

Impact of social media on Academic Performance of Students

Joginder Goet, Ph.D. Scholar, KU

Assistant Professor, Shanker Dev Campus (Tribhuvan University), Nepal

Email ID: goetj15@gmail.com

Abstract

Received 11-Jan-22
Reviewed 25-Feb-22
Revised 11-Apr-22
Accepted 28-May-22

The study aims to determine the effect of the growing use of social media variables on the Academic Performance of Students of various colleges. Based on multi-stage sampling, a sample of 360 students has been selected. The questionnaire has been used as an instrument for data collection. Ninety per cent of questionnaires were returned from respondents on which correlational and causal research designs were applied for data analysis. The results represent that the association of various social media factors have been positive, and there has been a significant impact of social media factors on the Academic Performance of Students. In recent times, it encourages the future and carrier development of students. Social media variables like Video Watching, Media Sharing, Internet Searching and Video Gaming capture the students' attention for study and affect their Academic Performance.

Keywords: Social Media Variables, Academic Performance, Students

1. Introduction

Social media has become one of the most significant communication instruments in recent years. However, social networking was created to allow individuals to communicate regardless of their geographical location. It will enable them to share information, files, photographs, and videos effortlessly, post blogs, send messages, and engage in real-time dialogues. When individuals begin to communicate, social media is born. The term "social" refers to human society and the interaction of individuals and groups, and the word "media" refers to the medium through which people express themselves. The majority of social media platforms are not digital. It creates many ideas, and social media is one of the most well-known and frequently utilized technological creations.

Social media have influenced many young people's lives. In education, social media can

be used to share information with students, collect information while travelling or conducting research, share personal academic interests with others, engage students and understand what they're thinking during class, form student study groups, and improve e-textbook functions by connecting students with social tools for collaborative purposes. