Motivations for Use of Social Networking Sites In Relation To Environment Awareness among College Students

Dr. Anjali Puri
Asstt. Professor, Govt. College of Education
Sector 20-D, Chandigarh

Abstract: The present study was undertaken to study the different motivations for use of Social Networking Sites for creating Environment Awareness. Four motivations namely: Social connectivity, Recognition, Entertainment and Information of using Social Networking Sites were undertaken. A sample of 200 college students of age 18-24 years was raised from the colleges of Chandigarh. t-test and Co-efficient of correlation were used to analyze the data. The results of the study showed that there exists a significant difference between boys and girls students on the dimension Social Connectivity and Entertainment. Girls students are more motivated to use the Social Networking Sites for Social Connectivity and Entertainment than boys students. For the dimensions Recognition and Information of using Social Networking Sites, there exists no significant difference between boys and girls. There exists significant relationship between Motivations for use of Social Networking Sites and Environment Awareness among College Students.

Keywords: Social Networking, Environment Awareness

Introduction

Internet today has become the necessity of the life. We cannot imagine our life without the internet. It has significantly changed our daily life activities and quality of individual’s life. Social networking sites are one of the various aspects of the internet. These sites are getting popular with each passing day and they have significantly changed our way of communication. Social networking sites today counts millions of members all over the world. A Social Networking Site provides a virtual community for people to share their daily activities with family and friends, or to share their interest in a particular topic, or to increase their circle of acquaintances. People use Social networking sites for a variety of reasons among which ease of use, allowing rapid updating, analysing and sharing the continuously increasing information, reflecting on daily life, establishing and maintaining spontaneous social contacts and relationships, supporting informal learning practices with interaction and communication and facilitating delivery of education are the leading ones. Thus these reasons emerged with the purpose of sharing photos, personal information, videos, profiles and related content (Ajjan & Hartshorne, 2008).

Motivation is a term that refers to a process that elicits, controls, and sustains certain behaviours. To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated towards an end is considered motivated.

Environment is a great contributor for healthy human survival. Merriam Webster Dictionary defines environment as the conditions that surround someone or something : the conditions and influences that affect the growth, health, progress, etc., of someone or something.

It is primary responsibility of all the survivors of this planet to be aware about environment and the means to conserve the environment. Pachmama Alliance (2016) defines Environmental awareness as to understand the fragility of our environment and the importance of its protection. Promoting environmental awareness is an easy way to become an environmental steward and participate in creating a brighter future for our children.

Our Environment is our precious possession, the one which we have inherited from our forefathers and which our children are going to inherit from us. It is the social and moral responsibility of all human beings to hand over the clean and green environment to the coming generations. A number of factors can contribute to this obligation and a major among them is the use of social networking sites. The researcher thought the importance of this study as the results can pave the way for the
positive use of social networking sites for creating environmental awareness.

**Review of Literature:**

**Gross (2004).** studies the adolescents’ online Internet activities, its impact upon their lives. She also tries to find out the reasons of using social networking sites by the adolescents and also the kind of topics adolescents are discussing while interacting with each other online.

**Valkenburg (2005)** found that 50% of Dutch adolescents who experimented with identity through instant messaging had three primary reasons for doing so: to explore themselves through feedback from others, to compensate for social limitations of shyness, and to facilitate social relationships.

**Boyd (2007)** analyzed the role of social networking sites in the life of teenagers. He also enquired that how youth engage through social network sites today providing long-lasting insights into identity formation, status recognition, and peer-to-peer sociality.

**UNEP Report (2007)** stated that Environmental education and awareness raising can include any of the following types of activities: • Reorienting current education and awareness programs to include environmental dimensions; • Basic education and awareness programmes (e.g., in schools); • Adult and community education and awareness programmes; and • Education, training, and awareness programmes for professional, technical, and vocational personnel.

**Hannah (2002)** inferred on the basis of a study that role of media in creating environmental awareness is definitively a dominant one. On the one hand, the results of the household survey show that more than half of the interviewees (52%) are convinced that the information provided by media has been most important in making them aware of environmental problems, followed by 38% who thought that it was their own confrontation with pollution in everyday life, while education at school or other institutions was considered to be most important in creating environmental awareness by only 7% of the interviewed persons.

**Objectives of the Study**

1. To study the difference between boys and girls students for the motivations for use of Social Networking Sites on the dimensions of social connectivity, recognition of motivations, entertainment of motivations and information of motivations.

2. To study the difference between boys and girls students for the variable of Environment Awareness.

3. There will be no significant relationship between Motivations for use of Social Networking Sites and Environment Awareness among College Students.

**Hypotheses**

1. There exists no significant difference between boys and girls students on the dimensions of social connectivity, recognition of motivations, entertainment of motivations of motivations and information of motivations for use of social networking sites.

