

# The Impact of Social Media on Students' Academics

Dr. Sanvidhan Suresh Sonawane

Assistant Professor, Dept. of Commerce, Dadasaheb Bidkar Arts, Science and Commerce College, Peth, Nashik 422208

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## ARTICLE DETAILS

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### Corresponding Author

Email: rakesh.sweden[at]gmail.com

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## ABSTRACT

Education is a spine of each country. Consequently, training assumes an essential job in building the country. There are different segments remembered education stream like Teachers, Educational and Institutional Authorities and understudies. Each segment of the education part get influenced with the most recent advancement, which might be sure or negative to education system. Since the most recent couple of years, the development in innovative and correspondence division is commendable. Internet based life is one of the innovations which is developing quick and effectively affecting to education stream. Understudy as a significant segment of the training part, it must be concentrated as to realize it gets influenced due to web based life, regarding correspondence process. Current age of understudies are very much aware of online life. Be that as it may, would they say they are mindful of the fall effect of web based life? Henceforth, it should be concentrated with respect to whether web-based social networking is a revile or shelter for understudies. The present age is quick forward, which implies they are constantly out in front of prior age. As the nation creates, individuals are likewise creating at their individual level. The education framework is one of the significant factor of creating process. Understudies are the most unmistakable element of education industry. The nature of training of understudies assumes a significant job. According to the UGC standards, each establishment needs to make vital game plan of ICT device in the grounds because of the need of become future prepared. As similar understudies are drawing in themselves in Social media for different purposes for different focal points. This time of most grew mechanically propelled world is being correspondence by means of internet based life from each side of the world to some other corner of the world. The youthful age, being most dynamic client of web based life ought to comprehend the contrast between need, propensity and auspicious significance of media utilized by them for social correspondence.

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## 1. Introduction

Since the current time is described by innovative and correspondence progress and advancement in some division. The sum and assortment of social sites entering the market is both overwhelming and overpowering. The expanding reliance on innovation for fundamental correspondence likewise features the significance of investigating how online networking are influencing every day forms. Such Medias are impacting the manner in which clients build up, keep up and develop a scope of social connections, from dear fellowships to easygoing associates. The present youth are thusly confronted with numerous decisions between verities of comparable internet based life. Since this time is additionally portrayed by the new age which is further developed, increasingly proficient and progressively mindful of what is happening, having a general diagram about the effect of internet based life on the current age helps in seeing if the general perception of the individuals is valid or not for example regardless of whether the adolescent do invest their energy and cash on pointless things or not. The general impression of the individuals with respect to the utilization of the web based life is in every case contrarily taken. The Researcher is likewise inquisitive to know whether they are so effectively impacted by the online life.

From the perspective of the present propelled condition, the effect that these Social Media have is fundamental for both

the young just as the general public as a rule. We used to state that interest is the best instructor to learn or to know the explanations for something; consequently the specialist is interested to comprehend what fortunate or unfortunate impacts these web based life have on understudy's scholastic execution all in all in light of the fact that the Researcher, himself, has a place with the current age. So the Researcher chose to complete a study to get a general point of view of what the adolescent think about this. There were blended responses from the young network with respect to whether it is helpful or not. The Researcher discovered it very fascinating that a considerable lot of the adolescents were against the explanation that they invest the greater part of their energy in web based life.

## 2. Statement of the Problem

Complete research has been directed on understudy with respect to use of web based life by scholars. Research on this subject will begin to uncover person to person communication destinations are basically part of how understudies collaborate with one another with no evident effect on marks. In this way, this examination is to investigate the favorable circumstances and hindrances of understudies' utilization of person to person communication for study. The variables affecting utilization of online networking have likewise been considered. The particular purposes behind special treatment of a specific

media should be discovered. By implication it can likewise uncover a few responses to whether there has been any antagonistic effect of the internet based life or abuse of the equivalent among understudies. The one of the reason for this examination is to develop past research, investigate the connection between the impacts of long range informal communication and understudies' scholastic execution and to decide whether online life meddling with understudies' scholarly lives.

### 3. Objectives

- To assess the importance of social media in today's era
- To know whether the students are conscious about use of social media for academic performance.
- To study the linkage between social media and its effect on the academic performance of the student.
- To make suggestions for the effective application of social media for improving academic performance of the student.

### 4. Hypothesis

- The academic performance of students is influenced by Social Media.

### 5. Research Methodology

The researcher has used field study through close ended questionnaire and conducted general observation of the students for the collection of data.

#### **Type of Research:**

The research undertaken for present study was descriptive and analytical research.

#### **Sample size:**

223 students were selected from various faculties such as arts, commerce, science, management, Law, fine arts, medical and so on. The sample size is consist on 123 boys and 100 girls from Under Graduate and Post Graduate level.

#### **Sampling Method:**

Stratified Random Sampling Method was used.

#### **Survey Area:**

The research area for present study was colleges / Institutions in Pune and Nashik districts.

#### **Research Instrument:**

In this study the primary data was collected through questionnaire, simultaneously observation and direct communication with respondents were conducted.

