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## Use of Social Media in Collaborative Learning among the Post Graduate Students of Selected Universities in India

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# Use of Social Media in Collaborative Learning among the Post Graduate Students of Selected Universities in India

## Introduction

Since ages, human beings have a tendency of adopting technology to quench their thirst for the ever increasing requirements, desires and to make their actions more organised and error free within the minimum time limits (**Ramey, 2012; White & Churchland, 2018**). Probably, the reason is convenience, functionalities and flexibilities of technologies (Ali et al., 2017; Al-Rahimi et al., 2013) or “*technologies have real and specific affordances and these are continually modified, challenged, and rethought through the processes by which they are used and socially mediated.*” (**Burbules, 2016, p. 552**). Today’s techno-society is at its peak, since its inception, mainly because of the invention of World Wide Web (WWW). More specifically, due to drastic developments in the Web 2.0 and associated technologies, the spectrum of global village has become more feasible. The momentum of the present global village has become possible effectively with the help of Social Media (SMs) tools (**Sawyer & Chen, 2012**).

Nowadays, the whole globe has been conquered by a ‘mammoth giant’ in the form of SNSs and Web 2.0 tools. The social media is now ruling the world, preferably on the younger generations, from personal to professional; kingdom of social media is pervasive. Moreover, day by day, its spectrum is penetrating into new zone and getting enlarged providing ways to the new realities. The use of SNSs has gone through massive changes from its birth to till date. In similar vein, different researches have shown that various organizations viz. libraries, private companies and government institutions are also using social media to nurture their public relation in a more strong and effective way (**Jain, 2013; Joo, Choi, & Baek, 2018; Rachman & Putri, 2018**). It is evident from many prior research studies that adolescents or teenagers falling under the age group of 18-29, made use of social media in larger numbers (**Ahn, 2011; Diraditsile & Samakabadi, 2018**). Eventually, in developing and underdeveloped countries, the rate of new cybercafés coming up in large numbers is an indication of the impact of this giant ruler (**Diraditsile & Samakabadi, 2018**). In Indian scenario, it is evident that out of 142 million Facebook users currently where 69 million users were found to be using it daily (**Gupta, 2018**). Although social media are touching every corner of our life, even then the use of social media in education is a debatable issue. However, the previous research studies revealed a positive approach in using SNSs in the learning environments (**Aljuboori et al., 2020; Alshuaibi et al., 2018**), but the rate of adoption of social media tools for learning purposes is not up to the

expectations. It is also reiterated that social media can be useful to a large extent for both the students and teachers (**Gupta, 2018**). Still, *can social media be useful in active and collaborative learning* is question to all. Therefore, the paper adheres the use and adoption of social media in collaborative learning environments among the post-graduate students of three central government institutions viz. University of Hyderabad (UoH), English and Foreign Languages University (EFLU) and Pondicherry University (PU). The study has tried to find out the factors that are influencing students in using social media (technology) to achieve satisfaction collaborative learning.

In the following sections, the study tried to cover up about social media, Distraction Vs engagement Vs Collaboration, how social media can be used fruitfully in teaching learning process, a conceptual framework on use of SM in collaborative learning, objectives of the study, hypotheses, methodology, data analysis, results and conclusion.

### ***Social media***

The term social media is the combination of two words (social + media) which means the media in society. In other way, the use of web 2.0 based media is to connect with others in the society either in small or large scale (**Alshuaibi et al., 2018**). Social media can be defined more meaningfully as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of User Generated Content” (**Neier & Zayer, 2015**). Social media are the computer tailored communication technologies which allow end users to consume as well as produce contents through several modalities in real time (**Perron et al., 2010**). In present social circumstances, social media tools such as Facebook, WhatsApp, Twitter, Instagram, Blogs, Wikis, YouTube, LinkedIn and many more are indisputably one of the prime sources of information (**Kapoor et al., 2018; Nández & Borrego, 2013; Udem et al., 2020**). Social media technology comprises of podcasts, audio, video, text, images and other multimedia communications (**Alabdulkareem, 2015**). Social media tools are the mechanism associated with web 2.0 features where users synchronously or asynchronously can create, share, post, communicate, construct information with others from anywhere around the globe beyond the time limit, albeit geographical barriers.

