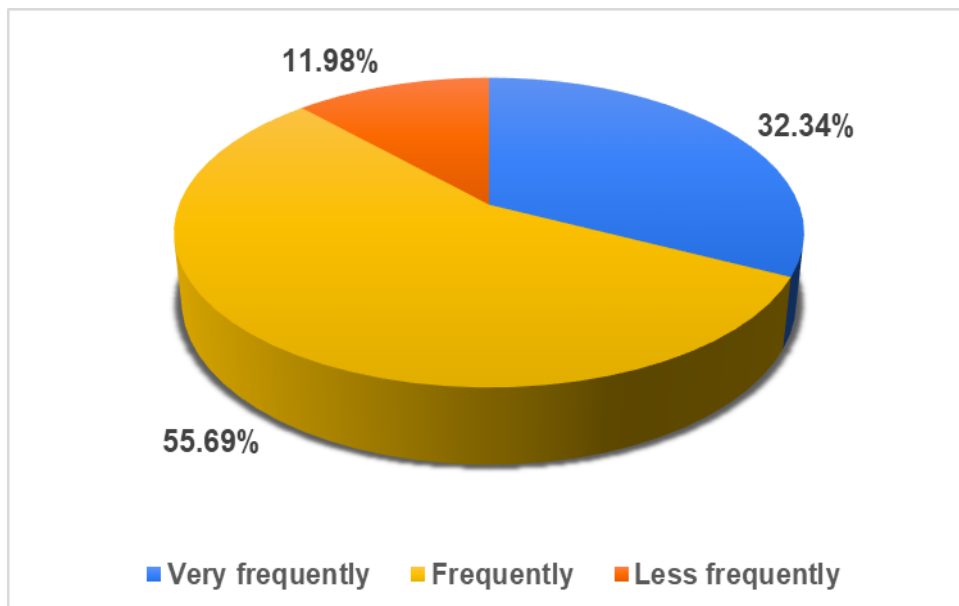


Figure 33: Use of social media for LIS Websites

(Lis link, Lis quiz, Lis portal, etc.)

5.3.10.2 Use of Social Media for E-GyanKosh

E-GyanKosh is a well-known open educational resource created by Indira Gandhi National Open University (IGNOU) that includes materials for a variety of disciplines. Table 29 and Figure 34 show how often respondents use social media to access E-GyanKosh materials. It was discovered that 43.11 percent of respondents frequently use social media to access E-GyanKosh-related materials. However, 37.72 percent of respondents use social media very frequently to access E-GyanKosh-related materials, while only 19.16 percent use it less frequently.

Table 29: Use of social media for E-GyanKosh

Variable	Frequency	Percentage
Very frequently	63	37.72
Frequently	72	43.11
Less frequently	32	19.16
Total	167	100

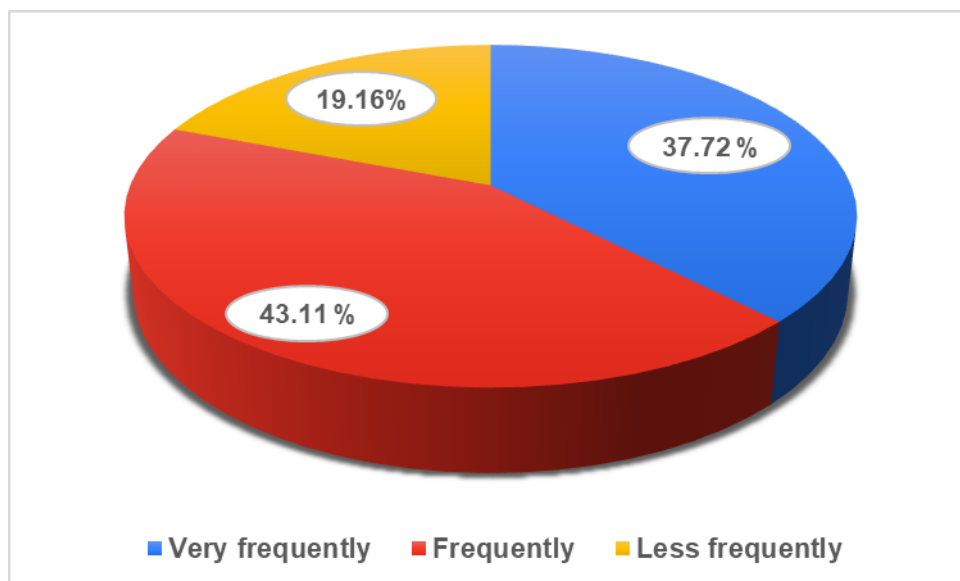


Figure 34: Use of social media for E-GyanKosh

5.3.10.3 Use of Social Media for e-PG Pathshala

e-PG Pathshala, on the other hand, is a well-known open educational resource in India that was developed by UGC and is maintained by INFLIBNET. Table 30 and Figure 35 show how often respondents use social media to access e-PG Pathshala materials. According to the findings, the majority of respondents (53.89%) use social media very frequently to access e-PG Pathshala. More specifically, 30.54 percent of respondents use social media frequently for accessing e-PG Pathshala materials, while only 15.57 percent use it less frequently.

Table 30: Use of social media for e-PG Pathshala

Variable	Frequency	Percentage
Very frequently	90	53.89
Frequently	51	30.54
Less frequently	26	15.57
Total	167	100

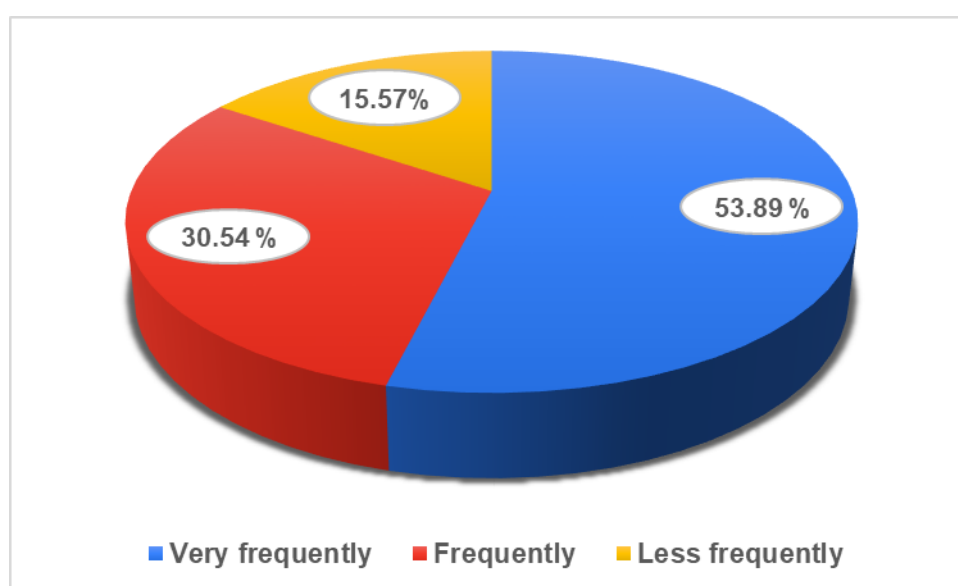


Figure 35: Use of social media for e-PG Pathshala

5.3.10.4 Use of Social Media for Wikis

Table 31 and Figure 36 show the frequency with which wikis are used on social media. According to the findings, 53.89 percent of respondents use social media frequently for the purpose of using wikis. Furthermore, 23.35 percent of respondents use social media very frequently for the purpose of wikis, while 22.75 percent use it less frequently.

Table 31: Use of social media for wikis

Variable	Frequency	Percentage
Very frequently	39	23.35
Frequently	90	53.89
Less frequently	38	22.75
Total	167	100

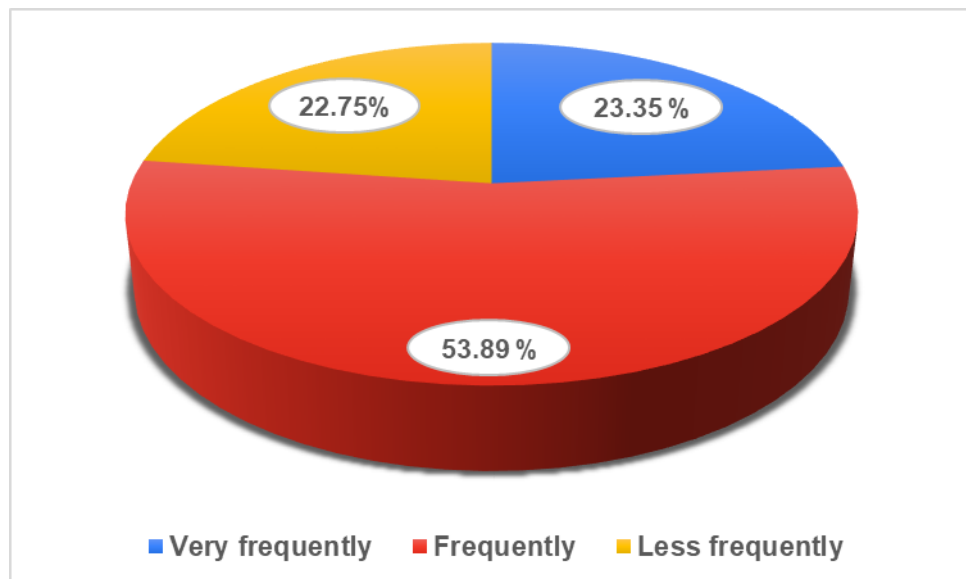


Figure 36: Use of social media for wikis

5.3.10.5 Use of Social Media for Discussion Forum

Table 32 and Figure 37 show how frequently respondents use social media for a discussion forum. The results show that 52.1 percent of respondents frequently use social media for discussion forums. Furthermore, 29.94% of respondents use social media less frequently for the discussion forum. Only 17.96% of students uses social media high frequently for discussion. Although the majority of respondents use social media frequently for discussion forums, some respondents use social media less frequently for discussion forums.

Table 32: Use of social media for discussion forum

Variable	Frequency	Percentage
Very frequently	30	17.96
Frequently	87	52.1
Less frequently	50	29.94
Total	167	100

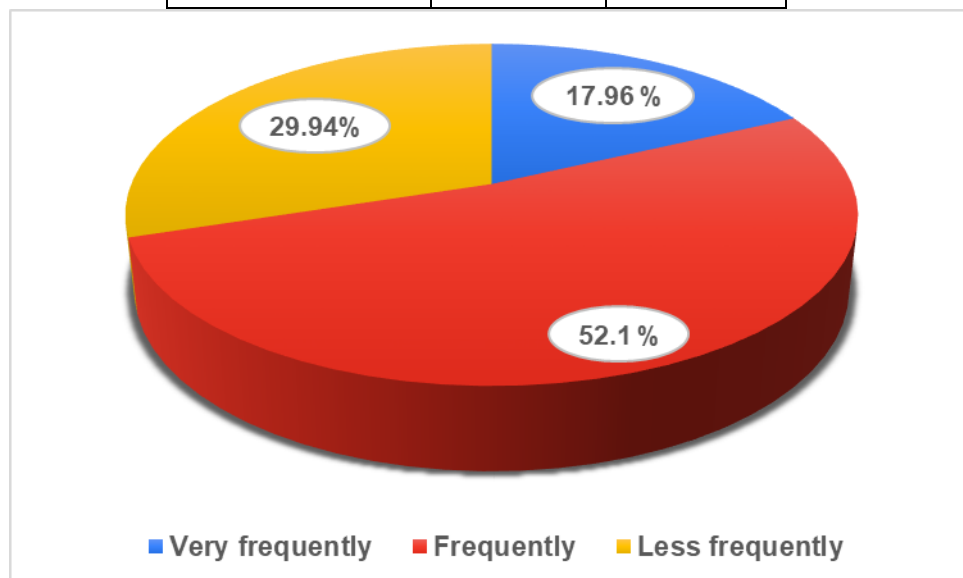


Figure 37: Use of social media for discussion forum

5.3.11 Use of Social Media for various Social Networking Sites (SNS)

Social media is a comprehensive term encompassing online platforms enabling users to create, share, and exchange content, ranging from text to videos. It serves as a vast umbrella for various online communication forms. In contrast, Social Networking Services (SNS) form a specific category within social media, focusing explicitly on building and nurturing social connections. Platforms like Facebook, LinkedIn, and Twitter fall under SNS, where users connect based on shared interests or real-life connections, creating profiles and sharing updates. The key distinction lies in purpose and functionality, as social media includes diverse platforms serving purposes beyond social networking, such as video-sharing or image-centric platforms. So, how frequently respondents use social media for various SNSs has been examined in this section.

5.3.11.1 Use of Social Media for Facebook

While Facebook is a popular social networking site for staying in touch with family, friends, and the community, it was investigated how frequently respondents use social media for the use of Facebook. Table 33 and Figure 38 indicate the use of social media for the use of Facebook. According to the findings, the majority of respondents (69.40%) use social media frequently for Facebook. However, 37.25 percent of respondents use social media very frequently to access Facebook, while only 15.34 percent use social media less frequently to access Facebook. According to the findings, LIS students are less likely to use social media for Facebook purposes these days.

Table 33: Use of social media for Facebook

Variable	Frequency	Percentage
Very frequently	51	37.25
Frequently	95	69.40
Less frequently	21	15.34
Total	167	100

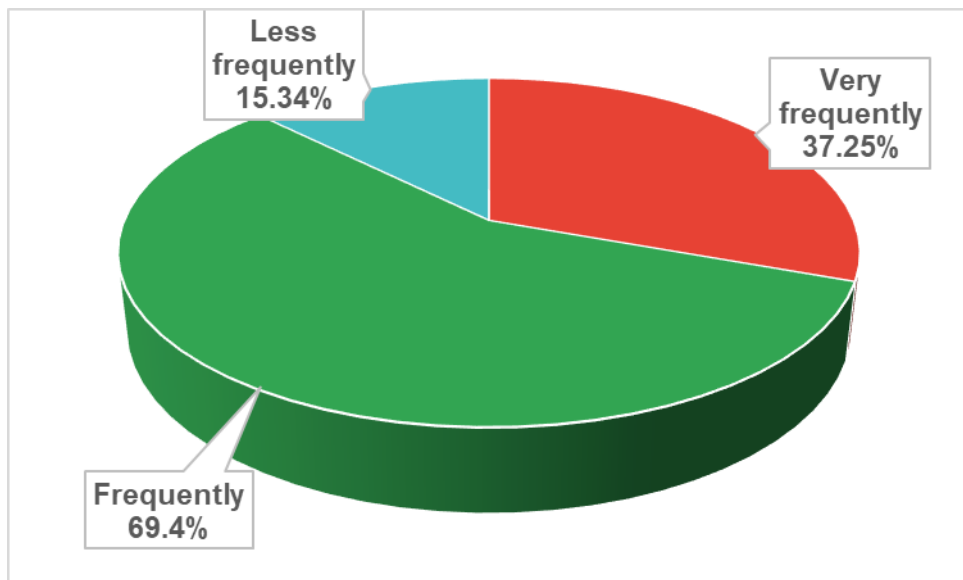


Figure 38: Use of social media for Facebook

5.3.11.2 Use of Social Media for YouTube

YouTube is a valuable academic resource that offers a wide range of educational content for a variety of disciplines. Professors use the platform to share lectures and tutorials, supplementing traditional learning methods and cultivating a global community for knowledge dissemination and academic debate. Table 34 and Figure 39 show how frequently respondents use social media for YouTube viewing. According to the results, 59.28 percent of respondents use social media very frequently for YouTube. However, 34.13 percent of respondents use social media

frequently for YouTube use, while only 6.59 percent of respondents use social media for YouTube use.

