IMPACT OF SOCIAL MEDIA ON STUDENT'S ACADEMIC PERFORMANCE

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ABSTRACT

India is the third biggest country in terms of internet users in the world, with a high social and mobile audience. Social networking sites like Facebook, Twitter, Orkut, etc diverting students from their studies. Students spend more time on social media than they do do using personnel email. Even Though, there is loss of privacy and safety, social media provides opportunities for connecting with friends, classmates, and people with shared interest. Today, the main aim of the student should be education and their future career. However, many students rely on the accessibility of information on social media. That means reduced focus on learning and retaining information. The study also points out the popularity of social networking sites among students community. The social networking sites and social media have revolutionized the world, bringing us closer than ever before. However, students can exploit this and use it for a better life, a better tomorrow. It should be used to connect, stay in touch, share views but not waste time on. The sample size for the study is 100. A questionnaire is designed to determine the various factors of social media that have impact on student's education. Variables identified are gender, education, social influence, and academic performance.

KEYWORDS

Social Networking Sites (SNS), Education Performance, Social Media, Academic Performance etc.

INTRODUCTION

As we are living in a networking era, the tremendous growth of the internet has a high impact on the development of the students in which they interact and socialize. During this era, communication is the most popular term. Today, communication revolution brought us together regardless of geographical boundaries. The internet offers a wide variety of communication tools. Billions of people use facilities like search engines, web pages, e-mails, Really Simple syndication (RSS), e-journals, e- newspapers, internet banking, internet telephony, conferencing, multi-media sharing, online news rooms, social networking etc.Today internet is an essential communication medium in professional as well as personal life. This research will detailed the impact of using social networking sites on student's academic performance. Literature analyzed that the social networking websites are not designed for negative impact but we noticed in our daily life that students become addicted to social networking websites. This research contribution will analyze the pros and cons aspects of social networking on education. The widespread use of media among college students from texting to chatting on cell phones to posting status updates on Face book may be taking an academic toll.

REVIEW OF LITERATURE

Though social media can increase student learning through student interactions, challenges arise when social media are incorporated into an academic course. The assumption that students are familiar with and agreeable to using certain types of social media can cause educators to inadvertently fail to provide the resources or encouragement necessary to support student usage and learning (Cole, 2009; Väljataga & Fiedler, 2009). Arnold and Paulus (2010) found that even when social media is used for an educational purpose, students incorporate the technology into their lives in a way that may differ from the intentions of the course instructor. For example, off-topic or non-academic discussions occur on social media because of its primary design as a social networking tool (Lin et al., 2013). Further, as a student's age increases, the frequency of off-topic discussions also increases (Lin et al., 2013). This indicates that while social media may encourage broader discussions of course content, older students may spend more time than younger students engaging in unrelated discussions. Social media can also negatively affect student GPA as well as the amount of time students spend preparing for class (Annetta et al., 2009; Junco, 2012b). One explanation for this impact is that social media provides too much stimulation and therefore can distract students from completing their coursework (Hurt et al., 2012; Patera et al., 2008). Another reason for this may be that students who spend more time on social media may have difficulty balancing their online activities and their academic preparation.

Social media can also be a challenging instructional strategy to incorporate because it attempts to balance the authority of the educator with the active participation of the students. Collaboration through social media supports more of a constructivist approach to learning, where students and educators can work together to co-create understanding of a particular topic, rather than an approach that emphasizes individual contributions (Stevens, 2009). As a result, students and educators become equal participants in the knowledge sharing process. Though this seems beneficial for creating and disseminating knowledge, social media can also become a privacy concern (i.e. cyber-plagiarism) as well as an outlet for abuse and cyber-bullying (Chen & Bryer, 2012; Frye et al., 2010; Jackson, 2011; Smailes & Gannon-Leary, 2011). This suggests that establishing standards for social media use should include behavior and attitude guidelines similar to those enforced in the classroom.

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According to Kuppuswamy and Shankar (2010) social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. Based on the above statement we can say that social networking sites may badly affect the academic life and learning experiences of the student. Trusov, Bucklin, and Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years.

This research is conducted to explore the affect of social networking websites and its impact on academic life and learning experiences of students. As Kuppuswamy and Shankar (2010) explained that the social networks grabs the total attention and concentration of the students and diverts it towards non educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs. Students and teenagers mostly use social networks for time killing and sake of enjoyment but it has been analyzed that internet use for education purpose and any appropriate task including online tutorials, online lectures and education material downloading is very good but use of internet for only social network is very useless perhaps dangerous.

Some of the appropriate and un-negligible statements that fascinated us to conduct this research are stated below:

Benzie (2007) noted that the Canadian government prohibited employees from Facebook.com. In the same way, Boyd & Ellison (2007) also pointed out that the U.S. Congress has proposed legislation to ban youth from accessing social networking websites in schools and libraries. When the highly developed nations take stands over the use of social networking websites and cannot allow these social networking websites for countrymen, youth, students and working people, then the need is felt to see into that either social networking websites adversely effects students or not. This research mainly focuses on such factors that affect student's academic life and learning experience.

This research will explain and detail presents the impact of using social networking websites on student academic life and learning experience. Literature analyzed that the social networking websites are not designed for negative impact but we have noticed in our daily life that students become addicted to social networking websites. This part of research contribution will analyze the reality and gap between the positive and negative impact and aspects of social networks on education. Charlene Li et al., (2007) estimated that students are more likely to use social networking websites; nearly 47% of teenagers (12 to 17year olds) and 69% of young adults (18 to 21year olds) and 20% of adults (18+) use social networking sites, and only 20% use them to contact other people.

OBJECTIVES OF STUDY

- To determine how social networking websites affects student's academic performance.
- To understand the impact of social networking sites on education system.
- To explore the consequences of social networking sites in education system.
- Purpose behind the usage of social networking sites.

THEORETICAL FRAMEWORK

This theoretical framework shows the dependency and independency of factors gender, frequent use of networking sites. Use of social networking websites depends upon the above four factors so use of social networking is dependent and the above four are independent variables; Whereas, the academic performance depends upon the use of social networking websites in this case, academic performance is a dependent variable and the use of social networking sites is an independent variable.

Figure-1
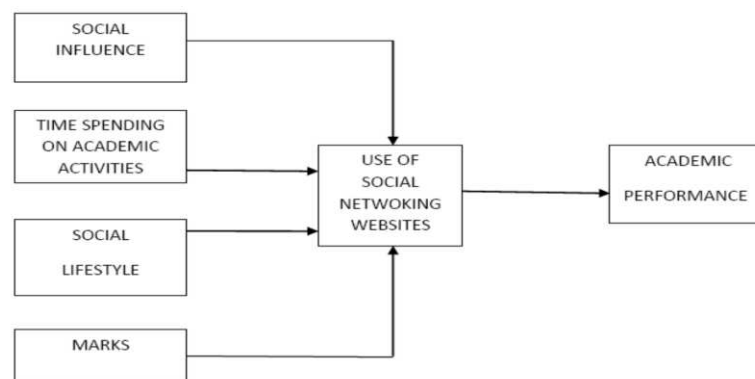
Sources: Authors Compilation

RESEARCH METHODOLOGY

Data Collection:
According to this study, the primary data is used. The primary data for this research study will be collected through a questionnaire; the data of questionnaire was collected from 100 respondents. In addition, this collected data lead this research study to the exploration of the impact of social media on student's education performance. At the same time, literature review of this research study will provided the secondary. Source of secondary data, which is, gathered from published research articles.

Sample Size:
100 respondents were only students, who filled a questionnaire. The data collected were carefully assessed to the statistical software i.e. SPSS and the results were taken, as they were required for the analysis of this research study.

Sampling Techniques:
Judgement sampling has been used for data collection.

RESULTS AND ANALYSIS

Frequent Visit to Social Networking Sites and Marks

Ho: There is no significant impact on frequency of social media usage and academic performance.
H$_1$: There is a significant impact on frequency of social media usage and academic performance of students.

Table-1

	Calculated Value	df	Asymp. Sig. (2-sided) P	Table value
Pearson Chi-Square	41.355(a)	15	0.00	25.00

Sources: Authors Compilation

Inference: At 5% level of significance, P = 0.00, therefore P value is less than 0.05.
Hence, **Ho** is rejected; therefore, there is a significant impact of social media usage and student's academic performance.

Analysis on Student's Late Submission of Assignment and Time Spending on Social Networking Sites

Ho: There is no significant impact on late submission of assignment and time spending on social networking sites.
H$_2$: There is a significant impact on late submission of assignment and time spending on social networking sites.

Table-2

	Calculated Value	df	Asymp. Sig. (2-sided) P	Table value
Pearson Chi-Square	16.540(a)	3	0.001	7.82

Sources: Authors Compilation

Inference: At 5% level of significance, P=0.001.therefore P value is less than 0.05.
Hence, **Ho** is rejected; therefore, there is a significant impact on late submission of assignment and time spending on social networking sites.

Analyses on Impact of Viewing Social Networking Sites on Cell Phone and Lifestyle Influences

Ho: There is no significant impact on viewing social networking sites on cell phone and lifestyle influences.
H$_3$: There is a significant impact viewing social networking sites on cell phone and lifestyle influences.