## ***Distraction Vs engagement Vs Collaboration***

The development of technologies is at its peak, while social media are capturing everyone, and the pervasiveness is tremendous. However, if the parents see their children using SM during their education, the reaction is likely to be negative (**Diraditsile & Samakabadi, 2018**). One side, most of us are still not in a position to accept that social media can be useful in effective learning, while on the other side, number of studies have been carried out to show the effect of social media in education (**Rahman, Ramakrishnan, & Ngamassi, 2019; Sarwar et al., 2019**). It has also said by a scholar in his research that “tutors are concerned that as soon as students are asked to open these online services they will rapidly get hooked into following the latest ‘trending’ topic and be distracted away from their learning activities” (**Purvis, Rodger, & Beckingham, 2016**).

The term engagement is used in literature to mean the amalgamation of willpower, energy, and compulsion of the learners to participate inside or outside classroom activities. Here, it is apparent to mention that engagement means the investment of dedication in terms of time and energy in interacting with others in educational activities (Mbodila et al., 2014). A study revealed that the use of technology among students’ engagement in learning has an effective correlation (**Alshayeb, 2018**). In this regard, students’ engagement in learning is the cognitive, psychological, emotional, and behavioral attachment to the learning process in-class/out-of-class socio-academic activities in order to achieve the goal (**Gunuc, 2014**).

According to (**Mbogho, 2017**)

(...) engagement includes paying attention in class, asking for clarification during the lecture, answering questions posed by the lecturer, doing assignments well and submitting them on time, consulting with the teacher outside of the lecture period and discussing course topics with peers. The opposite of these activities is indicative of student disengagement.” (p. 320)

These days, the term ‘collaborative learning’ has become the talk of the town in the domain of learning (Al-Rahmi & Zeki, 2017). The approach of collaborative learning is possible only in such edu-environment where individuals work together in group and share their learning outcomes in order to learn together or attempt to learn something (**Alkhathlan, A., & A. Al-Daraiseh, A et al., 2017; Dillenbourg, n.d.; Laal & Ghodsi, 2012**). Collaborative learning is a

strategy where students' cognition such as individual cognition, group cognition and community cognition are promoted in formal as well as informal educational settings (Zheng et al., 2014).

According to **(Laal & Ghodsi, 2012, 486)**

“Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers”.

Collaborative learning (CL) is defined by **(Le, Janssen, & Wubbels, 2018, 103)** as a “(...) set of teaching and learning strategies promoting student collaboration in small groups (two to five students) in order to optimize their own and each other's learning”.