Table 34: Use of social media for YouTube

Variable	Frequency	Percentage
Very frequently	99	59.28
Frequently	57	34.13
Less frequently	11	6.59
Total	167	100

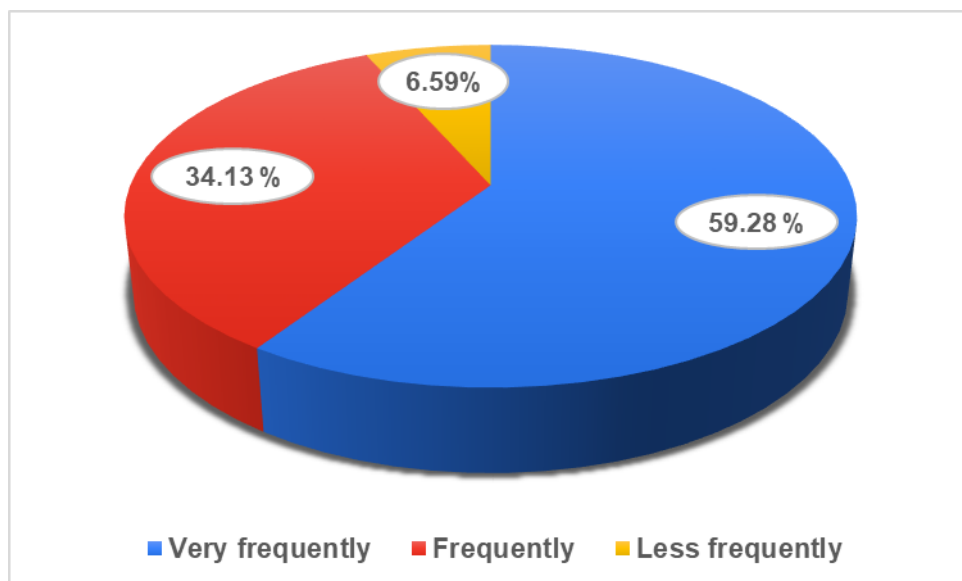


Figure 39: Use of social media for YouTube

5.3.11.3 Use of Social Media for Instagram

Instagram has evolved into a platform for educators and institutions to visually share educational content. Research findings, insights, and academic achievements are highlighted visually in posts and stories, making knowledge dissemination and scholarly communication more accessible and engaging. Table 35 and Figure 40 depict the use of social media for Instagram. According to the findings, 44.91 percent of respondents use social media frequently for Instagram purposes. However, 35.33 percent of respondents use social media less frequently for Instagram use, while only 19.76 percent use social media high frequently for Instagram use.

Table 35: Use of social media for Instagram

Variable	Frequency	Percentage
Very frequently	33	19.76
Frequently	75	44.91
Less frequently	59	35.33
Total	167	100

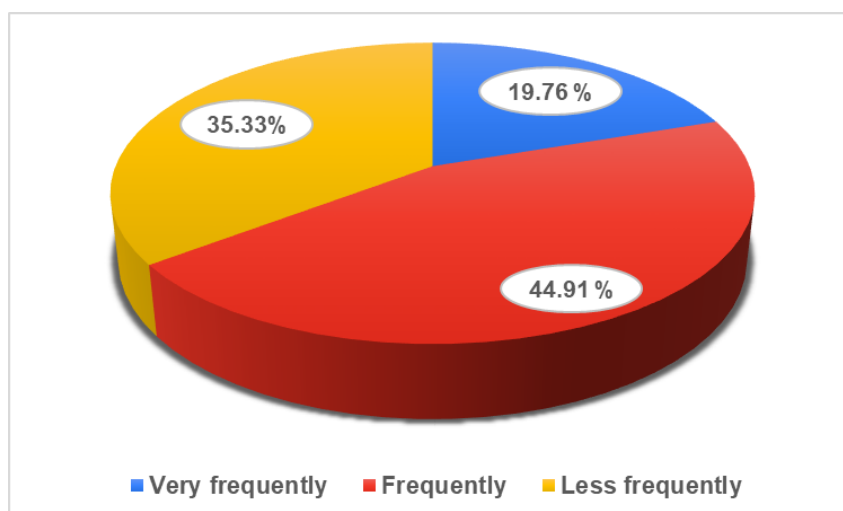


Figure 40: Use of social media for Instagram

5.3.11.4 Use of Social Media for RSS Feed

Table 36 and Figure 41 show the frequency with which RSS feeds are used on social media. RSS feeds are essential in education and research because they provide a convenient way for researchers to stay up to date on the latest information in their fields. Academics ensure a continuous flow of relevant content and scholarly publications by subscribing to feeds relevant to their interests. This technology improves accessibility by allowing for a more organized and time-efficient method of staying informed in the academic community. According to the findings, the majority of respondents (60.48 percent) use social media less frequently than they use RSS feeds. However, 34.13 percent of respondents use social media frequently for RSS feeds, while only 5.39 percent of respondents use social media very frequently for RSS feeds.

Table 36: Use of social media for RSS Feed

Variable	Frequency	Percentage
Very frequently	9	5.39
Frequently	57	34.13
Less frequently	101	60.48
Total	167	100

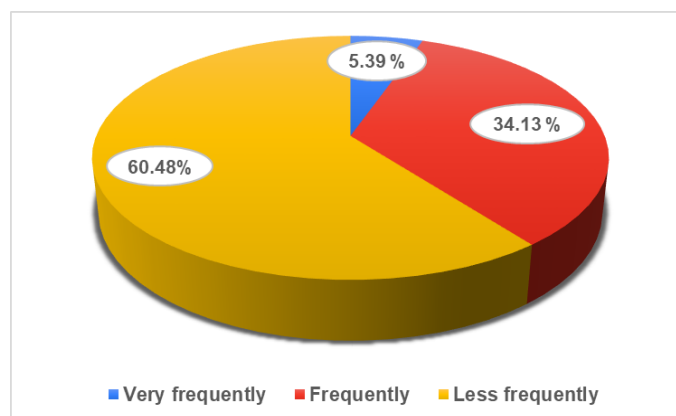


Figure 41: Use of social media for RSS Feed

5.3.11.5 Use of Social Media for WhatsApp

Table 37 and Figure 42 show how frequently respondents use social media for WhatsApp use. According to the results, the majority of respondents (62.87 percent) use social media very frequently for the use of WhatsApp. However, 28.74 percent of respondents use social media frequently for WhatsApp use. Furthermore, only 8.38 percent of respondents use social media less frequently for WhatsApp use.

Table 37: Use of social media for WhatsApp

Variable	Frequency	Percentage
Very frequently	105	62.87
Frequently	48	28.74
Less frequently	14	8.38
Total	167	100

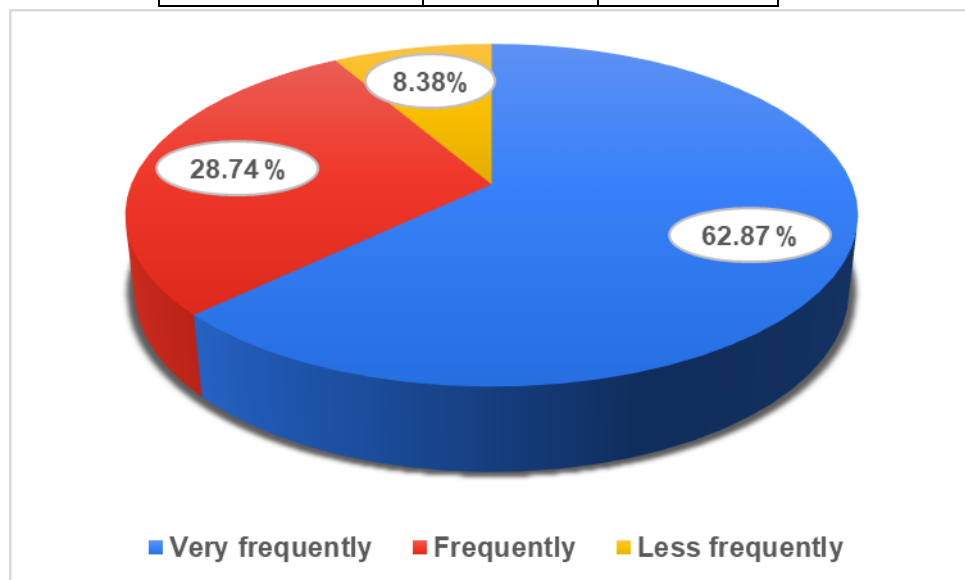


Figure 42: Use of social media for WhatsApp

5.3.11.6 Use of Social Media for Research Gate

Table 38 and Figure 43 illustrates the use of social media tools for the use of Research Gate. Research Gate is a global online platform connecting researchers, enabling collaboration and knowledge sharing across disciplines. Researchers use it to share publications, engage in academic discussions, and stay updated on the latest developments. The platform fosters dynamic networking, facilitating a global exchange of ideas and contributing to the advancement of scholarly research. According to the findings, 44.91 percent of respondents frequently use social media for Research Gate purposes. However, 33.53 percent of respondents use social media less frequently for Research Gate purposes. Furthermore, 21.56 percent of respondents use social media very frequently for research purposes.

Table 38: Use of social media for Research Gate

Variable	Frequency	Percentage
Very frequently	36	21.56
Frequently	75	44.91
Less frequently	56	33.53
Total	167	100

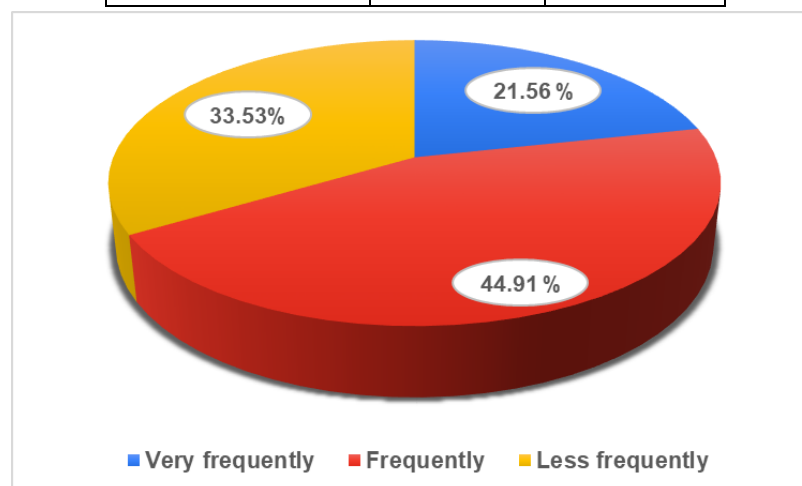


Figure 43: Use of social media for Research Gate

5.3.11.7 Use of Social Media for LinkedIn

Table 39 and Figure 44 depict how respondents use social media, specifically LinkedIn. According to the findings, the majority of respondents (55.09 percent) use social media less frequently, specifically LinkedIn. However, 39.52 percent of respondents use social media frequently for LinkedIn purposes, while only 5.39 percent of respondents use social media very frequently for LinkedIn purposes.

Table 39: Use of social media for LinkedIn

Variable	Frequency	Percentage
Very frequently	9	5.39
Frequently	66	39.52
Less frequently	92	55.09
Total	167	100

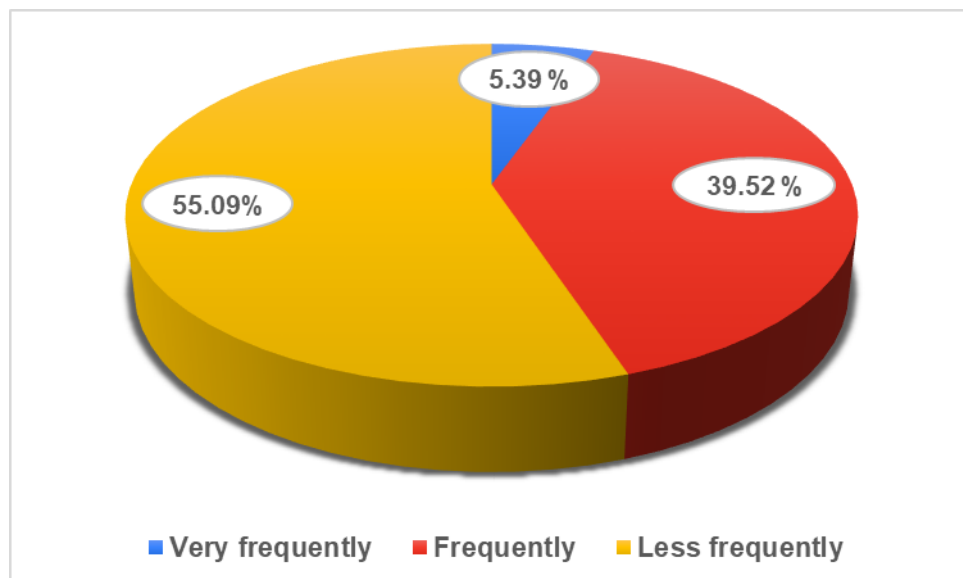


Figure 44: Use of social media for LinkedIn

5.3.11.8 Use of Social Media for Podcast

Table 40 and Figure 45 highlight the respondents' use of social media for podcasting. According to the results, the majority of respondents (60.48 percent) use social media less frequently to access podcasts. However, 35.93 percent of respondents use social media frequently for the purpose of podcasting, while only 3.59 percent of respondents use social media very frequently for podcasting.

