

Chapter 2

Empirical Investigation of Engineering Students' Self-Expressions in Social Media

P. Meena Kumari

ICFAI Foundation for Higher Education, Hyderabad, India

P. Jagdish Kumar

 <https://orcid.org/0009-0009-0840-058X>

ICFAI Foundation for Higher Education, Hyderabad, India

J. Jeelan Basha

 <https://orcid.org/0009-0005-7283-5458>

REVA University, Bengaluru, India

Manikandakumar Muthusamy

 <https://orcid.org/0000-0003-2648-7139>

Christ University, Bangalore, India

K. Natarajan

 <https://orcid.org/0000-0003-4007-0348>

Christ University, Bangalore, India

ABSTRACT

The way individuals connect and communicate has been completely transformed by social media platforms, enabling instantaneous interaction with friends, family, and communities, regardless of physical distance or geographical boundaries. These platforms empower young individuals to create and maintain extensive social

DOI: 10.4018/979-8-3693-8734-4.ch002

networks, fostering both personal and professional relationships while encouraging constant interaction. This study aims to delve deeper into the variations in how late adolescents and emerging adults perceive the appropriateness of expressing emotions across various social media platforms. The focus is particularly on engineering college students, a demographic known for its active engagement with digital technology and online platforms. The study examines differences based on gender and age, analyzing how these factors influence the expression of emotions on social media. The discoveries shed light on nuanced interactions between these variables, offering a deeper understanding of how young individuals navigate the digital world.

1. INTRODUCTION

In the digital era of unparalleled connectivity and social media dominance, the way individuals express emotions has undergone a significant transformation, particularly among the student population (Azzaakiyyah, 2023). The widespread adoption of platforms like WhatsApp, Instagram, Facebook, and X (Twitter) has not only redefined how people communicate but has also created a virtual canvas for showcasing emotions and personal experiences (Curci, & Rimé, 2012). For students, these platforms act as more than just communication tools—they serve as essential outlets for expression to share their feelings and experiences with a broader listener. These media provide a unique space where students can articulate their emotions in various forms, including text posts, images, videos, and even memes. Whether celebrating achievements, seeking support during challenges, or expressing daily joys and frustrations, students often find these platforms an ideal medium for emotional release and interaction. The accessibility of these platforms allows for immediate emotional connections, helping students feel heard and validated in their personal and social networks (Yang et al. 2021). They also provide a versatile medium for self-expression, enabling users to share their emotions, seek support, and find solace during times of distress or joy.

Furthermore, the dynamic features of these platforms, such as comments, reactions, and direct messaging, foster a sense of community, encouraging open discussions about emotions. This virtual environment not only enhances communication but also shapes the emotional landscapes of learners, enabling them to navigate the complexities of academic and personal life in a connected world. By offering a space for sharing personal experiences, thoughts, and emotions, social media often becomes a vital tool for emotional well-being and community building.

They use various approaches in the social media platforms to express their social media as follows

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/empirical-investigation-of-engineering-students-self-expressions-in-social-media/371551

Related Content

Revisiting Equity, Equality, and Reform in Contemporary Public Education

Marquis C. Grant (2021). *Emerging Strategies for Public Education Reform* (pp. 84-125).

www.irma-international.org/chapter/revisiting-equity-equality-and-reform-in-contemporary-public-education/272857

A Global Game

(2025). *Narratives of Pedagogical Development and Navigation of Educational Contexts* (pp. 121-128).

www.irma-international.org/chapter/a-global-game/383779

The Evolution of the Community College President in the 21st Century

Adam Morrisand Keith Zoromksi (2021). *Handbook of Research on the Changing Role of College and University Leadership* (pp. 36-49).

www.irma-international.org/chapter/the-evolution-of-the-community-college-president-in-the-21st-century/276597

Discipline: A Legal Perspective

Herman R. Moncure (2022). *Approaching Disparities in School Discipline: Theory, Research, Practice, and Social Change* (pp. 52-74).

www.irma-international.org/chapter/discipline/311609

Fostering Problem-Based and Challenge-Based Learning Through Students' Engagement in Hackathons: The Case of YEESI Lab at SUA

Joseph Philipo Telemala, Kadegehe Goodluck Fue, Alcardo Alex Barakabitze, Camilius A. Sangaand Glen C. Rains (2024). *Empowering Students and Elevating Universities With Innovation Centers* (pp. 182-206).

www.irma-international.org/chapter/fostering-problem-based-and-challenge-based-learning-through-students-engagement-in-hackathons/344722