<b>Student Engagement in Learning = dedication (time + energy) in/out side class activities</b>
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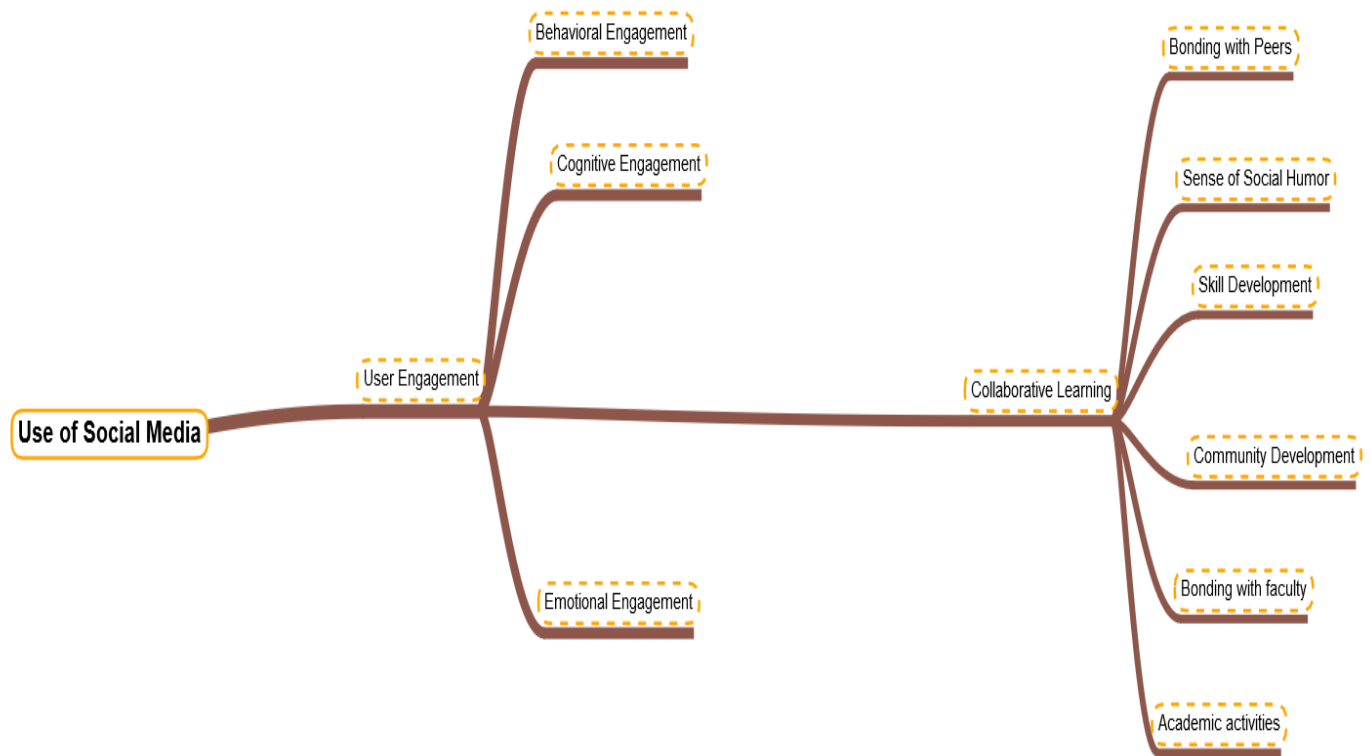
### *How Social media can be useful*

Social Networking Sites or Social Media tools works as a vehicle to take the users in the way of creating profiles, making friends, and making personal as well as social identity **(Ahn, 2011)**. How social media can be helpful in learning or education, in this regard number of researches, have been done and going on too over the past couple of years. To highlight some **(Alshayeb, 2018; Diraditsile & Samakabadi, 2018; Jamari et al., 2017; Jeng, He, & Jiang, 2015; Mbodila et al., 2014; Purvis et al., 2016; Tarantino, 2013)**. The use of social media in learning creates a bonding among the teachers-students and among the students themselves to be the learning process healthier through peer discussion or interaction with teachers **(Mbodila et al., 2014)**. Social media can also be proved as helpful tools in education in searching course content or to develop new knowledge in research **(Gu & Widén-Wulff, 2011)**. Social media like Facebook, Blogs, etc. can be supportive tools in education when the students use these tools for discussion with other classmates, peers or with teachers to understand a particular topic/content in a better way through interactive communication over these tools **(Alshayeb, 2018; Jamari et al., 2017; Tarantino, 2013)**. Social media are also useful as an innovative tool in education which helps to build strong engagement **(Ivala & Gachago, 2012)**. Students can share the study materials, make collaboration, and develop analytical thinking by commenting, adding information, giving a suggestion, etc. on a discussion which will help in enhancing meaningful learning **(Alshayeb, 2018)**. Social media are handy tools in learning especially for those

students who are shy/introverts, they can easily take benefit of these tools for voicing out their opinions, views, and for making an interactive communication with fellows, peers, and faculties as well (**Abbas et al., 2019**). Social media also enhances the discussion among classmates and faculties too which supports in knowledge sharing, developing the understanding capability among the students and also help in the achievement of students' learning outcome (**Tarantino, 2013**). **Purvis et al., (2016)** discussed in their research paper that social media is a helpful tool in learning that helps the students to build their digital capability and it paves the way to change the patterns of traditional higher education pattern. (**Diraditsile & Samakabadi, 2018**) Facebook has excellent benefits for being used in engagement and collaborative learning among the students, however, the use of social media can also prove a destructive tool, if it is used at study time for wrong purposes. Moreover, (**Purvis et al., 2016**) mentioned that social media tools could play a pivotal role in building a bridge between formal and informal education. In supporting this ambit, it is also perpetuated that social media tools not only help in user engagement but it also helps to enhance several desired outputs such as the 'efficiency and effectiveness of higher education system' (**Ivala & Gachago, 2012; McGarity & Butts, 1984; Muir-Herzig, 2004**).