Table 40: Use of social media for Podcast

Variable	Frequency	Percentage
Very frequently	6	3.59
Frequently	60	35.93
Less frequently	101	60.48
Total	167	100

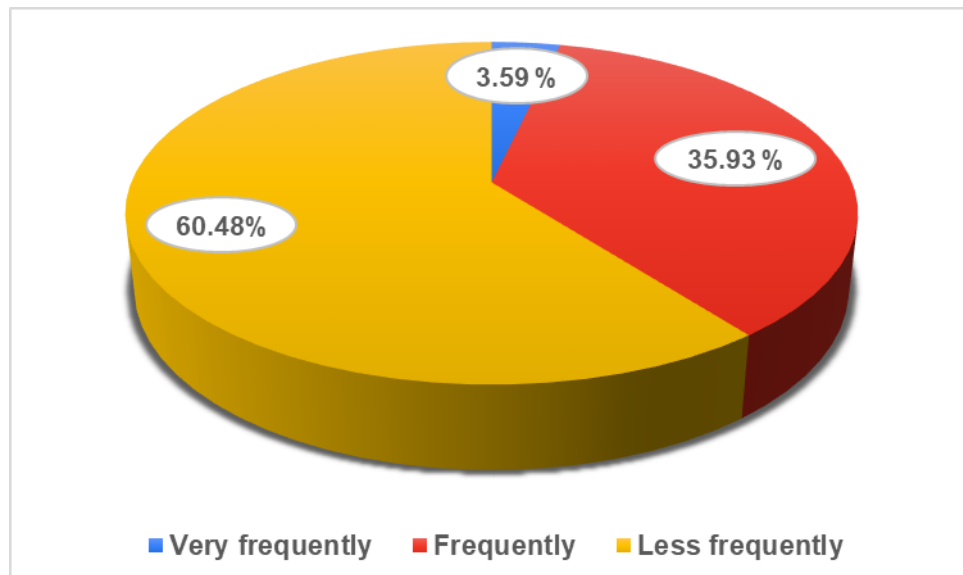


Figure 45: Use of social media for Podcast

5.3.11.9 Use of Social Media for Skype

Table 41 and Figure 46 depict the respondents' use of social media for Skype use. According to the results, the majority of respondents (76.65%) use social media less frequently for Skype. Furthermore, 23.35 percent of respondents use social media frequently for Skype, while none use it very frequently.

Table 41: Use of social media for Skype

Variable	Frequency	Percentage
Very frequently	0	0
Frequently	39	23.35
Less frequently	128	76.65
Total	167	100

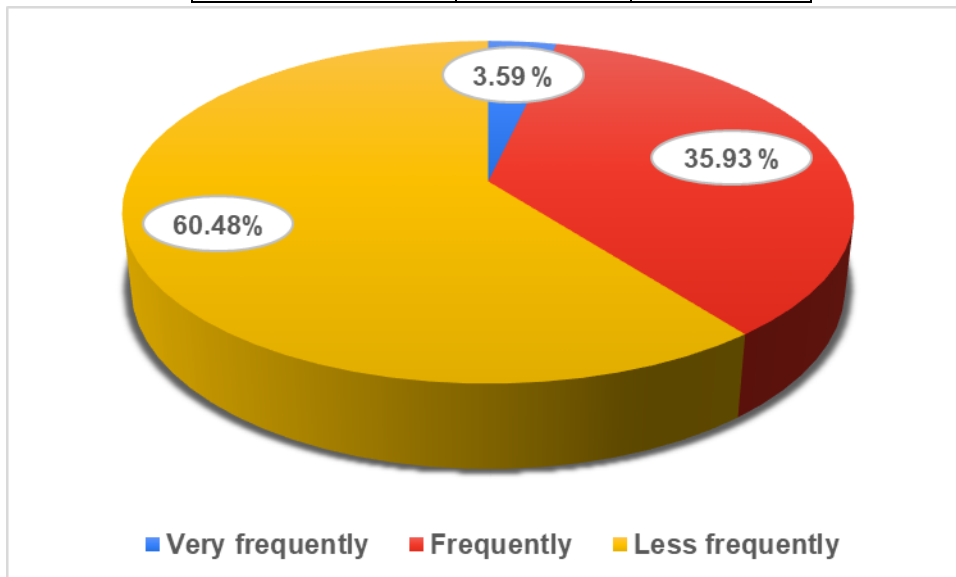


Figure 46: Use of social media for Skype

5.3.11.10 Use of Social Media for Twitter

Table 42 and Figure 47 show how LIS students use social media for Twitter. In today's digital age, Twitter is an important platform for shaping public discourse and facilitating instant communication. It provides a dynamic environment for global discussions, trends, and movements, allowing diverse perspectives to coalesce. As a result, 46.71 percent of respondents use social media frequently, specifically Twitter. However, 40.72 percent of people use Twitter less frequently, with only 12.57 percent using it high frequently.

Table 42: Use of social media for Twitter

Variable	Frequency	Percentage
Very frequently	21	12.57
Frequently	78	46.71
Less frequently	68	40.72
Total	167	100

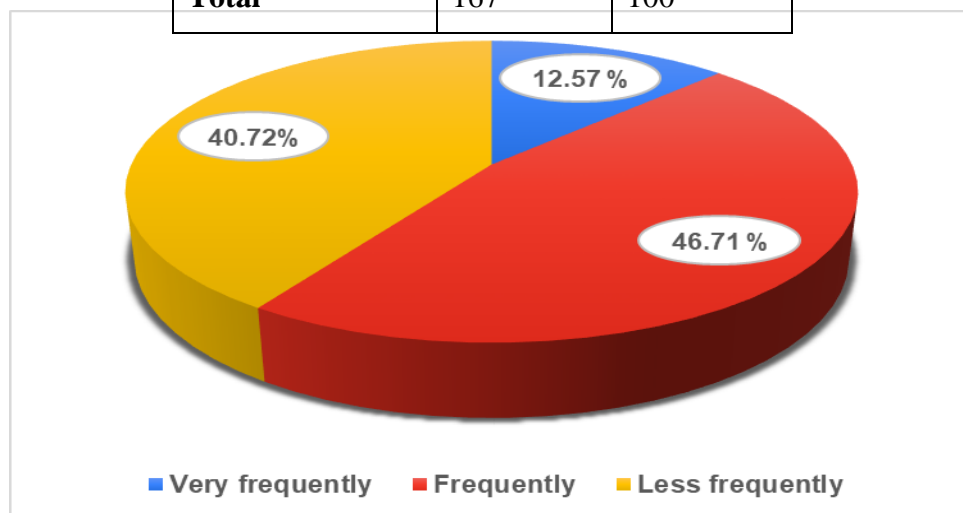


Figure 47: Use of social media for Twitter

5.3.12 Use of Social Media for Non-Academic Purposes

Although this study emphasizes the use of social media for the academic and professional development of the students' the question was asked how frequently respondents use social media for nonacademic purposes. Table 43 and Figure 48 highlight the use of social media tools for another academic purposes. Results reveal that the highest 40.72 percent of respondents use social media less frequently for non-academic purposes. However, 30.54 percent of respondents use social media frequently for academic purposes followed by 17.96 percent of respondents who use social media less frequently for non-academic purposes, 7.19 percent use extremely less frequently for non-academic purposes and only 3.59 percent use extremely high frequently for academic purposes.

Table 43: Use of social media for non-academic purposes

Variable	Frequency	Percentage
Extremely Less Frequently	30	17.96
Less Frequently	68	40.72
Frequently	51	30.53
High Frequently	12	7.19
Extremely High Frequently	6	3.59
Total	167	100

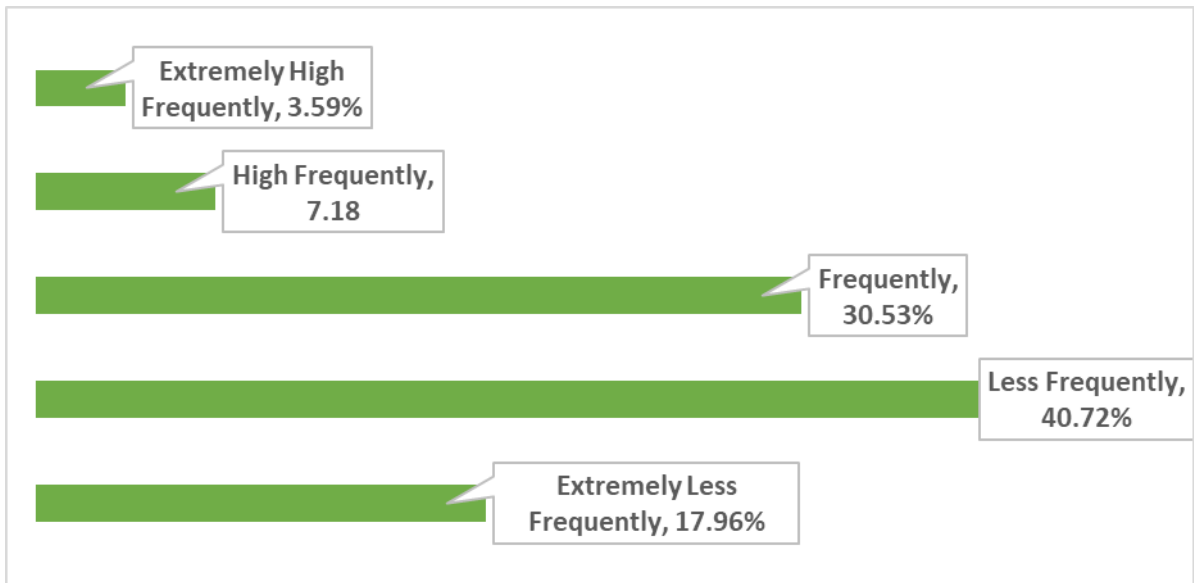


Figure 48: Use of social media for non-academic purpose

5.3.13 Social Media's Impact on Academic and Professional Growth

Table 44 and Figure 49 show the impact of social media on LIS students' academic and professional development. As society has become more technological and internet-based, it is critical to assess how much social media benefits the professional and academic development of LIS students. This table displays the extent to which respondents believe social media has an impact on their academic and professional development. According to the findings, the majority of respondents (65.87 percent) fully believe that social media has an impact on the academic and professional development of LIS professionals. However, 26.95 percent of respondents believe that social media has an impact on academic and professional development. Furthermore, only 7.19 percent do not believe social media has an impact on academic and professional development.

Table 44: Social media's impact on academic and professional growth

Variable	Frequency	Percentage
Don't Agree	12	7.19
Partially Agree	45	26.95
Agree	110	65.87
Total	167	100

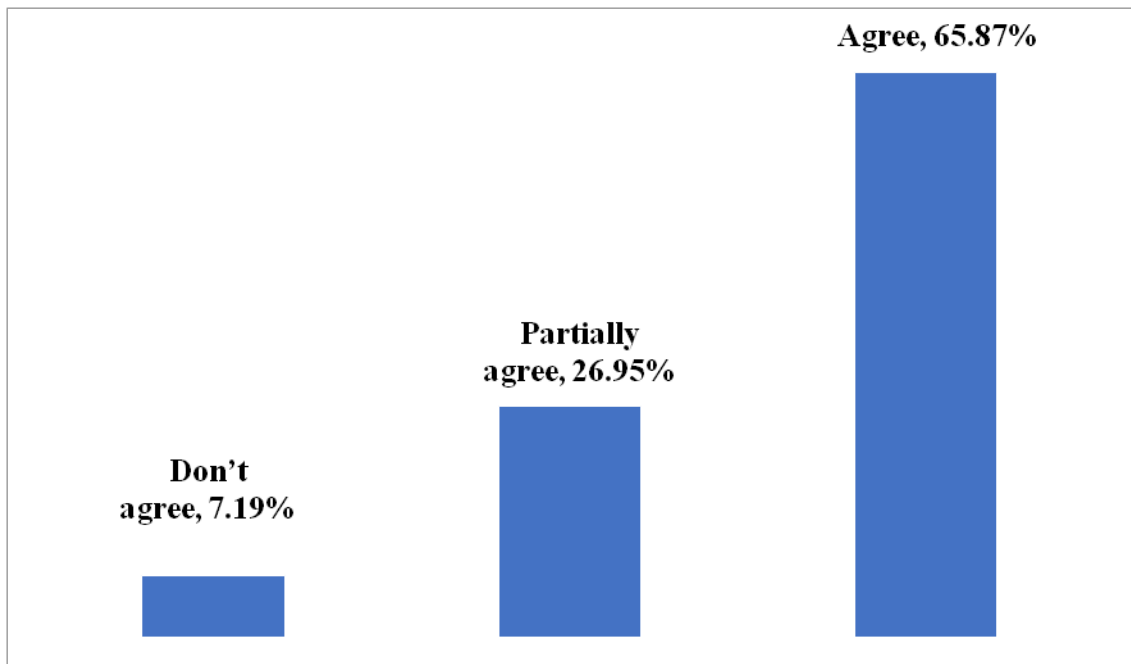


Figure 49: Social media's impact on academic and professional growth

5.3.14 Ideal Social Media Tools for academic and professional development

As technology advanced, a variety of social media tools emerged, each serving a unique purpose for a different type of community. Table 45 and Figure 50 examine the specific types of social media tools most commonly used by LIS students and scholars for academic and professional development. The results show that the majority (71.26 percent) of respondents believe that Research Gate is the best social media tool for the academic and professional development of LIS professionals. However, 67.66 percent of respondents believe that LinkedIn is another social media tool that can help them with their academic and professional development. Furthermore, 58.68 percent of respondents believe that Facebook plays an important role in the academic and professional development of LIS professionals, followed by YouTube (56.89 percent) and Zotero (25.15 percent), among others. No respondents believe that Podcast and Delicious are good social media tools for the academic and professional development of LIS students.