Table-3

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Table value
Pearson Chi-Square	3.941(b)	1	0.047	0.065	0.038	3.84

Sources: Authors Compilation

Inference: At 5% level of significance P= 0.038, therefore P value is less than 0.05.
Hence, **Ho** is rejected; therefore, there is a significant impact viewing social networking sites on cell phone and lifestyle influences.

Analysis on Often Visit to Social Networking Sites and Negative Impact on Social Networking Sites among Students

Table-4

	Value	df	Asymp. Sig. (2-sided) P	Table value
Pearson Chi-Square	41.880(a)	20	0.003	31.41

Sources: Authors Compilation

Ho: There is no significant impact on frequent visit to social networking sites and negative impact on social networking sites among students.
H$_4$: There is a significant impact on frequent visit to social networking sites and negative impact on social networking sites among students.
Inference: At 5% level of significance, P=0.003, therefore P value is less than 0.05.
Hence, **Ho** is rejected; therefore there is a significant impact on frequent visit to social networking sites and negative impact on social networking sites among students.

Analysis on More Time Spending on Social Networking Sites and Social Networking Sites Influence Lifestyle among Students

Ho: There is no significant impact on more time spending on social networking sites and these websites create negative impact among students.
H$_5$: There is a significant impact on more time spending on social networking sites and these websites create negative impact among students.

Table-5

	Value	df	Asymp. Sig. (2-sided) P
Pearson Chi-Square	8.360(a)	3	0.039

Sources: Authors Compilation

Inference: At 5% level of significance=0.039, therefore P value is less than 0.05.
Hence**, Ho** is rejected; therefore, there is a significant impact on more time spending on social networking sites and these websites create negative impact among students.

Analysis of Students Learning from Social Networking Sites related to their Studies and their Academic Performance

Ho: There is no significant impact on students learning from social networking sites related to their studies and their academic performance.
H$_6$: There is a significant impact on students learning from social networking sites related to their studies and their academic performance.

Table-6

	Value	df	Asymp. Sig. (2-sided) P
Pearson Chi-Square	4.85707	6	0.562271

Sources: Authors Compilation

Inference: At 5% level of significance=0.562, therefore P value is greater than 0.05.
Hence, **Ho** is accepted; therefore there is no significant impact on students learning from social networking sites related to their studies and their academic performance.

RESULTS OF STUDY

A total of 100 students surveyed for the study. Gender analysis shows that male students mostly use social networking websites and the total average of male students who uses social networking websites is 72 % of total population. Male, commonly uses social networking websites for knowledge.

People mostly use social networking websites due to influence of their friends and the total average of the people who uses social networking websites due to their friends influence is 68% of total population.

Academic performance analysis with use of social networking websites shows that the students having 69% marks mostly use social networking websites and the total average of students scoring 60- 80 % is 69% of total population. Students who scored 60-80% of marks generally use social networking websites for entertainment.

SAFETY MEASURES TO SOCIALIZE

- A cyber criminal, putting identity and accounts at risk, could steal personal information.
- The personal information sharing online could give cyber criminals enough to piece email address and password.
- Cyber criminals could gain access to any account that has a password recovery service and use any saved information to make purchases.
- Links in messages from cyber criminals posing as someone know could be a part of a phishing attack trying to trick into sharing personal information or contain malware that infects computer.
- Geotagged photos are photos that have geographical information, like current location, added to them – and today, most smart phones and digital cameras have a function that automatically geotags all photos unless turn it off.
- When updating status on a regular basis, it could tip someone off to routine, and invite real-life threats like robberies, break-ins or stalking.
- If you add "friends" you do not know, you could become the victim of a fraud.
- Apps deleted from account may not be fully deleted – the creator may still have access to the information.
- Choose a strong password that could be changed often.
- The Take time to set privacy setting to control who can see what.
- Always think carefully about any information chooses to share online.

CONCLUSION

In this paper, a result of the survey of impact of social networking sites has been presented and discussed. It is found that students are very fond of using face book, twitter, YouTube and orkut.Paying attention to their academic progress and addressing any issues will go a long way towards keeping the negative aspects of social media from influencing their studies. However, faculties and students are now pushing learning beyond the borders of the classroom through social networking. Which move also comes with hurdles, including the fact that many colleges still block access to such sites within their walls? Most of the information put on the social media is fake, or half-truth. While going go through this information we feel annoyed on one hand and develop the same habit of posting misleading information on the other. The students are getting addicted to the sites day by day the number of users is on the rise. This proves that e- world is taking its toll over the real world. For the sake of numbers, they have many friends, but in reality, they are devoid of good friends. Students are becoming individualistic. Social values are vanishing. Finally, I would like to conclude my paper by the appropriate, balanced and socially approved use of social networking sites. With wisdom along with rationale thinking, too much of anything is good for nothing. This is a universal truth, one should be cautious when using new technologies.

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