Prior to this study, many studies were conducted on the use of social media in teaching-learning in Saudi (Alabdulkareem, 2015), use of social media in libraries (Jain, 2013; Baquee & Sevukan 2019), application of social media among the research scholars (Noosheeba & Madhusudan, 2018) but the role of social media in collaborative learning among the post-graduate students in Indian context remains untouched. Therefore, researchers found this as a significant gap in this direction.

However, the current study focuses on students' motivation who use social media tools in academia. To be precise, it tries to examine how social media platforms can help students' collaboration in their teaching-learning process. This study expands the previous studies' scope by increasing the population and bringing a variety of universities. Unlike the earlier studies, the topic covered in this study is comprehensive and comparative. In the present study, a thorough assessment of motivations, which includes a social perspective on motivations to communicate with faculties, friends, and personal desires, was examined to develop a framework of collaborative learning in social media.



**Fig. 1: A conceptual framework on use of SM in collaborative learning**

### **Objectives of the Study**

The use of social media in education is a debatable subject. Meanwhile, scope of the use of social media are widening (**Kapoor et al., 2018**). For the sake of knowing the use of social media in collaborative learning, this study tries to analyze whether social media can help in engaged and collaborative learning from the students of two South Indian Central Universities namely University of Hyderabad (UoH) and English and Foreign Languages University (EFLU).

Therefore, this study underpinned the following objectives.

- To identify the most popular social media tools by the cohort;
- To explore the most influencing factors of using SM by the cohort in their teaching learning process;
- To compare the result of social media use as an edu-supportive tools between this two university students; and

- Try to make a conceptual framework of using social media in engagement and collaborative learning.

### **Research Questions**

RQ1. Is there any correlation exist in using SM tools among the students of three universities?

RQ2. What are the barriers in using Social Media platforms?

RQ3. Does Social Media help in discussion with faculties/peers?

RQ4. For what educational purpose SM is used more?

### **Methodology**

A descriptive random survey design has been adhered for the present study with a framed questionnaire to collect data from the post graduate students belonging to the arts and humanities, social science and science faculties of three South Indian Central Universities namely University of Hyderabad (UoH), English and Foreign Language University (EFLU) and Pondicherry University (PU). Three Hundred questionnaires (100 per university) were distributed individually out of it; two hundred fifteen filled in questionnaires were retrieved back from the respondents. The questionnaires were screened before starting analysis. However, it is important to mention here that EFLU has only arts & humanities programmes. Therefore, the social science respondents to this survey were from UoH and PU only. Questionnaire comprised of four sections. 1) Demographic 2) general uses of SM 3) purpose of using SM, and 4) barriers in using SM. As far as data analysis is concerned, researchers have made use of SPSS 22 version for running different kinds of statistical tests in order to get accurate and reliable results.

### **Findings and Discussions**

#### ***Demographic analysis***

Out of the total 300 questionnaires, 215 filled-in questionnaires with a response rate of (80%) from the UoH, (60%) from EFLU and (75%) were returned back by the investigators. Amongst the respondents, majority 60.93% were males whereas remaining 39.07% were females. In addition to it, 111 respondents (51.67%) were below the age group of 25 years and rest 104 respondents (48.37%) were above 25 years. In terms of faculty belongingness of the respondents,



majority of the respondents to the survey were from arts and humanities (arts & humanities: 50.23 percent, n = 108; social science: 27.90 percent, n = 60; science: 21.86 percent, n = 47).

### ***Accessing SM***

Accessing or overall use of social media tools are increasing neck to neck with technological advancements, peoples' desire of comfort and number of communication devices are also expanding (Al-Aufi & Fulton, 2015).

The study confirms that all the respondents are using social media (social media: 100 percent, n = 215). As far as most preferred social media application is concerned, the results show that majority of students to the survey from all three universities are using You Tube followed by Facebook, WhatsApp, Instagram and others (twitter, telegram, snapchat, etc.) respectively (You Tube: 100 percent, n = 215; Facebook: 95.34 percent, n = 205; WhatsApp: 92.09 percent, n = 198; Instagram: 83.74 percent, n = 180; others: 55.34 percent, n = 119) (*see table 1*). In terms of devices used for accessing SM tools, result show that smartphones hold the top position while laptops, desktops, computers occupy second and tablets are third in the rank (smartphones: 99.53 percent, n = 214; laptops, desktops, computers: 42.79 percent, n = 92; tablets: 21.86 percent, n = 47) (*see table 2*).