Table 45: Ideal social media tools for academic and professional development

Tools	Frequency	Percentage
Facebook	98	58.68
Research Gate	119	71.26
YouTube	95	56.89
Skype	12	7.19
LinkedIn	113	67.66
Twitter	26	15.57
Zotero	42	25.15
Podcast	0	0.00
Delicious	0	0.00

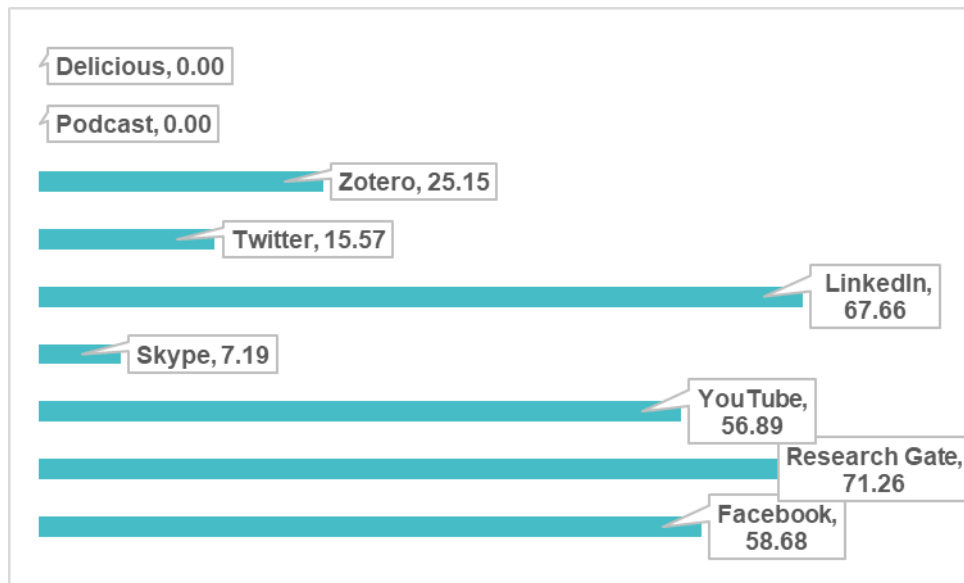


Figure 50: Ideal social media tools for academic and professional development

5.3.15 Types of professional development take place using Social Media

Table 46 depicts students' support for various types of professional development that takes place using social media tools. According to the results, the majority of respondents (52.10 percent) believe that social media can help LIS students improve their information literacy. Social media can also help students develop technical skills, according to 47.90 percent of respondents. Furthermore, 39.52 percent of respondents agreed that social media can help them develop their information and retrieval skills.

Table 46: Types of professional development takes place using social media

Type of development	Frequency	Percentage
Information literacy	87	52.10
Information Retrieval skill	66	39.52
Technical Skill	80	47.90
Web learning skill	29	17.37
Digital literacy	40	23.95

5.3.16 Never used Social Media Tools

Table 47 and Figure 51 highlight some social media tools that are never used by LIS students and scholars. The results show that 88.62 percent of Odisha's LIS students and have never used the social media tool Delicious. However, 76.65 percent of respondents never used RSS feeds while using social media, followed by 66.47 percent who never used Skype, 60.48 percent who never used LinkedIn, 37.13 percent who never used Twitter, and so on.

Table 47: Never used social media tools

Tools	Frequency	Percentage
Facebook	24	14.37
You tube	0	0.00
Instagram	24	14.37
RSS Feed	128	76.65
What's App	0	0.00
LinkedIn	101	60.48
Podcast	126	75.45
Delicious	148	88.62
Skype	111	66.47
Twitter	62	37.13
Zotero	78	46.70

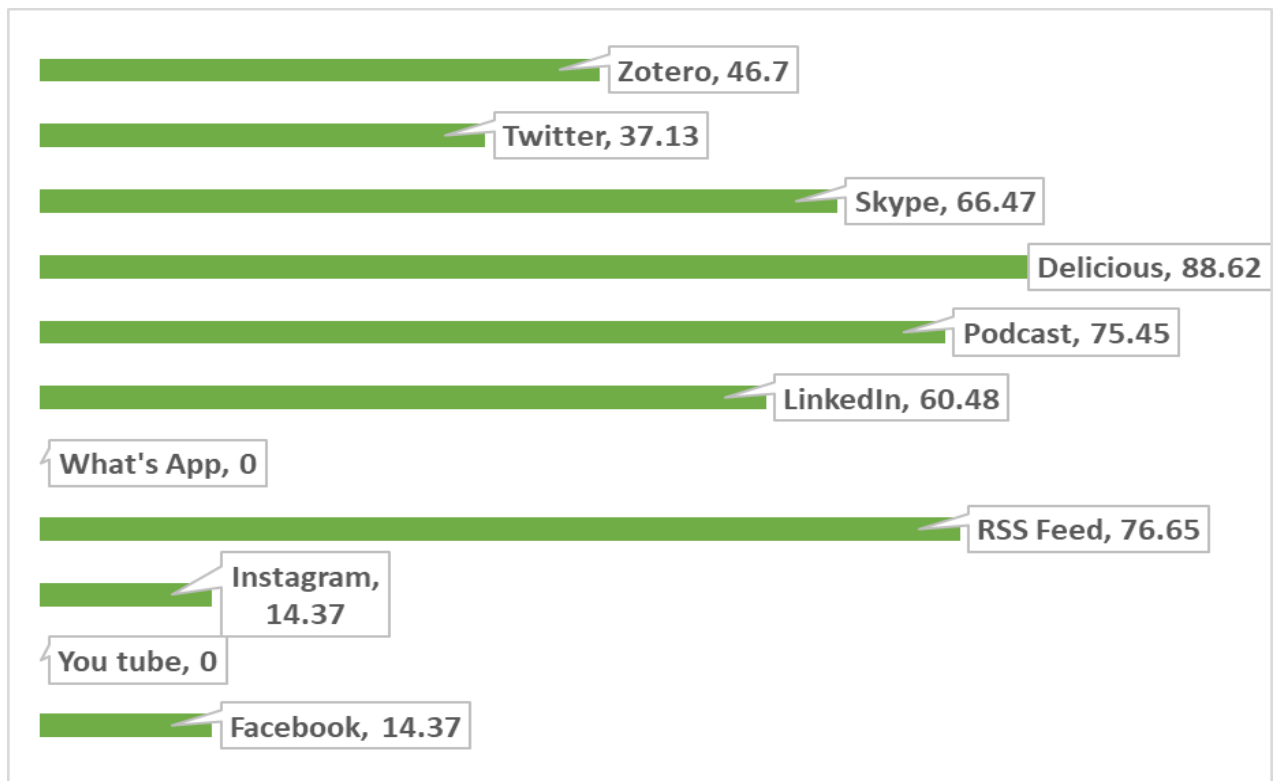


Figure 51: Never used social media tools

5.3.17 Students' support towards various Social Media problems

Table 48 and Figure 52 shows some of the support levels of LIS students and for various social media-related issues they encountered while using social media tools. Some common problems are separately analyzed, and the level of respondent support for each problem is discussed in this section. As compared to other problem majority of 52.69 percent of respondents supported that lack of training is a major problem while using social media tools. After that problem that is 'Lack of internet', the results show that the majority of respondents (50.3 percent) agreed that a lack of internet is a major problem when using social media, followed by 26.95 percent who said they did not support it, 17.96 percent who strongly supported it, and only 4.79 percent who partially supported it. Another issue is 'Lack of time,' with 51.49 percent of respondents stating that time is a major barrier to the use of social media, followed by 32.34 percent expressing no support, 12.57 percent expressing strong support, and only 4.79 percent partially supporting this issue. By addressing a problem that is

'software issue,' it was discovered that the majority of respondents (45.51 percent) supported the problem, indicating that they are experiencing software-related issues while using social media tools. However, 41.32 percent of respondents did not agree that software was a major issue for social media. Furthermore, 8.98 percent of respondents show strong support for this issue, while 4.19 percent show only partial support. Many other common problems, such as a computer knowledge, a lack of device, a lack of speed, and a lack of interest, were supported by the majority of respondents (44.91 percent, 50.3 percent, 43.11 percent, and 48.5 percent, respectively).

Table 48: Students' support towards various social media problems

Problems	Variables	Frequency	Percentage
Lack of internet	High support	30	17.96
	Support	84	50.3
	Partially support	8	4.79
	No support	45	26.95
Lack of time	High support	21	12.57
	Support	86	51.49
	Partially support	6	4.79
	No support	54	32.34
Software Issue	High support	17	8.98
	Support	76	45.51
	Partially support	7	4.19
	No support	69	41.32
Lack of training	High support	15	8.98
	Support	88	52.69

	Partially support	7	4.19
	No support	57	34.13
Lack of computer knowledge	High support	30	17.96
	Support	75	44.91
	Partially support	8	4.79
	No support	54	32.34
Lack of device	High support	18	10.78
	Support	84	50.3
	Partially support	8	4.79
	No support	57	34.13
Lack of speed	High support	36	21.56
	Support	72	43.11
	Partially support	9	5.38
	No support	50	29.94
Lack of interest	High support	15	8.98
	Support	81	48.5
	Partially support	8	4.79
	No support	63	37.72

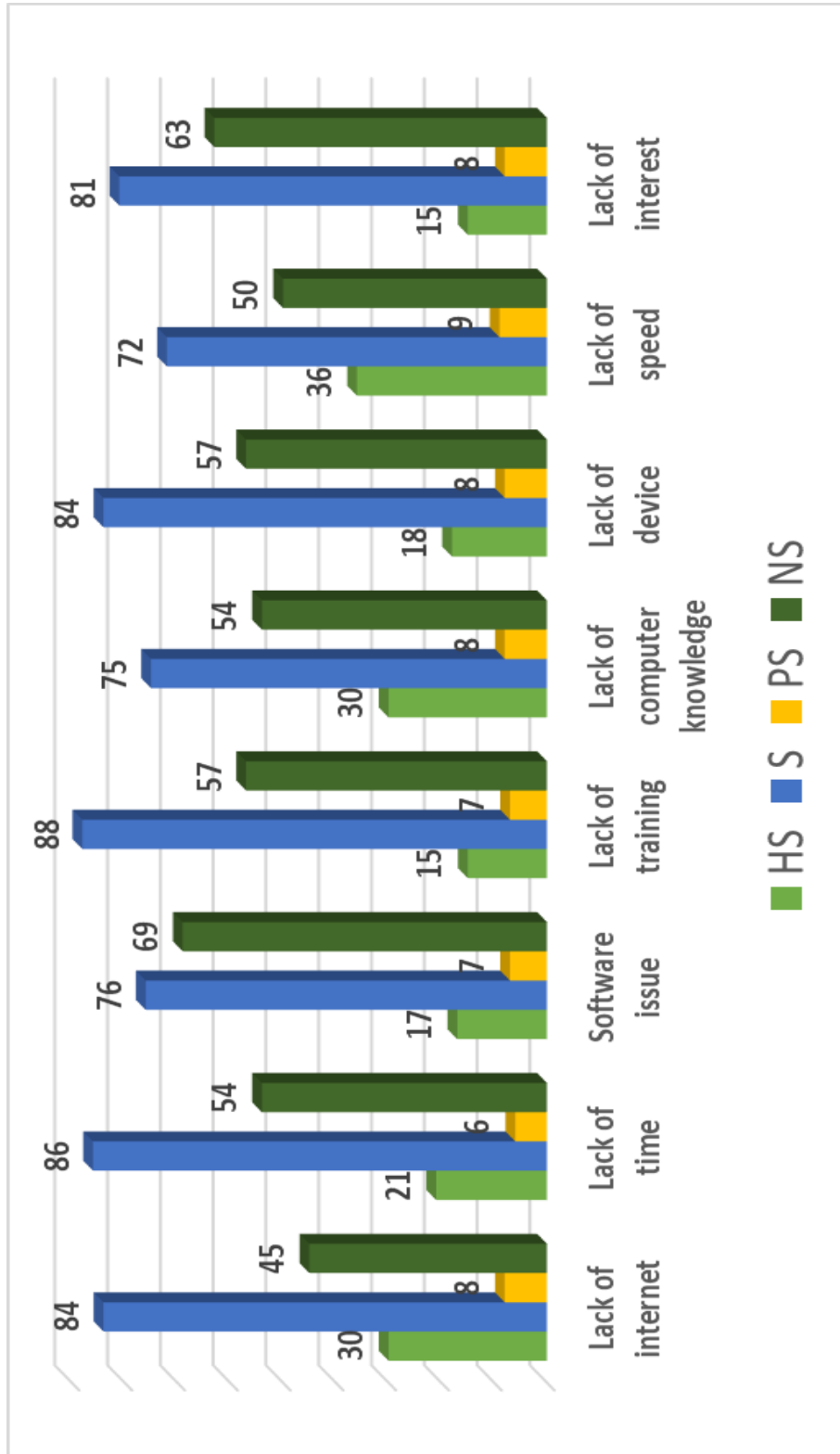


Figure 52: Students' support towards various social media problems

5.3.18 Future requirements in Social Media

Table 49 assess respondents' support for some common future requirements for better use of social media tools. When it came to social media user interfaces, the majority of respondents (62.28 percent) agreed that an extra user-friendly interface would be a major requirement for social media in the future, with 19.76 percent strongly supporting this requirement. While the internet is now an essential tool for communication, the majority of respondents (47.31 percent) believe that faster internet is required in the future for better use of social media tools, with 35.93 percent strongly supporting this requirement. As technology advances, 45.51 percent of respondents believe that faster devices will be required in the future to improve social media tools. However, 35.93 percent of respondents strongly supported the requirement. On the other hand, 56.29 respondents supported and 32.34 strongly supported the need for future software-related changes to improve the use of social media tools. Respondents provided suggestions for subject-specific social media. According to the results, 50.9 percent of respondents supported, with 35.93 percent strongly supporting, the development of more subject-specific social media in the future for the better satisfaction of LIS students.

Table 49: Future requirements in social media

Future requirements	Variables	Frequency	Percentage
Extra User-friendly interfaces	High support	33	19.76
	Support	104	62.28
	Partially support	3	1.8
	No support	27	16.17
	High support	60	35.93
	Support	79	47.31

Faster Internet	Partially support	4	2.4
	No support	24	14.37
Faster Devices	High support	60	35.93
	Support	76	45.51
	Partially support	4	2.4
	No support	27	16.17
Advances in Software	High support	54	32.34
	Support	94	56.29
	Partially support	4	2.4
	No support	15	8.98
Subject-specified Social Media	High support	60	35.93
	Support	85	50.9
	Partially support	4	2.4
	No support	18	10.78

5.3.19. Positive Impact of Social Media

While collecting data from respondents, some of the common positive impacts of social media were stated. Table 50 and Figure 53 shows respondents' support for various positive effects of social media. According to the findings, the majority of respondents (46.71 percent) supported and 43.11 percent strongly supported the use of social media in learning related activities. When it comes to communicating with family and friends, the results show that 48.5 percent of respondents fully supported and 44.91 percent supported social media as the best way to do so. On the other hand, social media is also useful for learning about the social activities going on around us, as 44.91 percent of respondents strongly agreed and 43.11 percent agreed that social media can help us learn about them. On the other hand, 46.71 percent of respondents supported and 44.91 percent strongly supported the idea that social media can be used for entertainment. Aside from that, these respondents agreed that social media is useful for travel and communication.

