



# TO ASSESS SENTIMENTAL, EMOTIONAL, AND BEHAVIOURAL FACETS OF THE STUDENTS WITH SPECIAL REGARD TO THEIR SOCIAL MEDIA WALKS

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## **Abstract**

The world we live in now is a social media era. Social networking services are used by people of all ages for a number of reasons. Students, in particular, are very keen to use these SNS and are drawn in by the advantages that they provide. They are at ease displaying themselves online in terms of psychological variables such as sentiments, emotions, and behavior. The aim of the survey initiated in this study is to examine students' actions in the online space. A total of 1603 participants were chosen at random for the study, with 825 men and 778 women from both rural and urban areas. The author of this paper attempted to measure the students' Sentimental, Emotional, and Behavioral elements in relation to the social media platform.

## **Keywords**

Social Networking sites, Social media, Student's Sentiment, Emotion, and Behaviour.

## **I. INTRODUCTION**

Every element of life has progressed towards digitization in today's technological environment. It is impossible for a human being to go a single day without using electronic devices to access technology. People, particularly students, have flocked to social networking sites as a result of technological advancements. In this day and age, there is a myriad of social networking sites to choose from, including Telegram, Snapchat, Facebook, Instagram, WhatsApp, Twitter, and many others. Students are drawn to these venues for a variety of reasons. Their online conduct reflects the activities they engage in on a daily basis. As a result, it is necessary to examine how students use social media. The main goal of this paper is to measure the sentimental, emotional, and behavioral aspects of the behavior of the students which is based on their social media moves throughout this study.

## **II. METHODOLOGY**

A random sample strategy is used to acquire data for this investigation. Students between the ages of 15 and 23 are the target population for this study. The author encircled junior college, undergraduate, and postgraduate students from several colleges for this study. A self-administered questionnaire is used to collect information. For data collection, a total of 37 questions were created. The total number of people who responded to the survey was 1603 people, with 825 men and 778 women. For the collection, a Google form was created and distributed to students from several colleges with the permission of higher authorities.

The author attempted to gather data on the students' sentimental, emotional, and behavioral characteristics. The effect of social media on daily routine, type of social media communication, type of content preferred for communication, posts/likes/dislikes/comments generated, behavioral change based on posts published on social media, data security, daily activities,

and overall performance of an individual due to social media are all being considered for data collection. The choices for recording responses were determined by the type and purpose of the questions. Depending on the type of question, students have the option of selecting simply one answer or multiple possibilities.

### III. RESULTS AND DISCUSSIONS

The total number of answers recorded in this study about students' online movements is 1603. The results of the statistical study performed by Google Form Analytics have been presented. The outcomes of thorough data analysis are visualized in the form of graphs. The following graphs are used to explain the findings.

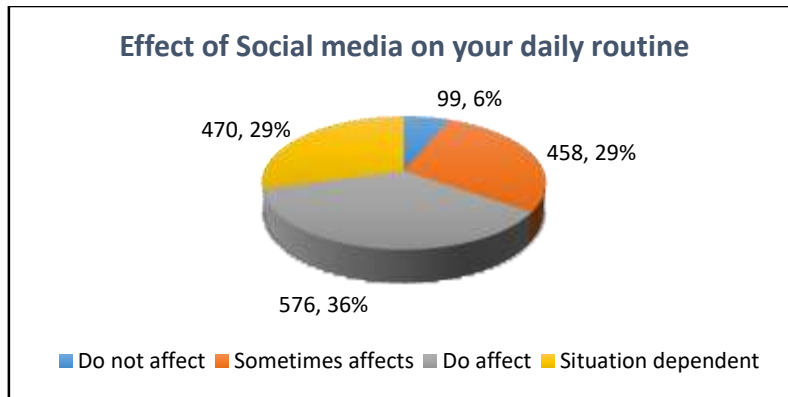


Figure 1.1 Pie chart for the effect of Social media on your daily routine

Figure 1.1 is a pie chart that illustrates the impact of social media on students' daily lives. Do not affect, Sometimes affects, Do affect, and Situation dependant are the four alternatives examined for this classification. In the example of 1603 sample data, 99 people replied Do not affect, 458 people said Sometimes affects, 576 people said Do affect, and 470 people said Situation dependant. The percentages for Do not affect, Sometimes affects, Do affect, and Situation-dependent are 6%, 29%, 36%, and 29%, respectively. The above graph indicates that social media has an impact on most students' daily routines since just a few students responded that it has no effect.

