

EFFECTS OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF THE STUDENTS

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ABSTRACT

Social Media are growing rapidly among the young generation of the world. School age students widely engaged using Social Media. So, they will affect students personal and academic live. Thus, this study is designed to find out the Effects of Social Media on the academic performances of students in Cuddalore District. Survey method was adapted to collect the relevant data for the study. 1000 were selected as sample. Random sampling technique was employed for sample selection. Subsequently, Statistical Technique was applied to analyze the data. It was concluded that in despite of public views concerning the misuse of social media among students in the society, most of the school students were interested to use social media positively for their academic purpose. This indicates that the social media impacts the academic performance of the students. Therefore the social media contributes to improve the academic performance of the students. However, results of ANOVA showed that there is significant differences between academic achievement and impact of social media among Students. Teacher Educators and students can use social media as teaching and learning tool to ease and improve learning process.

Keyword: Social Media, Academic Performance, School Students.

Introduction

The most commonly used method for communication is social media networking. It is being used by individuals belonging to every walk of life. Social media was widely accepted by public. There are numerous online networking platforms that include but are not limited to Facebook, twitter, Instagram, Pinterest, YouTube, LinkedIn, Google+, Flickr, snapchat, vine, Tumblr. The capacity of Social Media networking to spread valuable data quickly has made it the quickest developing method of association. Social media has changed numerous businesses, however the most impact of it is in the classroom teaching and the overall education system. The use of digital technology in education has attracted much interest in the recent years. It is a common expectation for academic staff and administrators to investigate options to ensure the learning environment is modern, relevant and capable of producing graduates with attributes aligned with the work environment and their career expectations. Students engage with campus life carrying highly sophisticated computing devices in their pockets. Frequently these students have used these devices for a variety of purposes, which are unrelated to learning, thus highlighting a crucial disconnect exists. Institutes of higher education are concerned that both their staff and students are digitally literate, in the manner of learning delivery or method of instruction. Social media networking usage refers to online space that is used by students to connect, share, communicate, establish or maintain connection with others for academic and socialization purposes. Social media networking as a communication medium is rising quickly, mostly in the prosperous development of applications for mobile devices.

Social Media

Social media is computer-mediated tools that allow student to create, share and exchange the information, ideas, pictures, videos for virtual communities and learners. The issue of using the social media in the classroom has been a controversial topic for several years. Many parents and educators have been fearful of the repercussions of having the social media in the classroom. Social media is growing rapidly throughout the world. More adults and teenagers are joining sites such as Facebook, MySpace, Skype, WhatsApp and Twitter to interact with friends, family, and strangers. Social networking sites also enable community involvement in locating expertise, sharing content and collaborating to build content, and allow knowledge workers to extend the range and scope of their professional relationships. Social media networking allows researchers to draw from a social network of information and people outside of their traditional circle of friends. ResearchGate is an example of social networking platform for researchers. Social networking helps teachers promote reflective analysis and the emergence of a learning community that goes beyond the institutional walls. Facebook website of a teacher disclosed large amounts of information, anticipated higher levels of motivation and affective learning, indicating positive attitudes toward the course and the teacher. Social networking also offers educators an excellent platform to forge their own professional identity by sharing with other colleagues and debating ideas, allowing them to extend their professional relationships. Social networking sites may provide helpful information to educators and help them deal with certain situations better. Students may also feel more comfortable

approaching teacher educators who are present and friendly or who interact casually with them on Facebook, WhatsApp and ResearchGate; it gives students the encouragement they need.

Social Media in Education

Social media networking is sharing and generating knowledge, and all of these features are of great value in the context of higher education. Social media plays an important role in the field of education and student's life. It is easier and convenient to access the information, provide information and communicate via social media. Teachers and students are connected to each other and can make use of these social media platforms for the working of their education. Professors are expanding their Social Media usage to host live lectures, offer off-hours support for students, or even host student debates. Social media helps Teacher Educators to be connected to their students off campus as well as with their ex-students. Teacher Educators use social media as a way of teaching by creating groups and accounts for students where the information can be accessed. Teacher Educators can share ideas with each other and point students to Skype, WhatsApp, LinkedIn and Facebook. Teacher Educators create hash tags that allow students to tag their academic posts, and view submissions to see what the collective has creatively produced. One of the main reasons behind professors adapting to social media in classrooms is that they can do teach the students via social media. Not only they are able to make the work easy but also are developing themselves professionally, creating a name for them in the community. Facebook, Twitter, Blogs and YouTube are the examples where you can see professors doing excel in their work.