Table 50. Positive impact of social media

Positive impact	Variables	Frequency	Percentage
It helps in learning activities	High support	72	43.11
	Support	78	46.71
	Partially support	8	4.79
	No support	9	5.39
It helps to get in touch with family/friends	High support	81	48.5
	Support	75	44.91
	Partially support	8	4.79
	No support	3	1.8

It helps to know social activities	High support	75	44.91
	Support	72	43.11
	Partially support	8	4.79
	No support	12	7.19
It helps in entertainment	High support	75	44.91
	Support	78	46.71
	Partially support	8	4.79
	No support	6	3.59
It helps in traveling	High support	51	30.54
	Support	90	53.89
	Partially support	8	4.79
	No support	18	10.78
It helps in communicating	High support	78	46.71
	Support	66	39.52
	Partially support	8	4.79
	No support	15	8.98

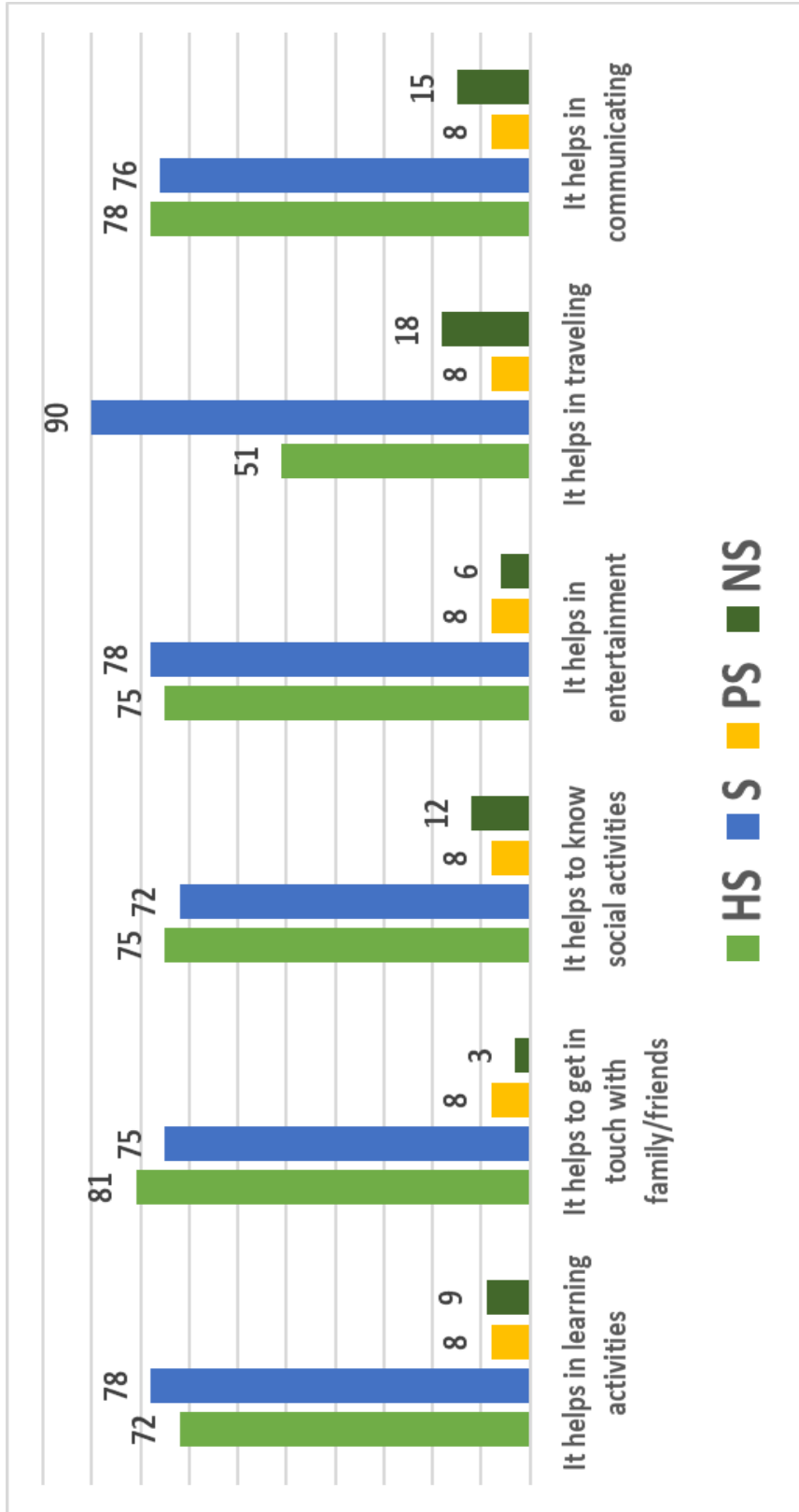


Figure 53: Positive impact of social media

5.3.20. Negative Impact of Social Media

While collecting data from respondents, some of the most common negative effects of social media were identified. Table 51 and Figure 54 displays respondents' support for various negative aspects of social media. Social media harms the study/work of LIS students in Odisha. As many as 57.49 percent of respondents agreed that social media has an impact on avoiding study or work. However, 25.15 percent of respondents did not believe that social media has a negative impact. Because time is so important in students' lives, the majority of respondents (52.1 percent) agreed that social media takes up too much time, while 21.56 percent strongly agreed. Social media has a negative impact on social activities, as 44.91 percent of respondents agreed with this statement. However, 34.13 percent of respondents did not agree that social media would lead to a decrease in social activities. Aside from these types of negative impacts, other negative impacts include becoming addicted, being inspired by negative information, and demotivating students, which are supported by the highest percentages of respondents (43.11 percent, 43.11 percent, and 52.1%, respectively).

Table 51: Negative impact of social media

Negative Impact	Variables	Frequency	Percentage
Neglecting study/work	High support	21	12.57
	Support	96	57.49
	Neutral/Average	8	4.79
	No support	42	25.15
Spending too much time	High support	36	21.56
	Support	87	52.1
	Neutral/Average	16	9.58

	No support	28	16.76
Neglecting social activities	High support	27	16.17
	Support	75	44.91
	Neutral/Average	8	4.79
	No support	57	34.13
Make Addicted	High support	42	25.15
	Support	72	43.11
	Neutral/Average	8	4.79
	No support	45	26.95
Inspire to negative information	High support	21	12.57
	Support	72	43.11
	Neutral/Average	14	8.38
	No support	60	35.93
Demotivate students	High support	18	10.78
	Support	87	52.1
	Neutral/Average	8	4.79
	No support	54	32.34

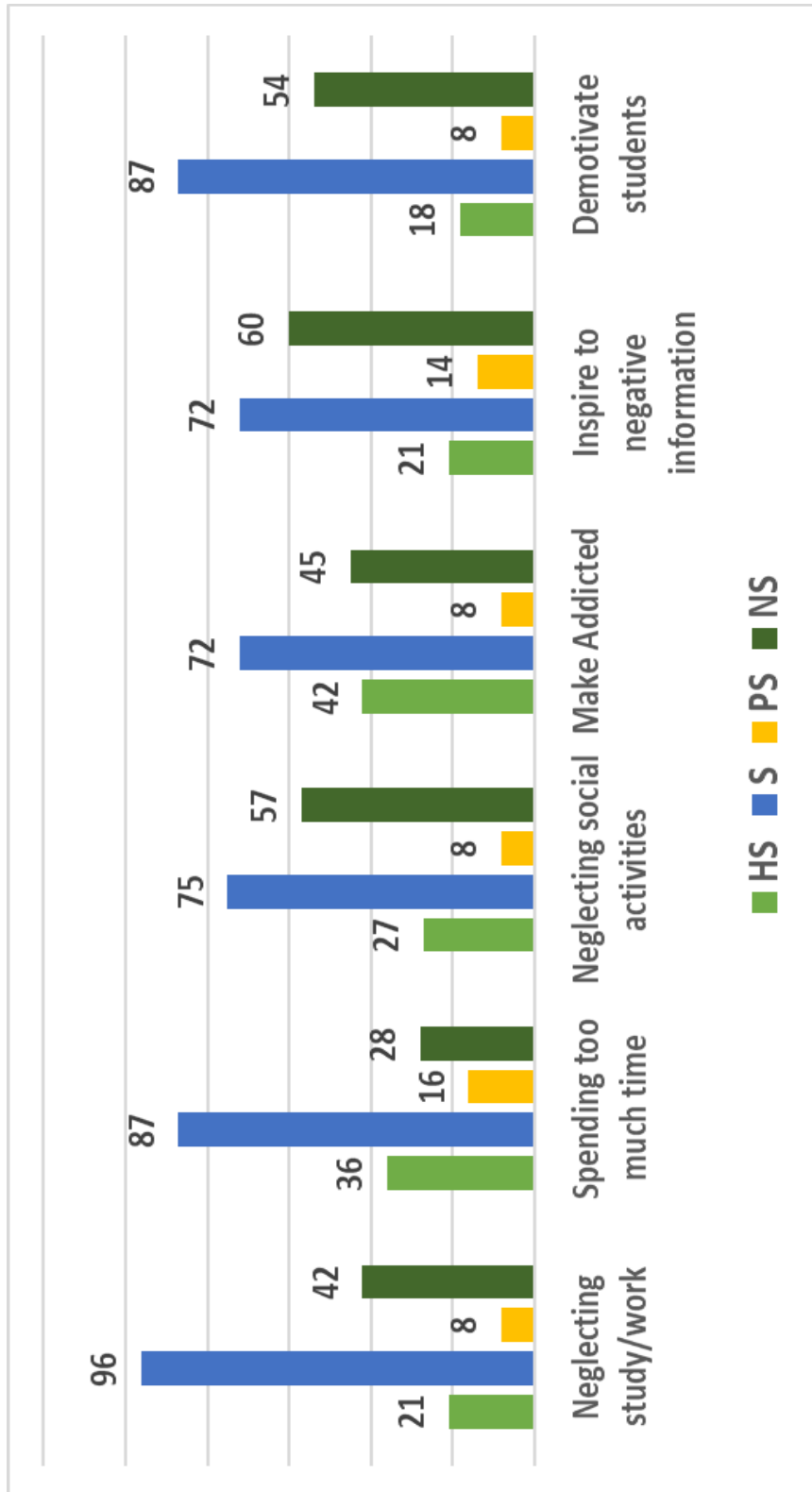


Figure 54: Negative impact of social media

5.4 Findings

The current section discusses the findings regarding the use of social media by students and researchers at Odisha's state government universities. This chapter discusses how students and researchers benefit academically and professionally by using social media. Data were collected from all state government universities in Odisha that offer regular Library and Information Science courses. The chapter concludes with practical suggestions for optimizing social media use in academia, and guiding educators and policymakers in creating an environment that promotes knowledge dissemination and collaboration. The summary emphasizes social media's transformative role in shaping the academic and professional landscape, providing insights into current and future developments in using these platforms for educational and professional growth in Library and Information Science.

5.4.1 Findings according to the objectives of the study

Before conducting this study, a total of four objectives were defined. The findings for each objective are discussed below;

Objective 1: Study the importance of social media tools in higher education in general and LIS education in particular.

- i. According to the findings of this study, 38.92 percent of students are aware, while 23.25 percent of respondents are completely aware of social media concepts and tools. By combining these percentages, more than half of respondents are familiar with the term social media (Table 5).
- ii. While analysing the purpose of using social media by postgraduate students it was discovered that the vast majority of students (61.08 percent) believe that one of the importance of social media is texting messages (Table 9).
- iii. The majority of respondents (50.30 percent) believed that social media is an important tool for reading and writing. However, 41.32 percent of respondents strongly supported this purpose. So, it is clear that respondents believe social media is a useful tool for reading and writing purposes (Table 10).

- iv. Of the 167 respondents, 50.30 percent agreed that social media is an important tool for blogs/forums. However, 39.52 percent did not support this statement (Table 13).
- v. Highest 55.08 percent of respondents supported that social media is an important tool for reading Wikipedia-related activities. (Table 17)
- vi. According to data analysis, 43.11% of respondents believe that social media is best suited for the use of Research Gate/Google Scholar/Academia. 38.32 percent of respondents partially supported the statement and 10.78 percent of respondents highly supported it. Students and believe that social media can be used for the use of Research Gate, Google Scholar, and Academia (Table 16).
- vii. According to the results, the majority of respondents (43.11 percent) fully supported the use of social media to access various services provided by the institution's library. As a result, the importance of social media extends beyond its personal use. However, it may be extended to include the use of an institution's library (Table 19).
- viii. While analysing the use of social media by the respondent particularly to the LIS-related activities. It was found that the majority of respondents (55.69%) use social media frequently to access various LIS-related websites. However, 32.34 percent of respondents use social media very frequently for LIS website use (Table 28).
- ix. As per the analysis, 43.11 percent of respondents frequently use social media to access E-GyanKosh-related materials. However, 37.72 percent of respondents use social media very frequently to access E-GyanKosh-related materials (Table 29).
- x. As per the result found, the majority of respondents (53.89%) use social media very frequently to access e-PG Pathshala. More specifically, 30.54 percent of respondents use social media frequently to access e-PG Pathshala materials. So, social media has now become an instrument to access various open educational resources (Table 30).

Objective 2: Acquaint with various social media tools being used by LIS students for their academic and professional development.

