

Impacts of Social Media on University Students' Academic Performance

Sharada Khanal

Lecturer, Balkumari College

Email: sharada.ghimire@bkc.edu.np

Pranjana Joshi

Lecturer, Balkumari College

Email: organization890@gmail.com

ABSTRACT

This paper presents impacts of social media on university students' academic performance in public colleges of Chitwan. It aimed at examining the impact of social media on students' performance and determining the co-relation between students' revelations to social media and their academic performance. This study was quantitative in design. It was a cross-sectional survey based on self-administered 186 sets of questionnaire, incorporating demographic and five Likert scale questions through random sampling method covering bachelor and master level students of six public colleges of Chitwan district. The data were analyzed in frequency table and cross table using statistical tool like mean, standard deviation and co-relation. This study concluded that female respondents have greater revelations to social media networks. Further, age group of 18-22 have higher adeptness and familiarity with social media's uses and applications. Students having greater revelations to social media networks for academic purposes, have good academic performance that was statistically significant ($r = 0.347$, $P < 0.001$).

Keywords: Social media, University students, Revelation, Performance

Introduction

Information and communication technology is one of the wonderful gifts of modern science and technologies which brought tremendous changes information science and enabled global access to information crossing the geographical limitations (Singh, 2021). In this field, social media has been the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks like Facebook, Twitter, Instagram, LinkedIn messenger, and YouTube accounts. It is the newest and most celebrated communication and technological innovation and its use have been growing intensely (Uzuegbunam, 2018).

Moreover, the Covid-19 pandemic accelerated the self-directed online learning system (Khanal, 2021). Many universities have begun the system of interconnecting with large number of students via social media for easy sharing of information and knowledge any time in cost-effective way. It is found out that there is relative advantages of social media with improvement of students and educators learning. It promote learning, increase participation and engagement, circulate content well and develop pedagogy. Similarly, social media websites has been the way for students to build social networks with other students of the same level to support each other globally (Sobaih & et.al, 2022).

The research article entitled "Impact of Social Media on College Students in Gorakhpur" revealed that majority of the students take help of social media during completion of assignments because it makes aware about innovations previously done researches which help students complete their assignments more accurately. They were agreed that social media is useful in studies because it provides most of the information on a single click without any delay (Trpathi & Bhatt, 2020). Likewise, the results exposed that online social media had enhanced the communication between staffs and the students which expedite the communication of the correct information and improve the understanding and the development of the ideas and the courses (Oueder & Abousaber, 2017).

Along with development of the technology, the web-based social networking has turned into the routine for every individual, people; groups are seen dependent with this technology steadily. Online networking has extended the quality and rate of synchronized effort for students. Its effect is either in business to upgrade an organizations accomplishment in different courses, for instance, to fulfill business goals. Youths are found in contact with these media every day. Social media has both positive as well as negative effects because false data

can mislead people. That's why, it is better to adopt the positive aspects of social media avoiding the negative aspects of social media. (Akram & Kumar, 2018).

Therefore, this study aimed to examine the impact of social media on students' academic performance in public colleges in Chitwan and determine the co-relation between students' revelations to social media and their academic performance. Specifically, this study addressed the research questions: How has the social media influenced the academic performance of students? Is social media helpful for students to achieve better grade? This study will be supportive for the students who are using social media for academic purposes. It can be equally fruitful for those who want to study further in this field in future.

Research Methods

This study was quantitative in design. It was a cross-sectional survey based on self-administered 186 sets of questionnaire, incorporating demographic and five Likert scale questions through random sampling method covering bachelor and master level students of six public colleges of Chitwan district. The data were analyzed in frequency table and cross table using statistical tool like mean, standard deviation, and co-relation.

Result And Discussion

A. Demographic Presentation

Table 1: Demographic presentation of gender, age, level and college of students

Gender	Number	Percentage
Male	79	42.5
Female	107	57.5
Age		
18-20	23	12.4
21-24	99	53.2
25 and above	64	34.4
Level		
Graduate	123	66.1
Post graduate	63	33.9
College		
Balkumari	43	23.1
Saptagandaki	33	17.7
Shaheed Smriti	25	13.4
Shaheed Smarak	23	12.4
Maiya Devi	40	21.5
Bhuwanishankar	22	11.8

In table no.1 demonstrates among 186 respondents 107(57.5%) were female. The projects age group of 21-24 was highest in number 99(53.2%). 123(66.1%) majority of respondents were from bachelor level. Out of six public colleges of Chitwan, majority of students 43(23.1%) were from Balkumari College and lowest number of respondents 22(11.8%) from Bhuwanishankar.