These social media platforms are highly accessed and hence can help professors in getting the high reputation in their profession. WhatsApp, Blogs and wikis are preferred for teaching and learning process, while Facebook or LinkedIn are used more for social and professional connections. Social Media for Community Building is the missing piece of the puzzle for Admissions departments, Enrolment Management departments, Public Relations and Student Services departments that are seeking to engage their audiences using social media. In every college and university, social media is being integrated in classroom teaching as maximum as possible, including admissions, campus life, alumni relations. Student and Teachers are intimately involved with social media at every stage. If academicians are missing onto the usage of social media they will push away a lot of potential audience. Using it in Higher Education Institutions can prove to be a very effective measure.

Social Media in Teaching and Learning

Social media such as Facebook, Twitter, Google Plus, and Flickr, as well as open social practices such as blogging, are being used in learning for the purpose of convenient communication with peer group students and potentially with others outside the class such as students of the same topic and subject experts. The fact that these social media are generally open to the world implies a need to carefully consider the risks of openness as well as need for ongoing communication with students in order to address their academic and deal with issues in the use of social media as they arise. These risks are counter-balanced by the academic benefits of open discussion and academic debate in authentic online environments. A new area of social media is increasing in popularity that is focused on building relationships with students outside of the classroom.

The advantages of using social media for educational purpose are far ranging. A study stated that the use of social media tools improved the student's learning opportunities, allowed for real-time communication outside the classroom, fostered collaborative opportunities, and enhanced creativity. Students can watch educationally relevant videos or exchange information about what they have watched and learned, and then join online to further discuss with teachers. Even the teachers also can learn from the students during social networking interactions. Similarly, a teacher can supervise students while they are learning, reflecting, sharing, interacting and summarizing discussions. Social media provides a forum to contact peers and teachers from wherever they are, offering the flexibility of extended duty hours. Some social media, especially Facebook, WhatsApp, YouTube and Kaizala App, features may boost students to involve in social and creative learning progressions that extend beyond traditional educational settings and institutions.

Review of Related Literature

According to Junco et al (2010), social media are a gaggle of internet websites, services, and practices that support collaboration, community building, participation, and sharing". The growing dimension of the utilization of social media among the youth of today can't be over emphasized. Over the years, social networking among second cycle students has become more and more popular. It is how to form connection not only on campus, but with friends outside of faculty. Social networking may be a way that helps many of us feel as if they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of scholars aren't being suffering from what proportion time is spent on these sites (Choney, 2010). According to Lenhart et al., (2010), about 57% of social network users are 18-29 years old and have a private profile on multiple social media websites. In a study by Pempek, Yermolayeva, and Calvert (2009), the quantity of your