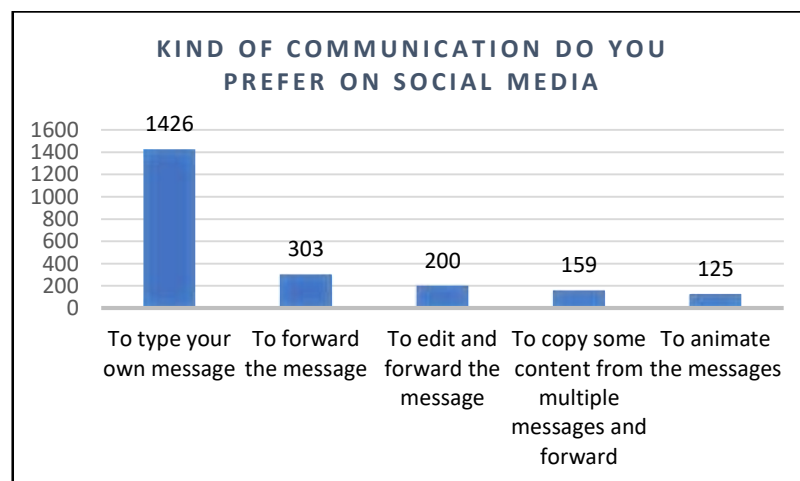


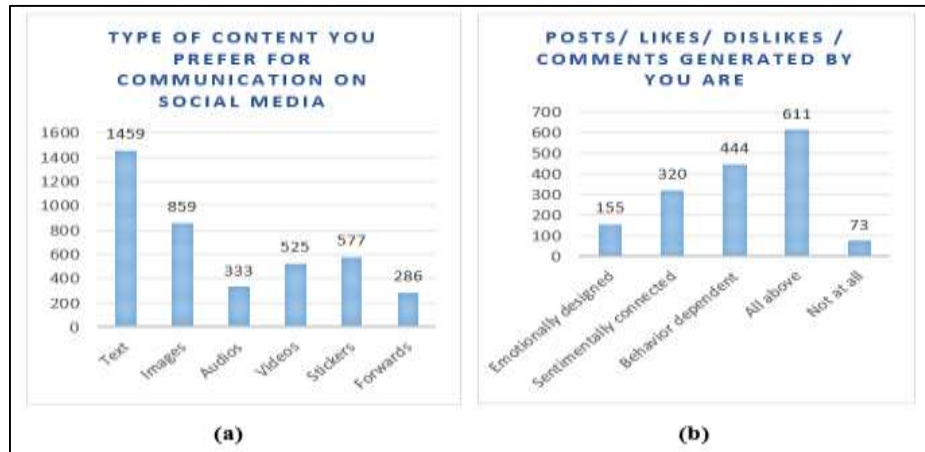
Figure 1.2 Bar chart for kind of Communication preferred on Social media

The graph in Figure 1.2 depicts the type of communication that students prefer when utilizing social media. The options provided are to type your own message, forward the message, edit and forward the message, copy some content from multiple messages, and forward, and animate the messages. The 1603 sample data is divided into 1426 for typing your own message, 303 for forwarding the message, 200 for editing and forwarding the message, 159 for copying content from numerous messages, and 125 for forwarding and animating the messages. The percentile form of data is 89% for typing your own message, 19% for forwarding the message, 12% for editing and forwarding the message, 10% for copying material from numerous messages, and 8% for forwarding and animating the messages.

It is obvious from the graph that students frequently employ their own messages for communication, implying that they enjoy reflecting themselves through virtual communication.

The bar chart in Figure 1.3(a) depicts the sort of content that students prefer for social media communication. Text, images, audios, videos, stickers, and forwards are among the options. Over the course of the 1603 sample data, 1459 people answered with text, 859 with images, 333 with audios, 525 with videos, 577 with stickers, and 286 with forwards. From the percentage, perspective data is 91% for text, 54% for images, 21% for audio, 33% for videos, 36% for stickers, and 18% for forwards.

According to graph 1.3(a), the majority of students prefer text and image communication when using social media.