B. Students' Mostly used Social Media Networks

Table 2: Presentation of used social media networks

Social Media Networks	Number	Percentage
Facebook	153	82.3
messenger	143	76.9
WhatsApp	72	38.7
Chatgpt	72	38.7
Tiktok	64	34.4
Youtube	51	27.4

Instagram	35	18.8
Twitter	23	2.7
Snapchat	8	4.3
Pinterest	4	2.2
Linkedin	3	1.6

Table no: 2 shows Facebook 153(82.3%) is the most prefer social networks of students. Then, students also prefer messenger 143(76.9%) almost like Facebook for academic and non-academic purposes. And in descending order WhatsApp 72 (38.7%), Chatgpt 72 (38.7%), Tiktok 64 (34.4%) are used social networks. Students of public college of Chitwan do not use Snapchat 8 (2.7%), Pinterest 4 (2.2%), Linkedin 3 (1.6%) much. Facebook is becoming more popular among the young generation as an important social networking to share their ideas, comments, thoughts or giving any statement regarding worthy and current situation (Chowdhury & Saha, 2021).

C. Students' Purposes of Using Social Media

Table 3: Presentation of students' responses

Purposes	Number	Percentage
Recreational and entertainment	152	82.0
Academic	148	80.0
Communicating with teachers and classmates	110	59.5
Chatting with friends and relatives	101	54.6

The table no: 3 presents majority of students 152 (82.0%) used social media networks for recreational and entertainment purpose. 148(80.0%) used social media for academic purpose.

D. Students' Daily Spent Hours on Social Media

Table 4: Presentation of students' responses

Time	Frequency	Percentage
1hr or less	23	16.1
2 hrs.	71	38.2
3 hrs.	62	33.3
4 hrs.	30	16.1

The table no: 4 projects majority of students (38.2%) 71 spent two hours in social media network daily. And 62 (33.3%) respondents spent three hours in social media networks daily.

E. Students' Revelations to Social Media

Table 5: Presentation of students' responses

Statements	Strongly agree (%)	Agree (%)	Not sure (%)	Disagree (%)	Strongly disagree (%)	Mean±SD
Routine habit to use social media in life	24(12.9)	114(61.3)	24(12.9)	23(12.4)	1(0.5)	3.734±0.85
Prefer to express ideas and feelings on social media	2(1.1)	50(26.9)	48(25.8)	73(39.2)	13(7.0)	2.76±0.96
Find it flexible to focus on work by logging on to social media as it helps to remain in contact with classmates.	10(5.4)	43(23.1)	80(43.0)	44(23.7)	9(4.8)	3.01±0.94
Timely submit assignments even spending time on social media.	11(5.9)	82(44.1)	71(38.2)	20(10.8)	2(1.1)	3.43±0.80
Groups and pages related to studies are created by scholar on social media networks.	1(0.5)	86(46.2)	77(41.4)	17(9.1)	5(2.7)	3.33±0.76
Social networking sites are effective for E-learning.	19(10.2)	51(27.4)	85(45.7)	31(16.7)	-	3.89±0.87

The above table no. 5 displays out of 186 respondents, majority of them 114(61.3%) agreed that it was their routine habit to use social media. Similarly, 50(26.9%) agreed and 73(39.2%) disagreed to express ideas and feeling on social media. 80(43.0%) remained unsure and 44(23.7%) disagreed that it was flexible to focus on work by logging on to social media as it helps to remain in contact with classmates. High percentage 82(44.1%) agree and only 2(1.1%) responded that they submitted assignment timely even spending time on social media. 86(46.2%) respondents also agreed that groups and pages related to studies are created by scholars on social media networks. In the same way, 51(27.4%) agreed whereas 85(45.7%) remained not sure about social networking sites are effective for e-learning. The standard mean and deviation (3.89 ± 0.87) shows students found social networking effective for E-learning.

F. Social Media and Students 'Academic Performance

Table 6: Presentation of students' responses

Statements	Strongly agree (%)	Agree (%)	Not sure (%)	Disagree (%)	Strongly disagree (%)	Mean \pm SD
Social networking sites are affecting the way of speaking or writing.	16(8.6)	100(53.8)	45(24.2)	25(13.4)	-	3.57 \pm 0.83
Usually have unlimited access to social media and this has affected academic performance negatively.	12(5.9)	59(31.7)	34(18.3)	70(37.6)	11(5.9)	2.95 \pm 0.83
There is no improvement in grades since I engaged into social networking sites.	7(3.8)	80(43.0)	23(12.4)	61(32.8)	15(8.1)	3.01 \pm 1.11
Hours spent online can never be compared to the number of hours I spent in reading.	52(28.0)	80(43.0)	18(9.7)	36(19.4)	-	3.79 \pm 1.01
Online social networks distract me from my studies.	27(14.5)	89(47.8)	17(9.1)	51(27.4)	2(1.1)	3.47 \pm 1.08

The table no. 6 shows majority of students (3.57 ± 0.83) agree 100(53.8%), remain not sure 45(24.2%) disagree 25(13.4%) and strongly agree 16(8.6%) that social networking sites are affecting the way of their speaking and writing. Majority of them 70(37.6%) disagree and 11(5.9%) strongly disagreed that unlimited access to social media has affected academic performance negatively. Likewise, 80(43.0%) respondents agree, 52(28.0%) disagree on the point that hours spent online can never be compared to the number of hours they spent in reading. Even, 83(44.6%) students were not sure and 65(34.9%) agree on the issue that addiction to social networks is a problematic issue that affects their academic life. Students were aware of the social networking sites and they have access to them though social media have some negative effects on students, distracting them from their academic they also have benefits and can be used appropriately (Balanza & et.al, 2019).