time spent daily on social network sites varied greatly. However, an analysis of the info indicated most participants spent approximately thirty minutes a day socializing, mostly during the evening hours between 9p.m to 12a.m students spent a mean of forty seven minutes a day on Facebook. More than 50% of school students continue a social networking sites several times each day (Sheldon, 2008). Quan-Haase and Young (2010), found that 82% of school students reported logging into Facebook several times each day . Younger students attended use Facebook more frequently than older students to stay in-tuned with friends from high school or from their hometown (Pempek et al., 2009). Many researchers like Choney (2010), San Miguel (2009) and Enriquez (2010) studies on students' use of the social media sites revealed a negative effect of the use of social media sites on students' academic performance. Nielsen Media Research study conducted in June 2010 stated that nearly 25% of students' time on the web is spent on social networking sites (Jacobsen & Forste 2011).The American Educational Research Association conducted a search and declared at its annual conference in San Diego California (2009), that social media users study less and generate lower grade (Abaleta et al, 2014). San Miguel (2009), focused on the connection between time spent on Facebook and therefore the academic performance of scholars . The overall findings indicated "more time on Facebook equals slightly lower grades". In his study, the typical facebook user had a GPA of three .0 to 3.5, while the non facebook user had a GPA of three .5 - 4.0. Also, the typical facebook user study for 1 – 5 hours per week, while the non facebook user would study 11 – 15 hours per week Enriquez (2010), revealed that students who multi-task between social networking sites and residential work are likely to possess 20% lower grades than a student who doesn't have a social networking site. He believes that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. He believes that "the problem is that the majority people have Facebook or other social networking sites, their e-mails and can be instant messaging constantly running within the background while they are completing their tasks" Choney (2010), in watching the time spend on facebook and its effect on academic performance said a user of Facebook has a mean "GPA of three .06, while non users have a mean GPA of three .82". Furthermore, a study conducted by Karpinski and Duberstein (2009), of Ohio Dominican university on college students who use social network have significantly lower mark averages (GPAs) than people who don't . They also mentioned that among various unique distractions of each single generation, Facebook remains a big distraction of current generation.

According to Khan (2009), facebook users often time experience poor performance academically. Similarly, Englander et al., (2010), posit that social media is negatively related to academic performance of student and may be a lot more momentous than its advantages. According to Kubey et al., (2010), impairment of educational performance and internet dependency are correlated by utilizing synchronous communication programme including websites and forums. Jocabesen and Forste (2011), found a negative relationship between the utilization of varied media, including mobile phones, and self-reported GPA among first year university students within the us . In Taiwan, Yen at el. (2009), identified an association between mobile use and respondents and report that respondents have allowed phone use to interfere with their academic activities. Similarly, Hong et al. (2012), reported that daily use of mobile phones is correlated with self-reported measure of educational difficulty among a sample of Taiwanese university students. In a survey of Spanish high school students Sanchez-Martinez and Otero (2009), found a correlation between "intensive" mobile use and faculty failure. However, other studies like Ahmed and Qazi (2011), Hanqittai and Hsich (2010), Pasek and Hanqittai (2009), conducted on an equivalent topic revealed no correlation between social media and students' academic performance. A study conducted at Whittemore school of Business and Economic on one thousand, 127 students revealed that there's no correlation between what proportion time is spent on social networking sites and grades (Martin, 2009). Again, University of latest Hampshire (2010) study also revealed that students' use of social media sites don't affect grades. A recent survey showed that approximately ninety percent of teens within the us have Internet access, and about seventy-five percent of those teens use the web quite once per day (Kist, 2008). This study also showed that approximately half all teens who have Internet access also are members of social networking sites, and use the web to form plans and socialize with friends (Kist, 2008). In September 2005, out of the entire adult internet users (18-29 years) 16% were using social networking site but this percentage increased to 86% in May, 2010 (www.marketingcharts.com).

Significance of Study

New developments in the technological world have made the internet an innovative way for individuals and Students to communicate through Social Networks, Social media have created a phenomenon on the internet that has gained popularity over the recent days. Students use social media sites such as Facebook, Twitter, WhatsApp and MySpace to create and sustain relationships with teachers and peers. These social media let those who use them create personal profiles, while connecting with other users of the sites. Users can upload photographs, post what they are doing at classroom and any academic activities, and send personal or public messages to whomever they choose. In this "information age," social media seems to be growing in popularity rapidly, especially among school students. The issue of using the social media in the classroom has been a

controversial topic for several years. Many parents and educators have been fearful of the repercussions of having the social media in the classroom. Social media helps Teacher to be connected to their students off campus as well as with their ex-students. Teachers use social media as a way of teaching by creating groups and accounts for students where the information can be accessed. Teachers can share ideas with each other and point students to LinkedIn and Facebook. Teachers create hash tags that allow students to tag their academic posts, and view submissions to see what the collective has creatively produced.