- i. According to an analysis of the data collected from respondents, the majority (52.1 percent) use social media frequently for subject/course-related activities. However, 37.72 percent of respondents reported using social media very frequently to access subject-related materials. So, it's clear that respondents fulfil their academic requirements through the use of social media tools (Table 20).
- ii. The results show that 44.91 percent of respondents use social media frequently for class-related assignments. However, 35.93% of respondents use it very frequently. So, by using social media, LIS students can fulfil their assignment-related needs (Table 22).
- iii. Analysis shows that the majority of respondents (53.89%) frequently used social media to communicate with teachers. However, 25.15 percent of respondents use social media very frequently to connect with their teachers. So, it is clear that respondents use social media tools as a way of communication with the teachers (Table 23).
- iv. Results shows that the majority of respondents (57.49%) said they use social media frequently to connect with their classmates and friends. However, 34.13 percent of respondents said they use social media very frequently to connect with friends (Table 24).
- v. As per the analysis the majority of respondents (55.69%) use social media frequently to expand their own knowledge. Furthermore, 37.72 percent of respondents use social media very frequently to expand their knowledge. So, for the development of one's own knowledge, social media has become an essential factor, which contributes towards both academic and career building. (Table 25).
- vi. According to the findings, the majority of respondents (53.89%) use social media very frequently for career development. Furthermore, 37.72 percent of respondents use social media frequently for career development. So, career

development related knowledge can be obtained by using social media tools (Table 26).

- vii. As per the question asked to the respondents to know how frequently they use social media for other academic activities it was found that the majority of respondents (61.08 percent) use social media frequently for other academic purposes. However, 23.35 percent of respondents use social media very frequently for this purpose (Table 27).
- viii. As per the analysis, 44.91 percent of respondents frequently use social media for Research Gate purposes. Furthermore, 21.56 percent of respondents use social media very frequently for research purposes. Research Gate is a social networking site for various researchers so many respondents use social media frequent for the use of Research Gate (Table 38).
- ix. Results reveal that the majority of the respondents believe that social media is a suitable tool for academic and professional development. As per the result, the majority of respondents (65.87 percent) fully believe that social media has an impact on the academic and professional development of LIS professionals. However, 26.95 percent of respondents believe that social media has an impact on academic and professional development (Table 44).
- x. A question was asked to identify the best social media tool for the academic and professional development of the respondents. The results show that the majority (71.68 percent) of respondents believe that Research Gate is the best social media tool for the academic and professional development of LIS professionals. However, 67.66 percent of respondents believe that LinkedIn is another social media tool that can help them with their academic and professional development. Furthermore, 58.68 percent of respondents believe that Facebook plays an important role in the academic and professional development of LIS professionals, followed by YouTube (56.89 percent) and Zotero (25.15 percent), among others. No respondents believe that Podcast and Delicious are good social media tools for the academic and professional development of LIS students. So, Research Gate and LinkedIn are some prominent social media tools that are used by the respondents for their academic and professional development (Table 45).

- xi. While analysing the specific type of professional development that occurs among LIS students while they use social media, it was observed that the highest 52.10 percent of respondents believed that social media can develop information literacy skills. However, 47.90 percent of respondents believe that social media can develop technical skills followed by 39.52 percent believe that it develops information retrieval skills and so on. (Table 46)

Objective 3: Investigate the problem and constraints encountered by the LIS students to access, communicate and share information

While collecting the data from the respondents some of the common problems were stated and respondents were asked to show their support level on the given problem. Some common problems which are supported by the majority of the respondents are discussed below.

- i. According to the results, 52.69 percent of respondents believe that a lack of training is a major issue when using social media. As various types of new social media tools are appearing now a day so, respondents saw this as a problem for social media users (Table 48).
- ii. Majority 51.49 percent of respondents agreed that time is a barrier to using social media. Respondents use social media less frequently due to a lack of time. Some respondents (32.34 percent) believe that time is not a problem when using social media (Table 48).
- iii. It was also discovered that a lack of interest causes problems when using social media tools, as supported by 48.5% of respondents. Aside from these, some of the other common problems that respondents faced were lack of computer knowledge, lack of device, and lack of speed (Table 48).
- iv. While analysing the negative impact of social media, the majority of 57.49 percent of respondents supported that social media has a negative impact on ignoring study/work (Table 51). It means that if social media is not used properly, users may be neglected in their studies or at work.

- v. Highest 52.1 percent of respondents believed that if social media is not used properly, it can consume a significant amount of time. However, 231.56% of respondents strongly supported this criticism of social media (Table 51).
- vi. According to the findings, 43.11 percent of respondents agreed that social media addiction is a significant negative aspect of using social media. However, 25.15 percent of respondents strongly supported the negative impact (Table 51).
- vii. It was also discovered that 52.1 percent of respondents believed that social media could degrade students if not used correctly. However, 32.34 percent of respondents disagreed with the negative impact of social media (Table 51).

Objective 4: Analyse and suggest the best ways of using social media tools for their academic and professional development keeping in view the present national and global trends and development.

According to the findings from analysing the data collected from respondents, and suggestion drawn from faculty members social media has become an essential factor in the daily lives of students and researchers. Although social media has many benefits that are necessary for the academic and professional development of students and researchers, it also has many drawbacks. With emphasizing the negative impact of social media so measure appropriate ways can be adopted so the social media can be used in a better way. Here are some of the best ways to use social media for academic and professional development.

- As many respondents supported that social media can lead to neglect of study and work (Table 51). To avoid neglecting in studies while on social media, a balance between online activity and academic responsibilities should be maintain. Again, respondents supported that social media can consume a lot of time (Table 51) so, a timeline should be fixed by the respondents so that social media can be used in that defined timeline only.
- To avoid social media addiction, respondents must establish clear boundaries by setting time limits for use. Respondents must schedule and adhere to specific times for checking social media platforms. They should prioritize

real-life interactions and activities over virtual ones in order to maintain a balanced lifestyle. Respondents should turn off non-essential notifications to reduce distractions and resist the urge to constantly check their feeds.

- As the results show, many respondents supported that social media spread negative information (Table 51), so this can be solved if the respondents curate their feed, unfollow accounts that are spreading such information, and continue to seek out positive information.
- To avoid demotivated the respondents need to foster a supportive offline environment that promotes real-life connections and academic achievements can help counterbalance any demotivating effects of excessive social media use.
- As the result shows, many respondents supported that advancement in software along with subject specified social media needed to keep pace with the future trends (Table 49).
- Analysis shows that LIS students are unaware about some social media tools, organised training can be held to make them aware about academic social media tools that can be beneficial for their academic and professional career. (Table 47)
- Analysis on table no 28,29,30 shows that most of the students know about various LIS website, and LIS open education source but some still unaware, so LIS departments should be concerning how students shall be use these sources effectively.

5.4.2 Testing of Hypothesis

Hypothesis testing is a vital process in scientific inquiry and statistical analysis, providing a structured method for evaluating assumptions about population parameters based on sample data. The study has developed four hypotheses which were tested and discussed below.

H1: LIS student's exposure to social media has no significant influence on their academic performance.

According to the results in Table 43, LIS students believe that using social media can significantly increase their academic and professional activities. Social media can help LIS students learn the most recent and relevant information in their area. Students can participate in a variety of social media-based activities that will benefit their academic growth. Hence, H1 proves to be rejected and the alternative that is "LIS students' exposure to social media has a significant influence on their academic performance" is accepted.

H2: The use of social media does not contribute much to LIS students in developing their professional skills and competencies in the area of LIS.

While analysing the specific type of professional development that occurs among LIS students while they use social media, it was observed that the highest percent of respondents believed that social media can develop information literacy skills. However, second highest percent of respondents believe that social media can develop technical skills followed by develops in information retrieval skills and so on. So, it is clear that social media have some significant contribution for the LIS student's development. On the other hand, most LIS students use prominent social media tools such as Research Gate, LinkedIn, Facebook, and YouTube to improve their academic and professional skills. They use social media tools to learn and stay current. Therefore, the H2 hypothesis is rejected and the alternative that is "the use of social media contributes much to LIS students in developing their professional skills and competencies in the area of LIS" is accepted.

H3: There is no significant difference in the frequency of usage of social media tools among the postgraduate LIS students.

According to the results in Tables 7 and 8, the frequency of social media use among LIS students varies by student. The majority of students use social media for 2-5 hours per day, but some LIS students use it less frequently and others for longer periods. Again, the majority of respondents use social media for more than 10 hours

per week, with some using it for less than that. Frequency varies from student to student. Therefore, the H3 hypothesis is rejected, and the alternative is “There is a significant difference in the frequency of usage of social media tools among the postgraduate LIS students” is accepted

H4: Lack of ICT infrastructure, internet connectivity, and other barriers don't influence in the usage of social media tools among LIS students.

Lack of devices, slow internet connectivity, a lack of time, and so on are some of the most common issues that respondents face when using social media tools for academic and professional development. So, it is clear that a lack of ICT infrastructure, such as internet access, has a direct impact on the use of social media tools. As a result, the H4 hypothesis is rejected, and the alternative, that “lack of ICT infrastructure, internet connectivity, and other barriers influences the usage of social media tools among LIS students” is accepted.

5.5 Conclusion

Through a proper analysis of collected data it came to know post graduate library and information science students of four state universities of Odisha use social media tool a numerous way for their academic and professional development. Analysis of the collected raw data and finding according to the objectives act as a voyage to draw an effective solution of the problem stated in this research. After analyzing data, it concluded that further effort shall be needed by the Odisha state university LIS department in the assimilation of digital literacy in the LIS study so as to keep pace with the future LIS trends.

After analyzing the data and drawing finding according to the objectives of the present study, the following chapter-6 derived about “suggestions and conclusion” of the entire study along with future avenues of research related to the present study

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SUGGESTIONS AND CONCLUSION

6.1 Introduction

This chapter explores the impact of social media on the academic and professional development of Library and Information Science (LIS) students in Odisha's state government universities. Drawing from a comprehensive study, researchers highlight the dual nature of social media and propose strategies for leveraging its benefits. The importance of using social media as a supplementary tool for learning, collaboration, and information dissemination is emphasized. In terms of professional development, the study identifies social media as a dynamic platform for networking, knowledge exchange, and career opportunities in the LIS sector because many of the respondents use frequently social media tools that are specifically designed for academic and professional development.

6.2 Suggestions

The researcher has made some suggestions for improving the respondents' academic and professional development through the proper use of social media. Based on the study's findings, some suggestions are provided below.

- Skill based Workshops, library orientation programmes, national international conferences/seminars followed by guidance should be consider to educate LIS students for various academic social media tools.
- The teacher/guide should encourage and train LIS students to use academic social media tools to improve their academic and professional productivity.
- LIS departments should revise and develop syllabi and content with an eye on future LIS trends.
- Regular awareness programme organised to draw the negative impact of social media among the students.
- LIS departments should take measures to prevent the misuse of social media tools and how they can be used by students beneficially.

- The library can play as a mediator for LIS students to use different social media tools for their professional development.
- Short-term courses and training can be conducted by both LIS departments or libraries to increase students' digital literacy skills and prepare them for professional careers.
- The total transformation in the ICT based on internet facility, speed, and 24x7 access need to be strengthened in the department as well as in campus.
- Digital and media literacy skill developed among students to prepare them for professional development.

6.3 Suggestions for Further Studies

Based on the present study and its findings, additional research on impact of social media on academic and professional skills in the field of LIS may be conducted in the future. The following are some suggested research areas where additional studies can be conducted.

- i. The study may be exclusively conducted on the specific type of social media tool and what is the impact on the students' academic development.
- ii. The study can be extended towards the impact of social media on Library and Information Science Educators.
- iii. Advancement of social media tools under Web 3.0 Vs educational development.

6.4 Conclusion

The rise of social media has undeniably altered the landscape of academic and professional development, reshaping traditional paradigms of education and career advancement. In this conclusion, we consider the multifaceted impact of social media on these domains, examining both its positive contributions and potential drawbacks. As we navigate the complex interplay between virtual connectivity and intellectual or occupational pursuits, it becomes clear that the role of social media is pivotal in shaping individuals' trajectories in the modern era. In the academic world, social media has emerged as a powerful tool for collaborative learning and knowledge

dissemination. Platforms such as Twitter, LinkedIn, and academic networking sites give students unprecedented access to a global community of scholars, researchers, and industry professionals. The ability to participate in real-time discussions, share insights, and access a diverse range of perspectives enhances the educational experience outside of traditional classrooms. Virtual communities focused on academic disciplines foster a sense of belonging and provide opportunities for interdisciplinary collaboration, broadening students' intellectual horizons.

However, social media's impact on academic development is not without challenges. Distraction, information overload, and the spread of misinformation all have the potential to seriously undermine educational quality. Educators and institutions must cultivate digital literacy skills in students, allowing them to critically evaluate online information, manage their time effectively, and harness the educational potential of social media while mitigating its drawbacks. In terms of professional development, social media is a powerful catalyst for career advancement. Networking, which was once limited to physical events, has now transcended geographical boundaries thanks to platforms like LinkedIn, which facilitate connections between professionals, recruiters, and job seekers worldwide. The instantaneous sharing of industry insights, trends, and job opportunities has empowered individuals to keep up with developments in their fields, fostering continuous learning and adaptability.

Yet, the professional landscape on social media is not devoid of challenges. The curated nature of online profiles, as well as the prevalence of social comparison, can lead to feelings of inadequacy and impostor syndrome among individuals. Striking a balance between authentic self-presentation and strategic personal branding is critical for professionals navigating the digital landscape. Furthermore, the blurred lines between personal and professional identities require individuals to exercise caution in their online interactions, understanding the potential consequences of their digital footprint on career trajectories. As we conclude our investigation into social media's impact on academic and professional development, it is clear that these platforms' transformative potential is both promising and demanding. The onus is on educational institutions, employers, and individuals to maximise the benefits of

social media while minimising its drawbacks. Integrating digital literacy into educational curricula, fostering a culture of responsible online behaviour, and providing guidance on effective use of social media for career growth are essential components of navigating the contemporary landscape.

In essence, social media has become an important part of the modern educational and professional experience. Its impact is significant, providing unprecedented opportunities for connection, collaboration, and advancement. Understanding and navigating the complexities of social media allows individuals to leverage its potential to shape their academic journeys and professional trajectories in a way that is both meaningful and sustainable in the digital age.

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Questionnaire

Dear SIR/ MADAM,

I'm conducting a survey on the "Use Of Social Media Among the LIS Students Of Odisha State Universities In Enhancing Their Academic and Professional Development: A Study". The study mainly focuses on the students awareness and use of various social media tools for enhancing their academic as well as professional activities. The information provided by you will help us better in developing awareness and use of the Social media among the students and researchers in the future. I assure, the information provided by you will remain confidential and use for research purpose only.

I appreciate your active participation.

For any query kindly contact on: shubhasmitaacharya898@gmail.com

Itzgraphic0@gmail.com [Switch account](#)



Not shared

* Indicates required question

Gender *



Female



Male

Name of Your Institution *



Sambalpur University



Utkal University



GM University



Khalikot University



Are you Continuing or Completed your MLIS Course ?