**Figure 1.3 (a) Bar chart for the type of content preferred for communication on Social Media**

**Figure 1.3 (b) Bar chart for posts/ likes/dislikes/comments generated by you are**

Figure 1.3 (b) shows a bar chart that looks at the posts/likes/dislikes/comments made by students. The options are emotionally designed, sentimentally connected, behavior dependent, all above, and not at all. Out of the 1603 total samples, 155 are emotionally designed, 320 are sentimentally attached, 444 are behavior dependant, 611 are all above, and 73 are not at all. For emotionally designed, sentimentally connected, behavior dependent, all above, and not at all, the percentage of data is 10%, 20%, 28%, 38%, and 4%, respectively.

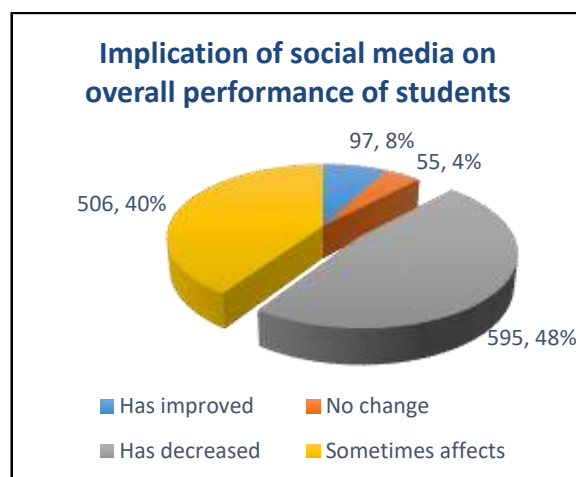
According to the statistics in graph 1.3(b), it is apparent that students' posts/likes/dislikes/comments are related to their sentiment, emotion, and behavior.



**Figure 1.4 Bar chart for behavior changes based on posts published on Social Media, Worry about the security of data on Social Media, Daily activities depends on activities of Social Media**

The graph in Figure 1.4 contributes to three criteria: change in behaviour as a result of posts on social media, data security concerns on social media, and everyday activities being dependent on social media activities. Always, Never, and Sometimes are the responses to questions. Each of the three criteria received 1603 replies. For behaviour changes based on social media posts, the responses were 158 for Always, 827 for Never, and 618 for Sometimes. For data security on social media, the responses were 754 for Always, 325 for Never, and 524 for Sometimes. The answers reported for daily activities depend on activities of social media that are 194 for Always, 906 for Never, and 503 for sometimes.

According to graph 1.4, the majority of students say that their behavior sometimes changes as a result of posts published on social media, a greater number of students are concerned about the security of data on social media, and the majority of students said that their daily activities are always influenced by social media activities.



**Figure 1.5 Bar chart for the Implication of Social Media on the overall performance of students**

The graph in Figure 1.5 illustrates the impact of social media on students' overall performance. Has improved, No change, Has decreased, and Sometimes impacts are the options available. Among the 1603 responses, 97 indicate that something has improved, 55 indicate that nothing has changed, 595 indicate that something has declined, and 506 indicate that something has been affected. The percentile values are as follows: 8% for Has improved, 4% for No change, 48% for Has decreased, and 40% for Has sometimes affected.

According to graph 1.5, the majority of students believe that their overall performance is harmed by their use of social media.

#### IV. OBSERVATIONS

This study included 49% of females and 51% of males from the total sample space. According to the study's findings, students aged 19 to 21 are the most active users of social media. The major observations caught in this particular study are mentioned as:

- Because 89 percent of students prominently use their messages for communication, it can be concluded that they are at ease expressing themselves via social media.
- Social media has an impact on the daily routines of 36% of students, and the behaviour of 38% of students changes as a result of posts published on social media. 57% of students' daily activities are always dependent on social media activities.
- Because students are so emotionally involved in social media, 38% of the students in the overall sample space clearly state that their posts, likes, dislikes, and comments are related to their sentiment, emotion, and behaviour.
- Nearly half of the students (48%) believe that their overall performance has suffered as a result of their use of social media.

#### V. CONCLUSION

Students are particularly drawn to these SNS to fulfill their day-to-day activities because social media serves as an umbrella for a number of social networking sites. Students like to express themselves through these online platforms. They are wasting crucial time by constantly using these sites to interact with family and friends as well as for enjoyment. In light of this circumstance, the researcher devised this survey to assess their sentimental, emotional, and behavioral responses to social media. Students' eagerness to use these social networking sites may have an unintended effect on their overall performance. They should behave responsibly when interacting with these internet platforms and make effective use of them to advance their careers.

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