G. Comparison of Students' Revelations to Social Media with Gender and Age

Table 7: Comparison of variables

Variables	Mean \pm SD	t-value/f-value	P-value
Gender			
Male	3.22 \pm 0.48	-2.311	0.022
Female	3.39 \pm 0.53		
Age			
18-20	3.289 \pm 0.485	0.335	0.716
21-24	3.353 \pm 0.546		
25 and above	3.291 \pm 0.485		

The table 7 presents the t-value (-2.311) and p-value (0.022) in terms of gender, female students (3.39 ± 0.53) have more revelations to social media networks in comparison to male. Unlike this, f-value (0.335) and p-value (0.716) of the variable age presents that it is not statistically significant. It means age does not affect the students' exposure to social media networks.

H. Comparison of Students' Academic Performance with Gender and Age

Table 8: Comparison of variables

Variable	Mean±SD	t-value/f-value	p-value
Gender			
Male	3.33±0.634	-1.187	0.237
Female	3.447±0.601		
Age			
18-20	3.289±0.691	3.184	0.044
21-24	3.510±0.671		
25 and above	3.265±0.577		

In the table 8, p-value 0.237 and t-value of male (3.33±0.634) and female (3.447±0.601) illustrates there is no more difference in academic performance because of exposure to social media networks in terms of male and female. Whereas, in terms of age of students of the age group of 21-24 (f-value 3.184 and p-value 0.044) have good academic performance and it is statistically significant.

I. Co-relation between students' revelations to social media and their academic performance

Table 9: Presentation of co-relation between two variables

Variable	Relationship(r)	p-value
Students' revelations to social media and their academic performance	0.347	<0.001

The above table no 9, findings reveals that there is positive relationship between students' revelations to social media network and their academic performance which was statistically significant ($r = 0.347$, $P < 0.001$). It is proved that if students have greater exposures to social media networks for academic purposes, they are sure to have good academic performance.

Conclusion and Suggestions

Based in the findings and discussion, it is concluded that Facebook is the most highly utilized and preferred social media networks for recreation, entertainment and academic purpose. It is routine habit of students to use social media that has been effective for E-learning. Age group of 18-22, have adeptness and familiarity with social media's uses and applications which allowed them to navigate sites that leads to better academic performance. Students having greater exposures to social media networks for academic purposes, have good academic performance. It is seen from the result of $r = 0.347$, $P < 0.001$.

The results of this study may be useful for institutional administrators and program director to best prepare and support for further enhancing academic performance by the conduct of seminars or conferences in media and information literacy may be included to strengthen student's capability and knowledge in the responsible use of digital information. It can be also equally fruitful for those who want to study further in this field in future.

REFERENCES

- Akram, W., & Kumar, R. (2018). A Study on Positive and Negative Effects of Social Media on Society. *International Journal of Computer Sciences and Engineering*, 5(10).
- Balanza, M., & et.al, &. (2019, February). The Effects of Media Exposure to Students' Core Values. *International Journal of Humanities Social Sciences and Education (IJHSSE)*. doi:doi/10.20431/2349-0381.06020001
- Chowdhury, I., & Saha, B. (2021). Impact of Facebook as a Social Networking Site (SNS) On Youth Generations: A Case Study of Kolkata City. *International Journal of Humanities and Social Science Invention*, 4. Retrieved from ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714
- Khanal, S. (2021). Students' Attitude towards Virtual Learning During Covid-19 in Chitwan. *Journal of Balkumari College*, 61-67.
- Oueder, M., & Abousaber, I. (2017). A Study on the Impact of Social Media Usage on Student Academic Performance: University of Tabuk an Example. *American Scientific Research Journal for Engineering, Technology, and Sciences*.
- Singh, R. (2021). Information Communication Technology. *JOUR*.
- Sobaih, E., & et.al, &. (2022). Social Media Use in E-Learning amid COVID 19 Pandemic: Indian Students' Perspective. *International Journal OF Environmental Research and Public Health*. doi:DOI: 10.3390/ijerph19095380
- Trpathi, H., & Bhatt, S. (2020). Impact of Social Media on College Students in Gorakhpur. *Studies in Indian Place Names*, 40(60).
- Uzuegbunam, C. (2018). *The New (Social) Media: A contemporary introduction*. School of General Studies.