Significantly, results also confirm that in the case of gender wise use of SM networks, male respondents are using more than their female counterparts' (male: 60.93 percent, n = 131; female: 39.06 percent, n = 84).

**Table-1: Preferred Social Media Tools**

<b>Preferred Social Media Tools</b>				
<b>Tools</b>	<b>UoH (%)</b>	<b>EFLU (%)</b>	<b>PU (%)</b>	<b>Total (%)</b>
Facebook	76 (95)	57 (95)	72 (96)	205 (95.34)
WhatsApp	73 (91.25)	56 (93.33)	69 (92)	198 (92.03)
You Tube	80 (100)	60 (100)	75 (100)	215 (100)
Instagram	68 (85)	47 (78.33)	65 (86.66)	180 (83.72)
Others (twitter, telegram, snapchat etc.	48 (60)	30 (50)	41 (54.66)	119 (55.34)

**Table-2: Type of portable device used in daily routine**

<b>Devices</b>	<b>UoH</b>		<b>IFLU</b>		<b>PU</b>		<b>Total</b>	
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
Laptops, desktops, computer	38 (47.5)	42 (52.5)	25 (41.66)	35 (58.33)	29 (38.66)	46 (61.33)	92 (42.79)	123 (57.20)
Tablets	23 (28.75)	57 (71.25)	11 (18.33)	49 (81.66)	13 (17.33)	62 (82.66)	47 (21.86)	168 (78.13)
Smartphones	80 (100)	0	60 (100)	0	74 (98.66)	1 (1.33)	214 (99.53)	1 (0.46)
I don't use any of those mentioned above	0	80 (100)	0	60 (100)	0	75 (100)	0	215 (100)
Other (please specify)								

**Table-3: Gender wise Use of Social Media**

<b>Tools</b>	<b>UoH</b>		<b>EFLU</b>		<b>PU</b>		<b>Total</b>	
	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)
Social Media Tools	53(66.25)	27(33.75)	39(65)	21(35)	39(52)	36(48)	131(60.93)	84(39.06)

**RQ.1: Is there any correlation exist in using SM tools among the students of three universities?**

Considering (-1 to +1) as perfect negative to positive correlation and (0) as no correlation, the below Pearson-Correlation table indicates that the correlation value for Q15, Q14, Q13, Q12, Q11, Q10 and Q3 are (+1), (.176), (.931), (.054), (-.148), (.000), and (-.116) respectively. Therefore, except Q10, all remaining questions have perfect positive correlated or nearly correlated.

Correlations								
		Q15	Q14	Q13	Q12	Q11	Q10	Q3
<i>Q15: Social media has bright future in educational setting</i>	Pearson							
	Correlation	1	.176**	.931**	.054	-.148*	.000	-.116
	Sig. (2-tailed)		.010	.000	.428	.030	.998	.091
	N	215	215	215	215	215	215	215
<i>Q14: You are satisfied with the use of social media in education</i>	Pearson							
	Correlation	.176**	1	.151*	.054	.092	-.017	-.156*
	Sig. (2-tailed)	.010		.027	.431	.179	.799	.022
	N	215	215	215	215	215	215	215
<i>Q13: Social media helps to keep me up-to-date about my class lecture if I miss the class</i>	Pearson							
	Correlation	.931**	.151*	1	.040	-.125	-.013	-.154*
	Sig. (2-tailed)	.000	.027		.564	.067	.849	.024
	N	215	215	215	215	215	215	215
<i>Q12: SM helps to prepare my assignments/PPTs/seminars more effectively</i>	Pearson							
	Correlation	.054	.054	.040	1	.187**	-.023	.151*
	Sig. (2-tailed)	.428	.431	.564		.006	.740	.026
	N	215	215	215	215	215	215	215
<i>Q11: Social media helps me in healthy discussion about my study with peers/faculties</i>	Pearson							
	Correlation	-.148*	.092	-.125	.187**	1	-.054	.021
	Sig. (2-tailed)	.030	.179	.067	.006		.428	.755
	N	215	215	215	215	215	215	215
<i>Q10: Social media helps me in enhancing reading, speaking and writing skills</i>	Pearson							
	Correlation	.000	-.017	-.013	-.023	-.054	1	-.026
	Sig. (2-tailed)	.998	.799	.849	.740	.428		.708
	N	215	215	215	215	215	215	215
<i>Universities</i>	Pearson							
	Correlation	-.116	-.156*	-.154*	.151*	.021	-.026	1
	Sig. (2-tailed)	.091	.022	.024	.026	.755	.708	
	N	215	215	215	215	215	215	215