- Continuing
- Completed

Up to which extent you are aware about social media (5= Extremely Aware and 1=Extremely Less Aware) ? *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Devices used in social media *

- Mobile
- Tablet
- Personal Laptops
- PC

How much time you spent in social media in one Day? *

- 1-2 hours
- 2-5 hours
- 5-10 hours
- 10+



How much time you spent in social media in one Week? *

- 1-2 hours
- 2-5 hours
- 5-10 hours
- 10+



what is your support level towards the following 'purposes of using' social media ^{*} in general?

	No support	Support	High support
Texting message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Download music/video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posting Blogs/forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commenting blog/forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Editing Wikipedia article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research gate/Google scholar/Academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Wikipedia article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive search alerts (RSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Institution Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



How frequently you use 'social media 'towards the following 'academic activities'? *

	Less frequently	Frequently	Very frequently
For subject/Course related materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For materials other than LIS course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get in touch with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get in touch with classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For development of own knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For carrier development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Which among the following you uses for LIS related activity ?

*

	Less frequently	Frequently	Very Frequently
LIS websites (Lis link, Lis quiz, Lis portal, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Egyankosh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPG-Pathasala	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wikies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



How frequently you use social media for the following SNS? *

	Less frequently	Frequently	Very frequently
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youtube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RSS Feed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What's App	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Gate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podcast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skype	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zotero	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How Frequently you use social media for non-academic purposes ? *

	1	2	3	4	5	
Extremely Less frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely High frequently



Do you believe that social media are helpful for academic and professional development of LIS professionals. *

- Fully Believe
- Partially Believe
- Don't Believe

Which of the following social media tools are best suitable for professional and academic development of LIS professionals? *

- Facebook
- LinkedIn
- ResearchGate
- YouTube
- Twitter
- Podcast
- Delioucious
- Skype

Which type of professional development takes place using social media? *

- Technical Skill
- Information literacy
- Digital literacy
- Information Retrieval skill
- Web learning skill



Which among the followings you never used ? *

Facebook

You tube

Instagram

RSS Feed

What's App

LinkedIn

Podcast

Delicious

Skype

Twitter

Zotero



What is your support level towards the following 'problems faced' while using Social Media? *

	No support	Support	High support
Lack of internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software Issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of computer knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



What is your support level towards the following 'future requirements' you need in ^{*} Social Media ?

	No support	Support	High support
Extra User friendly interfaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More speedy Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More speedy Devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advances in Softwares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject specified Social Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



What is your support level towards the following 'positive impact' of social media? *

	No support	Support	High support
It helps in learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps in get in touch with family/friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps to know social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps in entertainment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps in travelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps in communicating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



What is your support level towards the following 'Negative impact' of social media? *

	No support	Support	High support
Neglecting study/work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending too much time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neglecting social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make Addicted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspire to negative information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demotivate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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List of Publication

Journal Publication:

1. Rout, L., Acharya, M. K., & **Acharya, S. (2023)**. Content analysis of YouTube videos regarding natural disaster in India and analysis of users sentiment through viewers comment. *Natural Hazards*. Scopus/WoS Indexed/ UGC Care List.
2. Rout, L., Acharya, M.K.,& **Acharya, S.(2023)**. Application of Social Media in Library and Information Science Area: A Bibliometric Study. *Qualitative and Quantitative Methods in Libraries*, 12(2), 265-288. Scopus/WoS Indexed/ UGC Care List.
3. **Acharya, Shubhasmita. (2022)**. Work Place Evaluation and Change Demand in State University Libraries, Odisha: A Future Perspective Based on Users Opinion's. *Library Philosophy and Practice*, 7125.
4. Rout, L., & **Acharya, S. (2022)**. Identification and Evaluation of Library and Information Science (LIS) Teacher based on Students' Opinions. *Qualitative and Quantitative Methods in Libraries*, 11(4), 635-645. Scopus/WoS Indexed/ UGC Care List.
5. **Acharya, S., & Rout, L. (2022)**. Use Analysis of Various LIS Open Access Resources in Pandemic Situation in Odisha State: A Survey Include LIS User's Opinion. *Qualitative and Quantitative Methods in Libraries*, 11(3), 429-454. Scopus/WoS Indexed/ UGC Care List.
6. **Acharya, S., & Rout, L.** Use of Institutional Library by Using Social Media in Central Universities of North-East India. (Peer Reviewed)

Conference/Seminar Paper:

1. Attended and presented a paper entitled “**Integration of social media in Libraries and Information centers**” at National seminar on “Digitizing Library Services using Modern Technology” organized by Central Library, Pachhunga University College, Aizawl, during 27th-28th June,2023.
2. Attended and presented a paper entitled “**Creating A Virtual Learning Environment: Access to Library Knowledge Resources Through Facebook and YouTube**” at National seminar on “National Educational

Policy 2020: a Forward- Looking Vision for LIS Education and Services” organized by Dept of LIS, Mizoram University, Aizawl and sponsored by ICSSR, RRRLF (Ministry of Culture), held during 1st-3rd March,2023

Book chapter

1. Analysis of Research Output in the Oxford, United Kingdom: A Scientometric Based Study (2022). In Dhanvandan, S.Knowledge Librarianship: A data driven approach.(pp.186-194),New Delhi: Ess Ess Publishers.ISBN:9789392594045

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DEPARTMENT	LIBRARY AND INFORMATION SCIENCE
TITLE OF THE THESIS	USE OF SOCIAL MEDIA AMONG THE LIS STUDENTS OF ODISHA STATE UNIVERSITIES IN ENHANCING ACADEMIC AND PROFESSIONAL DEVELOPMENT : A STUDY
DATE OF ADMISSION	05.11.2020
APPROVAL OF THE RESEARCH PROPOSAL	
1. DRC	24.04.2021
2. BOS	30.04.2021
3. SCHOOL BOARD	07.05.2021
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EXTENSION (IF ANY)	NIL

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ABSTRACT

**USE OF SOCIAL MEDIA AMONG THE LIS STUDENTS OF
ODISHA STATE UNIVERSITIES IN ENHANCING ACADEMIC
AND PROFESSIONAL DEVELOPMENT: A STUDY**

**AN ABSTARCT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF ECONOMICS, MANAGEMENT AND
INFORMATION SCIENCE**

FEBRUARY, 2024

**USE OF SOCIAL MEDIA AMONG THE LIS STUDENTS OF ODISHA
STATE UNIVERSITIES IN ENHANCING ACADEMIC AND
PROFESSIONAL DEVELOPMENT: A STUDY**

BY

SHUBHASMITA ACHARYA

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

SUPERVISOR: PROF. PRAVAKAR RATH

Submitted

**In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Library and Information Science of Mizoram University, Aizawl**

1.INTRODUCTION

In order to determine the significance of communication is to examine the events that took place during the course of the two most recent global wars. The data suggests that during the First World War, communication facilities were extremely lacking, which contributed to the intense battle that the soldiers engaged in to ensure their survival. After that, throughout the Second World War, humans and personnel are not used for anything other than communicating with one another. Despite this, the procedure required a lot of time and was only partially successful. Therefore, it is safe to assert that both the act of communicating and how one does so play a significant part in the promotion of a wide range of activities within a society. After coming to this conclusion, James Clerk Maxwell predicted the existence of radio waves in the year 1886. However, it wasn't until Guglielmo Marconi that the first radio signal was successfully transmitted and received in Italy in the year 1895 (Vishwakarma & Meda 2021). Morse code was there long before social media platforms like Facebook and Twitter, as a recent story from The Washington Post demonstrates. This helps us recall who the real founder of social media was. Andrew Weinreich was the first person to design a social media platform known as "Six Degree" in 1997. This platform remained quite popular until the year 2003. Mark Zuckerberg launched Facebook in 2004, and the platform brought about a revolutionary shift in how people interact through social media. Throughout the course of the past year, Facebook has made a significant amount of room for making use of social media, and we can also claim that the uses of Facebook in this day and age have not yet been minimized. After some time, a great number of Social Networking Sites (SNSs) that competed with Facebook came into existence. Some examples of these sites include Instagram (2010) and Twitter (2006), amongst others. Numerous studies have previously shown that the Internet has a substantial influence on the emergence of social media in our culture (Dong et al., 2017). The eventual creation of the internet and www brought about a significant shift in how social media platforms are utilized. On the other hand, a variety of recently developed technologies and gadgets are another factor that functions as a driving force behind people's increased utilization of social media. As a direct consequence

of this, in the modern period, social media has been selected as the timeliest and most pertinent method of exchanging information with the general public. At this point, every government, semi-government, and private organization is confronting the challenge of embracing and utilizing social media for their marketing and advertisement purposes, as well as for intra-organizational communication purposes. They began educating people about digital communication by utilizing methods such as bulletin boards, e-mail, and real-time online chatting. This category of service paved the way for people to make use of social networking websites and had its beginnings in 1997 with the uploading of profiles to Six Degrees. In 2001, another service called Friendster came out and competed with this one. This type of platform was able to facilitate email-based registration in addition to standard online networking, which attracted a large number of users. In 1999, when the Live Journal publishing site was first made available to the public, weblogs, which were another type of online social-based communication, started to gain popularity. LinkedIn was initially conceived as a social networking platform to facilitate professional and business-related connections in the year 2002. By the year 2020, there were more than 675 million people who had registered across the globe. It is also used by people looking for jobs, as well as by managers of human resources, to search for qualified individuals and to make available candidates. After experiencing initial popularity, the social media platform known as Myspace eventually failed to live up to its potential. In 2003, it was the social media platform with the biggest number of users. It was the website that received the most visitors in the year 2006. By 2008, Facebook has taken action to remove it. Justin Timberlake was a musician who was responsible for the acquisition of Myspace for the price of \$35 million. With the introduction of Google+ in 2012, Google made an effort to strengthen its standing in the field of social media. The growth and popularity of the internet and the emergence of web technology have led to a complete transformation and transmission of information. web 2.0 emerged as the most effective and state-of-the-art technology with many features including social media tools like Facebook, WhatsApp, YouTube, Instagram, LinkedIn, blog, etc. Those social media tools created a resolution among the problems at large and powered to be effective means of data transfer. thereby “connecting the communities”. The emergence, growth, and

popularity of social media tools also revolutionized the research atmosphere. by marketing and publicity and also enhanced the educational opportunities of the academic fraternity.

2. Meaning of social media

According to Carr and Hayes (2015), the term "social media" refers to a group of technologies that emphasize user engagement or user-generated content. In other words, social media technologies prioritize user-generated content or user-generated interaction. Individual users or user groups can generate information, exchange that information, amass that information, and also store that information. The term "social media" is a collective term that refers to websites and programs that were primarily developed for the goals of content sharing, communication, and cooperation. Social media is a collective phrase. One might also use the phrase "social media" to refer to these websites and applications. The majority of people utilize social media to keep in touch with their loved ones and other important people in their lives. They disseminate the information, some of which may not be available via other means of communication, and this may be the case for part of the material. The use of social media is a common practice among businesses not only when it comes to advertising their products and services but also when it comes to bringing the attention of the general public to their other activities. According to Dewing (2010), "social media" refers to a multitude of websites and mobile applications that allow users to share their views, contribute content that they have made, and join an online-based community. These websites and applications can be accessed through a variety of mobile devices, such as smartphones and tablets. These websites and applications are accessible from a wide range of different mobile devices and platforms. Because of the persistent expansion of the internet, the capabilities of the many different types of social media platforms are likewise continually expanding and advancing. Back in the day, in the days of Web 1.0, there was only a single idea that could be comprehended. Users' communities were unable to make any changes to the content that was posted; however, they did have the opportunity to view it. Because of the improvements that Web 2.0 has brought about to the internet, social media platforms have also progressed to become version 2.0. Where user

communities are not only able to access and exchange different kinds of web-based material but also create new kinds of content without any limitations being placed on their ability to do so.

3. Scope and Significance of the Study

The utility of technologies such as social media, which can be used in a variety of settings, is reliant on the setting in which they are utilized. This includes both online and offline settings. The current research topic, which focuses on how academic and professional developments of postgraduate students in Library and Information Science are affected by social media, is of the utmost significance because the information landscape is continually altering. The research problem is an attempt to investigate the future career paths of LIS students, which appear to be heavily dependent on social media and extremely advantageous to the current national and worldwide employment market. This is a problem because the future career paths of LIS students appear to be heavily dependent on social media. An in-depth study on this research topic is also required in order to provide direction to the LIS schools in India. This is necessary in order for students to be prepared academically and professionally in a manner that is suitable with the job market of both the present and the future.

The scope of the present research problem, which is titled "Use of Social Media Tools among the LIS Students of Odisha State Universities in enhancing their Academic and Professional Development," is restricted to the four state universities in Odisha that provide regular LIS education at the postgraduate level, also known as the Master of Library and Information Science degree (MLIS). These four universities are:

- i. Utkal University,
- ii. Sambalpur University,
- iii. Gangadhar Meher University, and
- iv. Khallikote University (Now merged with Berhampur University)

4. Statement of the Problem

It is essential to know the impact of social media among the LIS students in enhancing their academic and professional development. The attributes that are

disseminated through various social media platforms have the potential to either positively or negatively impact society, depending on how they are interpreted. One of the most significant positive impacts of social media is that it helps and improves the educational possibilities that are available to the great majority of people all over the world. This is one of the most significant positive benefits of social media because of its user-friendly design. The Indian academic community makes considerable use of the many different technologies that are made available through social media. These tools, which are getting universal acceptance across the board, are becoming increasingly popular. Younger people, such as college and university students, were found to be the most active users of social media in a poll that was conducted not too long ago. Pupils have access to a variety of social media sites that can help them develop their academic and professional skills. This can be of great benefit to students. On the other hand, the students hardly ever make use of the social media tools that are made accessible to them because they lack both the knowledge and the expertise necessary to do so. Therefore, increased career development would be the result of providing proper education and orientation about the use of social media for academic purposes. This would be the case if the training and orientation were provided. This is also relevant to the LIS training that is received at the postgraduate level. Because of this, it is absolutely necessary to carry out a comprehensive study in order to gain an understanding of the ways in which the tools provided by social media platforms have enabled postgraduate students to enhance their academic and professional capabilities by participating in a wide variety of activities. Participating in a webinar for the aim of upgrading professional knowledge and engaging with online course materials for the goal of academic advancement are two examples of the activities that fall under this category. In addition, the discipline of LIS offers a wide variety of program that are geared toward the enhancement of certain skills. It has also been observed that a significant number of libraries and information centres are currently transitioning towards information delivery based on social media. Consequently, one of the questions that is being investigated in this research is, in this sense, the manner in which students are gaining advantages from the utilization of the social media tool. It is essential to know the impact of social media among the students of MLIS in enhancing their

academic and professional development, which has prompted and motivated me to take up this research problem.