#### **Data Collection:**

*Primary Data:* For this research questionnaire method were used for data collection.

*Secondary Data:* Secondary data used in this study were published data in books, periodicals and websites.

#### **Statistical Tool:**

Statistical test = Paired sample t test (since the data is normally distributed)

## 6. Literature Reviews

1. In the study of the Oberst found that most of the youngsters changed towards the social media network to perceive the virtual world.(Oberst, 2010). According to study students uses social media for different reasons such as Communication, socialization, Entertainment and so on. Further, it stated that habit of social media among the understudies is minimal. Most of the students agreed that they spent more time on social media. However, the most of them disagreed that they forced by other factors to look social media even when they do not interested. Additionally they should be encouraged to use the social media with conscious otherwise it may waste of time and worse of all adverse academic performance.(QUANSAH Joseph Yaw Dwamena, 2016)
2. According to author, social networks are encourages adverse behavior for youngsters, which means that gathering friends and doing undesirable activities.(Schill, 2011)
3. According to the researcher the usage of social media may have both good and bad significances. They also found that about two third of the students reported using electronic media in class, studying to access the social media. Further, their findings revealed that social media networks use and cellular phone communication facilitates offline social interaction, rather than replace it.(Jacobsen, 2011)
4. Social media networks have the ability to expand their margins by making them easily available. Social networks can provide many benefits for the user, including the virtual world, so that they can explore their interest with a similar group and academic support while strengthening the skills and knowledge of online communication. The positive aspect of online society is that young people can use them for technical assistance and support. (Lusk, 2010)
5. According to the scholar, social media helps some understudies to join in discussion via media like Blog those are unwilling to speak in class. There are several web tools that constantly appear that can improve virtual learning. Therefore, we used to take into account that the benefits of these advanced interactive technology communication systems outweigh the risk. Social media can be a distinctive tool if it used consciously.(Brydolf, 2007)
6. This study explained that the use of Facebook disturbs the students from studying which reflects in poor score in examination and who do not use Facebook score better marks as compared to Facebook users. Additionally some other work tells that college students who use the social media network have comparatively less marks than those who do not use social network. Nevertheless, another study found no correlation between heavy usage of social media and marks scored by students.(Kalpidou, 2011)

## 7. Analysis of Collected Data

The students were asked to respond to impact of social media on their academics. They were provided with purposes mentioned below for using of social media for academic

purpose. They were requested to select as per their choice and preference.

H<sub>0</sub>: The academic performance of students is not influenced by Social Media.

H<sub>1</sub>: The academic performance of students is influenced by Social Media.

Purpose to study, if there is a difference in academic performance of the respondents due to the use of social media. Variables and Measurement: Respondents were presented with following six academic performance parameters.

- Score (percentage/ grades/ marks)
- Attendance
- Curricular
- Co-curricular
- Extra curricular

- Learning ability

Each Parameter measured on five point scale.

(1 – Excellent, 2 – Very Good, 3 – Good, 4 – Average, 5 – Poor)

Sub Hypothesis:

Null Hypothesis:H<sub>0</sub>: There is no difference in the mean value of Before and After score (includes score of all above six parameters) for academic performance parameter. ( $\mu_1 = \mu_2$ )

Alternate Hypothesis:H<sub>1</sub>: There is a significance difference in the mean value of Before and After score (includes score of all parameters) for academic performance parameter. ( $\mu_1 \neq \mu_2$ )

Level of Significance=  $\alpha = 0.05$

Paired Samples Test (A)				
		Paired Differences		
		Mean	Std. Deviation	Std. Error Mean
Pair 1	Score(percentage/grades/marks) (Before) – Score (percentage/grades/marks) (After)	.058	1.032	.069
Pair 2	Attendance (Before) - Attendance (After)	-.018	1.061	.071
Pair 3	Curricular (Before) - Curricular (After)	.224	1.096	.073
Pair 4	Co-curricular activities (Before) – Co-curricular activities (After)	.135	1.155	.077
Pair 5	Extracurricular activities (Before) - Extracurricular activities (After)	.184	1.158	.078
Pair 6	Learning Ability (Before) – Learning Ability (After)	.166	1.213	.081

Figure No.1

Paired Samples Test (B)				
		Paired Differences		T
		95% Confidence Interval of the Difference		
		Lower	Upper	
Pair 1	Score(percentage/grades/marks) (Before) - Score (percentage/grades/marks) (After)	-.078	.194	.844
Pair 2	Attendance (Before) - Attendance (After)	-.158	.122	-.252
Pair 3	Curricular (Before) - Curricular (After)	.080	.369	3.054
Pair 4	Co-curricular activities (Before) – Co-curricular activities (After)	-.018	.287	1.740
Pair 5	Extracurricular activities (Before) - Extracurricular activities (After)	.031	.337	2.372
Pair 6	Learning Ability (Before) – Learning Ability (After)	.006	.326	2.042