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

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

### ***RQ2: What are the barriers in using Social Media platforms?***

The results pertaining to the barriers in using SM platforms acknowledged by the students to the survey show that interestingly, lack of adequate security and lack of reliability of information are major barriers (71.62 percent, n = 154). Secondly, *distraction of engagement* is second prominent barrier put up by the respondents, while lack of university encouragement appears to

be third highly claimed barriers by the students (distraction of engagement: 53.02 percent, n = 114; lack of university encouragement: 50.69 percent, n = 109). On the other hand, least acknowledged barrier in accessing SM in education is *lack of confidence* (12.09 percent, n = 26).

Table-4: Barriers to adoption of social networking tools for informal scholarly communication								
Barriers	HCU		IFLU		PU		Total	
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
Lack of digital literacy	17 (21.25)	63 (78.75)	11 (18.33)	49 (81.66)	23 (30.66)	52 (66.66)	51(23.72)	164(76.27)
Lack of adequate training	19 (23.75)	61 (76.25)	8 (13.33)	52 (86.66)	16 (21.33)	59 (78.66)	43(20)	172(80)
Lack of confidence	7 (8.75)	73 (91.25)	6 (10)	54 (90)	13 (17.33)	62 (82.66)	26(12.09)	189(87.90)
Lack of university encouragement and incentives	47 58.75)	33 (41.25)	34 (56.66)	26 (43.33)	28 (37.33)	47 (62.66)	109(50.69)	106(49.30)
Lack of essential software or hardware	23 (28.75)	57 (71.25)	28 (46.66)	22 (36.66)	31 (41.33)	44 (58.66)	82(38.13)	123(57.20)
Lack of adequate security on the Internet	59 (73.75)	21 (26.25)	44 (73.33)	16 (26.66)	51 (68)	24 (32)	154(71.62)	61(28.37)
Lack of Reliability of information on Internet	53 (66.25)	27 (33.75)	41 (68.33)	19 (31.66)	60 (80)	15 (20)	154(71.62)	61(28.37)
The Internet policy use is limited and restricted	36 (45)	44 (55)	26 (43.33)	34 (56.66)	17 (22.66)	58 (77.33)	79(36.74)	136(63.25)
Complexity of using the technology	27 (33.75)	53 (66.25)	19 (31.66)	41 (68.33)	14 (18.66)	61 (81.33)	60(27.90)	155(72.09)
It distracts my engagement	38 (47.5)	42 (52.5)	33 (55)	27 (45)	43 (57.33)	32 (42.66)	114(53.02)	101(46.97)

**RQ3. Does Social Media help in discussion with faculties/peers?**

As far as RQ3 is concerned, result confirms (*see table 6*) with mean value (2.94) that majority of the respondents to the survey do agree with SM platforms help in healthy discussion with faculties and peers.

**RQ4. For what educational purpose SM is used more?**

In terms of SM platforms used in education, the results demonstrate (*see table 5*) that largest chunk of respondents believe SM is useful for preparing assignments (33.48 percent, n = 72), while preparing PPTs and making notes come in the list respectively (27.44 percent, n = 59; 24.65 percent, n = 53). Whereas, SM tools are least useful for understanding course contents (5.58 percent, n = 12).