Though parents are worried about students' continuous use of the social media sites, many students continue to utilize these sites on a daily basis. It is against this background that this study is being conducted to find out the impact of students' use of social media on their academic work. Social Media are becoming more popular among university students and are a new way of spending free time and serve as a separate channel for finding the necessary information, both educational and entertaining. Therefore, it is necessary to examine the effect of social media on students academic performance, in particular, how the use of social networks in the academic purpose.

Objectives of the Study

The objectives of the project is to determine following in order to assist to derive outcome of the research problem.

1. To find out the Use of Social Media have any Impact on Academic Performance of the Students.
2. To find out the difference between Time Spent on Social Media and Academic Performance of the Students.
3. To find out the difference between Using Time of Social Media and Academic Performance of Students.
4. To find out the difference between Most use of Social Media Platform and Academic Performance of Students.
5. To find out the difference between Purpose of Using Social Media and Academic Performance of Students.
6. To find out the difference between Impact of Social Media on Education and Academic Performance of Students.

Hypotheses of the Study

1. There is no impact between Social Media and Academic Performance of the Students.
2. There is no difference between Time Spent on Social Media and Academic Performance of the Students.
3. There is no difference between Using Time of Social Media and Academic Performance of Students.
4. There is no difference between Most use of Social Media Platform and Academic Performance of Students.
5. There is no difference between Purpose of Using Social Media and Academic Performance of Students.
6. There is no difference between Impact of Social Media on Education and Academic Performance of Students..

Methodology in Brief

The goal of this study is to learn about the social media's impact on school students' academic performance. The investigator followed the "Survey" as method of the present study. The Questionnaire was developed and administered to the Students. The Students have responded to the questionnaire. Annual Marks of IX Standard and Half Yearly Marks of X Standard have been taken to analyse the Academic Performance of the Students. The data thus collected were put into appropriate statistical to analysis the data with the help of SPSS.

Sample for the Study

Random sampling technique was adopted to select the sample for the present study. The investigator decided to collect data from Students, which are under the jurisdiction of Cuddalore District. 1000 Students were the sample for this study.

Tools Used for the Study

Effectiveness of evaluation largely depends upon the accuracy of measurement in any research. Accuracy of measurement in turn depends on the precision of the tool. Effects of Social Media on Student's Academic Performance Scale (ESMAPS) was prepared and developed by the investigator and it was used to collect the data

for this study. The reliability and validity of the Effects of Social Media on Student's Academic Performance tool were established.

Statistical Techniques Applied

Statistical Techniques serve the fundamental purpose of the description and inferential analysis. The descriptive and differential analyses were used in the study.

Hypotheses Testing

The hypotheses formulated for the present study were tested by applying statistical techniques. Descriptive and Differential analyses were used.

Hypothesis - 1

There is no impact between Social Media and Academic Performance of the Students.

Table - 1
Impact between Social Media and Academic Performance of the Students

Variable	N	Mean of Academic Performance	S.D	t' Value
Before Starting use of Social Media	1000	233.6	35.6	24.6
After Starting use of Social Media	1000	297.2	73.5	

The above Table-1 reveals that there is a positive impact between the Academic Performance in Annual of IX standard (Before Starting use of Social Media) and Academic Performance in Half Yearly of IX standard (After Starting use of Social Media) at a significant of 0.01 level. This indicates that the social media impacts the academic performance of the students. Therefore the social media contributes to improve the academic performance of the students.

Hypothesis - 2

There is no difference between Time Spent on Social Media and Academic Performance of the Students.

Table - 2
Time Spent on Social Media and Academic Performance of the Students

Time Spent	N	Percentage	Mean of Academic Performance	S.D	F Value
Less than 1 Hour	123	12.3%	197.19	4.4	2080.3
1 - 2 Hours	265	26.5%	233.27	18.5	
3 - 4 Hours	498	49.8%	326.14	35.6	
5 - 6 Hours	114	11.4%	427.26	12.4	
Total	1000	100%	297.2	73.5	

When respondents were asked how much time they spent on their social media sites, 123 of the respondents representing 12.3% indicated that they spent less than 1Hour, 265 respondents representing 26.5% spent between 1 - 2 Hours, 498 respondents representing 49.8% spent between 3 - 4 Hours and the last group of 114 respondents representing 11.4% said they spent between 5 - 6 Hours a day on the social media sites. The above Table-2 reveals that the Students who have spent between 5 - 6 Hours a day on the social media sites have more academic performance than the counterpart.