Figure No. 2

Paired Samples Test (C)			
		Df	Sig. (2-tailed)
Pair 1	Score(percentage/grades/marks) (Before) - Score (percentage/grades/marks) (After)	222	.400
Pair 2	Attendance (Before) – Attendance (After)	222	.801
Pair 3	Curricular (Before) - Curricular (After)	222	.003

Pair 4	Co-curricular activities (Before) – Co-curricular activities (After)	222	.083
Pair 5	Extracurricular activities (Before) - Extracurricular activities (After)	222	.019
Pair 6	Learning Ability (Before) – Learning Ability (After)	222	.042

Figure No. 3

Paired Samples Statistics (D)					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score(percentage/grades/marks) (Before)	2.39	223	1.003	.067
	Score (percentage/grades/marks) (After)	2.34	223	.854	.057
Pair 2	Attendance (Before)	2.52	223	.967	.065
	Attendance (After)	2.53	223	1.030	.069
Pair 3	Curricular (Before)	2.67	223	.985	.066
	Curricular (After)	2.44	223	.862	.058
Pair 4	Co-curricular activities (Before)	2.70	223	1.060	.071
	Co-curricular activities (After)	2.56	223	.918	.061
Pair 5	Extracurricular activities (Before)	2.67	223	1.003	.067
	Extracurricular activities (After)	2.48	223	.944	.063
Pair 6	Learning Ability (Before)	2.47	223	1.043	.070
	Learning Ability (After)	2.30	223	.984	.066

Figure No. 4

## 8. Explanation and Interpretation of the data:

### A) Score (Percentage/Grades/Marks):

$$t(222) = 0.844$$

$$P = 0.4$$

Since P value is more than level of significance (0.05) null hypothesis retained. Hence it is concluded that there is no difference any Score (Percentage/Grades/Marks) Before (mean = 2.39) and After (mean = 2.34) social media usage.

Though the null hypothesis is retained from mean value it is cleared that there is marginal impact of social media on academic performance of students as the mean value before is 2.39 while after it is 2.34.

### B) Attendance:

$$t(222) = -0.252$$

$$P = 0.801$$

Since P value is more than level of significance (0.05) null hypothesis retained. Hence it is concluded that there is no difference any attendance Before (mean = 2.52) and After (mean = 2.53) social media usage.

From above it is cleared that there is no impact of social media on attendance of the student. It is observed that due to the networking and access to information students are relaxed and they are able to obtain any information from any corner of the world. Similarly it is observed that while using social media they are attending the class with preparation and they are able to contribute towards academic deliberations in the class.

### C) Curricular:

$$t(222) = 3.054$$

$$P = 0.003$$

Since P value is less than level of significance (0.05) null hypothesis is rejected. Hence it is concluded that there is a significance difference in curricular Before (mean = 2.67) and After (mean = 2.44) social media usage.

In other words it can be explained that usage of social media does have a positive impact on the academic performance of the students in respect of improvement in Curricular.

### D) Co-curricular activities:

$$t(222) = 1.740$$

$$P = 0.083$$

Since P value is more than level of significance (0.05) null hypothesis retained. Hence it is concluded that there is no difference in co-curricular activities Before (mean = 2.70) and After (mean = 2.56) social media usage.

Though it is proved that usage of social media does not have any impact on co-curricular activities performance. The fact is co-curricular performance is a group activity and it is observed that after discussion and necessary modification based on information collected social media students have succeed to perform better.

### E) Extra-curricular activities:

$$t(222) = 2.372$$

$$P = 0.019$$

Since P value is less than level of significance (0.05) null hypothesis is rejected. Hence it is concluded that there is a significance difference in Extra-curricular activities Before (mean = 2.67) and After (mean = 2.48) social media usage.

In other words it can be explained that usage of social media does have a positive impact on the academic

performance of the students in respect of improvement in Extra- curricular activities.

#### F) Learning Ability:

$$t(222) = 2.042$$

$$P = 0.042$$

Since P value is less than level of significance (0.05) null hypothesis is rejected. Hence it is concluded that there is a significance difference in learning ability Before (mean = 2.47) and After (mean = 2.30) social media usage.

In other words it can be explained that usage of social media does have a positive impact on the academic performance of the students in respect of improvement in Learning Ability.

#### 9. Findings

The findings of the research study are drawn from the primary data i.e. responses collected through questionnaire, analysis of collected data. This study revealed that social media marginally affect on score of the students, the attendance is not affected due to social media. In case of Curricular, Co-curricular and extra curricular activities the social

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media works supportively along with improvement on learning ability.

#### 10. Conclusion

At the conclusion, it can be said that social media have not affected the students' academic life adversely. The effective application and usage of social media under supervision may helps to improvement in students' academic performance.

#### 11. Suggestions

Use of social media for academic performance can be improved through:

1. Establishing platform on social media for various current issues in academic like Exam reforms, Pursuing competitive exams, sharing notes about study and Educational Videos of different subjects.
2. Establishing group on social media for particular event for its promotions/welcoming online participants.
3. Students can opt for online learning by registering themselves with online courses.

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