**Table-5: Purpose of using Social Media in Academia**

<i>Purpose</i>	UoH (%)	EFLU (%)	PU (%)	Total (%)
<i>Understanding Course contents</i>	9 (11.25)	1(1.66)	2 (2.66)	12 (5.58)
<i>Preparing Assignments</i>	28 (35)	26 (43.33)	18 (24)	72 (33.48)
<i>Preparing PPTs</i>	18 (22.5)	20 (33.33)	21 (28)	59 (27.44)
<i>Making Notes</i>	16 (20)	9 (15)	28 (37.33)	53 (24.65)
<i>Others</i>	9 (11.25)	2. (3.33)	6 (8)	17 (7.90)

Level and extent of using SM tools for education purpose with mean value	Name of University	Strongly Yes ( % )	Yes ( % )	Can' t Say ( % )	No ( % )	Strongly No ( % )
Social media helps me in enhancing reading, sneaking and writing skills. (mean = 2.69)	UoH	14 (17.5)	29 (36.25)	16 (20)	12 (15)	9 (11.25)
	EFLU	10 (16.66)	17 (28.33)	20 (33.33)	10 (16.66)	3 (5)
	PU	15 (20)	20 (33.33)	16 (26.66)	15 (25)	9 (15)
You are satisfied with the use of social media in education ( mean = 3.07)	UoH	7 (8.75)	18 (22.5)	19 (23.75)	20 (25)	16 (20)
	EFLU	7 (11.66)	9 (15)	14 (23.33)	23 (38.33)	7 (11.66)
	PU	16 (26.66)	19 (25.33)	17 (22.66)	12 (16)	11 (14.66)
Social media helps to keep up-to-date about my class lecture if I miss the class. ( mean = 2.95)	UoH	13 (16.25)	11 (13.75)	17 (21.25)	22 (27.5)	17 (21.25)
	EFLU	9 (15)	15 (25)	19 (31.66)	10 (16.66)	7 (11.66)
	PU	19 (25.33)	19 (25.33)	11 (14.66)	14 (18.66)	12 (16)
SM helps to prepare assignments/ PPTs/seminars more effectively. ( mean = 2.78)	UoH	17 (21.25)	20 (25)	12 (15)	19 (23.75)	12 (15)
	EFLU	13 (21.66)	20 (33.33)	8 (13.33)	12 (20)	7 (11.66)
	PU	9 (15)	25 (33.33)	23 (30.66)	9 (12)	9 (12)
Social medias helps in healthy discussion about my study with neers/faculties. ( mean = 2.94)	UoH	13 (16.25)	17 (21.25)	22 (27.5)	18 (22.5)	10 (12.5)
	EFLU	6 (10)	17 (28.33)	20 (33.33)	11 (18.33)	6 (10)
	PU	8 (10.66)	20 (26.66)	24 (32)	10 (13.33)	13 (17.33)
Social media has bright future in educational settings. ( mean = 2.91 )	UoH	14 (17.5)	13 (16.25)	18 (22.5)	20 (25)	15 (18.75)
	EFLU	8 (13.33)	16 (26.66)	19 (31.66)	10 (16.66)	7 (11.66)
	PU	19 (25.33)	19 (25.33)	11 (14.66)	14 (18.66)	12 (16)

**Table-6: Level and extent of using SM tools for education purpose**

## **Conclusion**

Our study found all the respondents are using social media platforms that clearly indicate SM tools' popularity among the youth. The study further points out YouTube as the most preferred SM platform, which supports the finding of (Mansour, 2015) and contradicts many previous studies (Aljuboori et al., 2020; Fasaie & Adegbilero-Iwari, 2016; Wickramanayake & Muhammad Jika, 2018). It is worth mentioning that most students accept that it has a bright future in terms of use in academia. It confirms that most of the students access social media platforms through smartphones that are similar to (Wickramanayake & Muhammad Jika, 2018) and contrary to the finding (Al-Aufi & Fulton, 2015). Surprisingly, the research results find that many students deny that SM tools help enhance reading, writing, and speaking skills.

However, the study has taken only three central universities into its consideration. The population of the study is also only limited to the post-graduate students of these universities. Therefore, the results of other studies may differ from it. Further, separate study can be carried out only to faculties among the various universities or more extensive research such as Structural Equation Model (SEM) based study can be done to generalize the results. Since, the current study is unique of its own kind in India scenario therefore; it helped to understand the role of social media in collaborative teaching-learning environment among the post-graduate students in India.

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