5. Objectives of the Study

The objectives of the present study are:

1. Study the importance of social media tools in higher education in general and LIS education in particular.
2. Acquaint with various social media tools being used by LIS students for their academic and professional development.
3. Investigate the problems and constraints encountered by the LIS students to access, communicate, and share information.
4. Analyze and suggest the best ways of using social media tools for their academic and professional development keeping in view the present national and global trends and development

6. Research Design

The current research problem covers four postgraduate departments of library and information science in Odisha state. Each department's sample size will be limited to 50 students using a simple random sampling technique over three years, including the end semester. The total sample size will be limited to 200.

Data collection techniques

The research problem under study utilized two survey techniques for data collection. These are,

Questionnaire method: In order to collect data for the current study, the questionnaire method was adapted as an appropriate tool. Keeping the study's objectives in mind, a structured questionnaire was designed to cover all aspects of the study. The structured questionnaire was distributed to 200 postgraduate students from four regular universities in Odisha. The questionnaire was distributed both by mail and in person.

Interview method: This method includes unstructured personal interviews with LIS department heads and faculty members, with the help of this personal interaction,

their suggestions and some supplementary data about the impact of social media on teaching learning and academic professional development collected.

Data analysis and interpretation:

Data collected for this purpose should be properly analyzed and interpreted in order to reach appropriate conclusions. MS Excel was used to analyze the collected data, specifically for percentage and frequency analysis. Tables, charts, and diagrams support this statistical analysis, making the study more authentic.

7. Research gap

This study encompasses a comprehensive literature review exploring the diverse impacts of social media on government agencies, higher education institutions, students from various schools and colleges, among other entities. Despite numerous studies underscoring the significance of social media for Library and Information Science (LIS) students across various purposes, a notable research gap exists. Notably, there is an absence of studies investigating how social media contributes to the academic and professional development of LIS background students. Consequently, this study endeavors to address this research void by examining the role of social media in enhancing the academic and professional growth of LIS students.

8. Findings according to the objectives of the study

Objective 1: Study the importance of social media tools in higher education in general and LIS education in particular.

- According to the findings of this study, 38.92 percent of students are aware, while 23.25 percent of respondents are completely aware of social media concepts and tools. By combining these percentages, more than half of respondents are familiar with the term social media (Table 5).
- While analysing the purpose of using social media by postgraduate students it was discovered that the vast majority of students (61.08 percent) believe that one of the importance of social media is texting messages (Table 9).

- The majority of respondents (50.30 percent) believed that social media is an important tool for reading and writing. However, 41.32 percent of respondents strongly supported this purpose. So, it is clear that respondents believe social media is a useful tool for reading and writing purposes (Table 10).
- Of the 167 respondents, 50.30 percent agreed that social media is an important tool for blogs/forums. However, 39.52 percent did not support this statement (Table 13).
- Highest 55.08 percent of respondents supported that social media is an important tool for reading Wikipedia-related activities. (Table 17)
- According to data analysis, 43.11% of respondents believe that social media is best suited for the use of Research Gate/Google Scholar/Academia. 38.32 percent of respondents partially supported the statement and 10.78 percent of respondents highly supported it. Students and believe that social media can be used for the use of Research Gate, Google Scholar, and Academia (Table 16).
- According to the results, the majority of respondents (43.11 percent) fully supported the use of social media to access various services provided by the institution's library. As a result, the importance of social media extends beyond its personal use. However, it may be extended to include the use of an institution's library (Table 19).
- While analysing the use of social media by the respondent particularly to the LIS-related activities. It was found that the majority of respondents (55.69%) use social media frequently to access various LIS-related websites. However, 32.34 percent of respondents use social media very frequently for LIS website use (Table 28).
- As per the analysis, 43.11 percent of respondents frequently use social media to access E-GyanKosh-related materials. However, 37.72 percent of respondents use social media very frequently to access E-GyanKosh-related materials (Table 29).

- As per the result found, the majority of respondents (53.89%) use social media very frequently to access e-PG Pathshala. More specifically, 30.54 percent of respondents use social media frequently to access e-PG Pathshala materials. So, social media has now become an instrument to access various open educational resources (Table 30).

Objective 2: Acquaint with various social media tools being used by LIS students for their academic and professional development.

- According to an analysis of the data collected from respondents, the majority (52.1 percent) use social media frequently for subject/course-related activities. However, 37.72 percent of respondents reported using social media very frequently to access subject-related materials. So, it's clear that respondents fulfil their academic requirements through the use of social media tools (Table 20).
- The results show that 44.91 percent of respondents use social media frequently for class-related assignments. However, 35.93% of respondents use it very frequently. So, by using social media, LIS students can fulfil their assignment-related needs (Table 22).
- Analysis shows that the majority of respondents (53.89%) frequently used social media to communicate with teachers. However, 25.15 percent of respondents use social media very frequently to connect with their teachers. So, it is clear that respondents use social media tools as a way of communication with the teachers (Table 23).
- Results shows that the majority of respondents (57.49%) said they use social media frequently to connect with their classmates and friends. However, 34.13 percent of respondents said they use social media very frequently to connect with friends (Table 24).
- As per the analysis the majority of respondents (55.69%) use social media frequently to expand their own knowledge. Furthermore, 37.72 percent of respondents use social media very frequently to expand their knowledge. So, for the development of one's own knowledge, social media has become an

essential factor, which contributes towards both academic and career building. (Table 25).

- According to the findings, the majority of respondents (53.89%) use social media very frequently for career development. Furthermore, 37.72 percent of respondents use social media frequently for career development. So, career development related knowledge can be obtained by using social media tools (Table 26).
- As per the question asked to the respondents to know how frequently they use social media for other academic activities it was found that the majority of respondents (61.08 percent) use social media frequently for other academic purposes. However, 23.35 percent of respondents use social media very frequently for this purpose (Table 27).
- As per the analysis, 44.91 percent of respondents frequently use social media for Research Gate purposes. Furthermore, 21.56 percent of respondents use social media very frequently for research purposes. Research Gate is a social networking site for various researchers so many respondents use social media frequent for the use of Research Gate (Table 38).
- Results reveal that the majority of the respondents believe that social media is a suitable tool for academic and professional development. As per the result, the majority of respondents (65.87 percent) fully believe that social media has an impact on the academic and professional development of LIS professionals. However, 26.95 percent of respondents believe that social media has an impact on academic and professional development (Table 44).
- A question was asked to identify the best social media tool for the academic and professional development of the respondents. The results show that the majority (71.68 percent) of respondents believe that Research Gate is the best social media tool for the academic and professional development of LIS professionals. However, 67.66 percent of respondents believe that LinkedIn is another social media tool that can help them with their academic and professional development. Furthermore, 58.68 percent of respondents believe that Facebook plays an important role in the academic and professional

development of LIS professionals, followed by YouTube (56.89 percent) and Zotero (25.15 percent), among others. No respondents believe that Podcast and Delicious are good social media tools for the academic and professional development of LIS students. So, Research Gate and LinkedIn are some prominent social media tools that are used by the respondents for their academic and professional development (Table 45).

- While analysing the specific type of professional development that occurs among LIS students while they use social media, it was observed that the highest 52.10 percent of respondents believed that social media can develop information literacy skills. However, 47.90 percent of respondents believe that social media can develop technical skills followed by 39.52 percent believe that it develops information retrieval skills and so on. (Table 46)

Objective 3: Investigate the problem and constraints encountered by the LIS students to access, communicate and share information

While collecting the data from the respondents some of the common problems were stated and respondents were asked to show their support level on the given problem. Some common problems which are supported by the majority of the respondents are discussed below.

- According to the results, 52.69 percent of respondents believe that a lack of training is a major issue when using social media. As various types of new social media tools are appearing now a day so, respondents saw this as a problem for social media users (Table 48).
- Majority 51.49 percent of respondents agreed that time is a barrier to using social media. Respondents use social media less frequently due to a lack of time. Some respondents (32.34 percent) believe that time is not a problem when using social media (Table 48).
- It was also discovered that a lack of interest causes problems when using social media tools, as supported by 48.5% of respondents. Aside from these, some of the other common problems that respondents faced were lack of computer knowledge, lack of device, and lack of speed (Table 48).

- While analysing the negative impact of social media, the majority of 57.49 percent of respondents supported that social media has a negative impact on ignoring study/work (Table 51). It means that if social media is not used properly, users may be neglected in their studies or at work.
- Highest 52.1 percent of respondents believed that if social media is not used properly, it can consume a significant amount of time. However, 231.56% of respondents strongly supported this criticism of social media (Table 51).
- According to the findings, 43.11 percent of respondents agreed that social media addiction is a significant negative aspect of using social media. However, 25.15 percent of respondents strongly supported the negative impact (Table 51).
- It was also discovered that 52.1 percent of respondents believed that social media could degrade students if not used correctly. However, 32.34 percent of respondents disagreed with the negative impact of social media (Table 51).

Objective 4: Analyze and suggest the best ways of using social media tools for their academic and professional development keeping in view the present national and global trends and development.

According to the findings from analyzing the data collected from respondents, and suggestion drawn from faculty members social media has become an essential factor in the daily lives of students and researchers. Although social media has many benefits that are necessary for the academic and professional development of students and researchers, it also has many drawbacks. With emphasizing the negative impact of social media so measure appropriate ways can be adopted so the social media can be used in a better way. Here are some of the best ways to use social media for academic and professional development.

- As many respondents supported that social media can lead to neglect of study and work (Table 51). To avoid neglecting in studies while on social media, a balance between online activity and academic responsibilities should be maintain. Again, respondents supported that social media can consume a lot

of time (Table 51) so, a timeline should be fixed by the respondents so that social media can be used in that defined timeline only.

- To avoid social media addiction, respondents must establish clear boundaries by setting time limits for use. Respondents must schedule and adhere to specific times for checking social media platforms. They should prioritize real-life interactions and activities over virtual ones in order to maintain a balanced lifestyle. Respondents should turn off non-essential notifications to reduce distractions and resist the urge to constantly check their feeds.
- As the results show, many respondents supported that social media spread negative information (Table 51), so this can be solved if the respondents curate their feed, unfollow accounts that are spreading such information, and continue to seek out positive information.
- To avoid demotivated the respondents need to foster a supportive offline environment that promotes real-life connections and academic achievements can help counterbalance any demotivating effects of excessive social media use.
- As the result shows, many respondents supported that advancement in software along with subject specified social media needed to keep pace with the future trends (Table 49).
- Analysis shows that LIS students are unaware about some social media tools, organised training can be held to make them aware about academic social media tools that can be beneficial for their academic and professional career. (Table 47)
- Analysis on table no 28,29,30 shows that most of the students know about various LIS website, and LIS open education source but some still unaware, so LIS departments should be concerning how students shall be use these sources effectively.

9. Testing of Hypothesis

Hypothesis testing is a vital process in scientific inquiry and statistical analysis, providing a structured method for evaluating assumptions about population parameters based on sample data. The study has developed four hypotheses which were tested and discussed below.

H1: LIS student's exposure to social media has no significant influence on their academic performance.

According to the results in Table 43, LIS students believe that using social media can significantly increase their academic and professional activities. Social media can help LIS students learn the most recent and relevant information in their area. Students can participate in a variety of social media-based activities that will benefit their academic growth. Hence, H1 proves to be rejected and the alternative that is "LIS students' exposure to social media has a significant influence on their academic performance" is accepted.

H2: The use of social media does not contribute much to LIS students in developing their professional skills and competencies in the area of LIS.

While analyzing the specific type of professional development that occurs among LIS students while they use social media, it was observed that the highest percent of respondents believed that social media can develop information literacy skills. However, second highest percent of respondents believe that social media can develop technical skills followed by develops in information retrieval skills and so on. So, it is clear that social media have some significant contribution for the LIS student's development. On the other hand, most LIS students use prominent social media tools such as Research Gate, LinkedIn, Facebook, and YouTube to improve their academic and professional skills. They use social media tools to learn and stay current. Therefore, the H2 hypothesis is rejected and the alternative that is "the use of social media contributes much to LIS students in developing their professional skills and competencies in the area of LIS" is accepted.

H3: There is no significant difference in the frequency of usage of social media tools among the postgraduate LIS students.

According to the results in Tables 7 and 8, the frequency of social media use among LIS students varies by student. The majority of students use social media for 2-5 hours per day, but some LIS students use it less frequently and others for longer periods. Again, the majority of respondents use social media for more than 10 hours per week, with some using it for less than that. Frequency varies from student to student. Therefore, the H3 hypothesis is rejected, and the alternative is “There is a significant difference in the frequency of usage of social media tools among the postgraduate LIS students” is accepted

H4: Lack of ICT infrastructure, internet connectivity, and other barriers don't influence in the usage of social media tools among LIS students.

Lack of devices, slow internet connectivity, a lack of time, and so on are some of the most common issues that respondents face when using social media tools for academic and professional development. So, it is clear that a lack of ICT infrastructure, such as internet access, has a direct impact on the use of social media tools. As a result, the H4 hypothesis is rejected, and the alternative, that “lack of ICT infrastructure, internet connectivity, and other barriers influences the usage of social media tools among LIS students” is accepted.

10. Chapterisation

Chapter 1: This chapter introduces the basic concept of social media, its features, the benefits of various types of social media tools, the role of social media in the higher educational sector, the impact of social media etc. This chapter also narrates the scope and significance of the study, the objective of the study, the research design, and review of the literature.

Chapter 2: This chapter describes an overview of the impact of social media on higher education, along with the impact of social media on students, and on the higher education system.

Chapter 3: This chapter highlights the use of social media tools by postgraduate students of library and information science

Chapter 4: This part presents an overview of academic and professional development using social media tools.

Chapter 5: Research methodology is very important for research of all levels. This chapter briefly provides details about the suitable method for data collection, details of analysis and interpretation of collected data, and major findings according to the objective of the study, testing hypothesis based on collected data etc.

Chapter 6: This chapter includes suggestions for effective utilization of social media sites for academic exercises, direction for further studies and concluding remarks.