2. There exists no significant difference between boys and girls students on the variable of Environment Awareness.

3. There exists no significant relationship between Motivations for use of Social Networking Sites and Environment Awareness among College Students.

**Design of the Study**

The ‘Desciptive Survey’ method was used in the present investigation. t values were calculated for the boys and girls to find out if there exists significant difference between boys and girls on the various dimensions of motivation for use of Social Networking Sites and Environment Awareness. Coefficient of Co-relation was calculated to find the relationship between Motivations for use of Social Networking Sites and Environment Awareness among College Students.

**Sample**

In the present study, there is a total sample is of 200 college students- 100 men and 100 women were taken randomly from various Govt. Colleges of Chandigarh. Age limit of students were 18-24 years.

**Tools used**

1. “Motivations for use of Social Networking Sites” by Tomer (2012). The tool consists of 42 items. Out of 42 items 31 were positive and 11 were negative items based on four dimensions. These dimensions are:

   - Social Connectivity
   - Recognition
   - Entertainment
   - Information

2. Questionnaire on Environment Awareness designed by the Researcher

   **Statistical Techniques**

   - t-test and Pearson Coefficient of Co-relation were used to test the various hypotheses.
TABLE 1

Showing t-ratio between boys and girls on the dimensions of Social Connectivity, Recognition, Entertainment and Information of Motivations for use of Social Networking Sites.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean Boys</th>
<th>Mean Girls</th>
<th>t-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Connectivity</td>
<td>21.75</td>
<td>25.38</td>
<td>2.59</td>
</tr>
<tr>
<td>Recognition</td>
<td>24.62</td>
<td>26.16</td>
<td>0.936</td>
</tr>
<tr>
<td>Entertainment</td>
<td>13.88</td>
<td>16.61</td>
<td>2.48</td>
</tr>
<tr>
<td>Information</td>
<td>15.51</td>
<td>15.79</td>
<td>0.309</td>
</tr>
</tbody>
</table>

Discussion based on the Table 1:

From the above table 1, for the dimension Social Connectivity calculated t value is 2.59 which is significant at 0.01 level of significance. Hence our null hypothesis stating that there exists no significant difference between boys and girls on the dimension of social connectivity for motivation for use of social networking sites is rejected. There is a significant difference between boys and girls for the dimension of Social Connectivity. Mean of girls (25.38) is more than the mean of boys(21.75), so girls are more motivated for socially connections through the Social networking Sites than the boys.

For the dimension Recognition calculated t-value is 0.936, which is insignificant. Hence our null hypothesis stating that there exists no significant difference between boys and girls on the dimension of Recognition for motivation for use of social networking sites is retained.

For the dimension Entertainment calculated t-value is 2.48 which is significant at 0.05 level of significance. Hence our null hypothesis stating that there exists no significant difference between boys and girls on the dimension of entertainment for motivation for use of social networking sites is rejected. There is significant difference between boys and girls on the dimension of Entertainment. Mean of the boys (13.88) are less than the mean of girls(16.61). So girl students feel more motivated to use Social Networking Sites for entertainment than the boys.

For the dimension Information calculated t-value is 0.309, which is insignificant. Hence our null hypothesis stating that there exists no significant difference between boys and girls on the dimension of Information for motivation for use of social networking sites is retained.

TABLE 2

Showing t-ratio between Boys and Girls on the variable of Environment Awareness

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment Awareness</td>
<td>Boys</td>
<td>100</td>
<td>109.53</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>100</td>
<td>113.86</td>
<td>1.772</td>
</tr>
</tbody>
</table>

Discussion based on the Table 2:

Table 2 represents the mean values of Boys and Girls studying in Govt. Colleges of Chandigarh towards Environment Awareness. Entries made in table 2 show that the mean score of Environment Awareness of Boys and Girls studying in Govt. Colleges of Chandigarh are respectively 109.53 and 113.86. The calculated t-ratio is 1.772 which is not significant. Thus, the null hypothesis stating that There exists no significant difference between boys and girls students on the variable of Environment Awareness is retained.

Table 3: Co-efficient of correlation between Motivations for the use of Social Networking Sites and Environment Awareness

<table>
<thead>
<tr>
<th>Variables</th>
<th>Social Intelligence</th>
<th>Adjustment</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivations for the use of Social Networking Sites</td>
<td>1</td>
<td>0.866</td>
<td>0.01</td>
</tr>
<tr>
<td>Environment Awareness</td>
<td>0.866</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Table 3 reveals that the value of co-efficient of correlation between Motivations for the use of Social Networking Sites and Environment Awareness was 0.866 which is statistically significant at 0.01 level indicating that there is significant relationship between Motivations for the use of Social Networking Sites and Environment Awareness of Govt. College students of Chandigarh. Hence the hypothesis that There exists no significant relationship between Motivations for use of Social Networking Sites and Environment Awareness among College Students is rejected.

References