Hypothesis - 3

There is no difference between Using Time of Social Media and Academic Performance of Students.

Table - 3
Using Time of Social Media and Academic Performance of the Students

Using Time	N	Percentage	Mean of Academic Performance	S.D	F Value
During Free Time	150	15.0%	198.88	5.4	816.7
Whilst at School	738	73.8%	297.39	52.4	
Spare Moment	112	11.2%	427.61	12.2	
Total	1000	100%	297.2	73.5	

When respondents were asked when do you use social media sites, 150 of the respondents representing 15% indicated that they use During Free Time, 738 respondents representing 73.8% use Whilst at School and 112 respondents representing 11.2% use Spare Moment on the social media sites. The above Table-3 reveals that the

Students who have used Spare Moment on the social media sites have more academic performance than the counterpart.

Hypothesis - 4

There is no difference between Most use of Social Media Platform and Academic Performance of Students.

Table - 4
Most use of Social Media Platform and Academic Performance of the Students

Most use Platform	N	Percentage	Mean of Academic Performance	S.D	F Value
Facebook	441	44.1%	262.71	42.1	842.7
Instagram	63	6.3%	211.82	3.7	
Twitter	140	14.0%	236.51	10.1	
WhatsApp	356	35.6%	378.89	38.8	
Total	1000	100%	297.2	73.5	

From the above Table-4, respondents gave the following as their most use of Social Media Platform. Facebook 441 represents 44.1%, Instagram 63 represents 6.3%, Twitter 140 represents 14% and WhatsApp 356 represents 35.6%. respectively. The analysis shows that Facebook is the most use Social Media Platform. It reveals that the Students who have used WhatsApp have more academic performance than the counterpart.

Hypothesis - 5

There is no difference between Purpose of Using Social Media and Academic Performance of Students.

Table - 5
Purpose of Using Social Media and Academic Performance of the Students

Purpose of Using	N	Percentage	Mean of Academic Performance	SD	t' Value
Academic	800	80%	320.9	62.72	26.65
Non Academic	200	20%	202.4	7.88	
Total	1000	100%	297.2	73.5	

The above Table-5, out of the total respondents of 1000 students, 800 representing 80% responded in the Academic purpose when asked if the purpose of using Social Media have improved their academic performance, 200 representing 20% responded in the Non Academic. It reveals that the Students who have used for Academic Purpose have more academic performance than the Non Academic purpose. The implication is that the use of social media for Academic purpose have improvement in their academic performance.

Hypothesis - 6

There is no difference between Impact of Social Media on Education and Academic Performance of Students.

Table - 6
Impact of Social Media and Academic Performance of the Students

Impact on Education	N	Percentage	Mean of Academic Performance	SD	t' Value
Positively	788	78.8%	317.65	67.9	20.1
Negatively	212	21.8%	221.16	31.7	
Total	1000	100%	297.2	73.5	

From the above Table-6, out of the total respondents of 1000 students, 788 representing 78.8% responded in the Positive when asked if the Impact of Social Media on their Education, 212 representing 21.8% responded in the Negative. It reveals that the Students who have used Social Media positively, it impacts on Students' Education. The implication is that the use of social media positively have improvement in their academic performance.

Conclusion

The study was conducted to examine the impact of students' use of social media on their academic performance. The study revealed that most of the students had mobile phones with internet facility and had knowledge of the existence of social media. As a result, the Students who have spent between 5 - 6 Hours a day on the social media sites have more academic performance than the counterpart. In addition, the study revealed that the Students who have used Spare Moment on the social media sites have more academic performance than the counterpart. It reveals that the Students who have used WhatsApp have more academic performance than the counterpart. It reveals that the Students who have used for Academic Purpose have more academic performance than the Non Academic purpose. The Students who have used Social Media positively, it impacts on Students'

Education. The study further revealed that most students use the social media sites to chat for academic purpose and it helped to improve their academic performance.

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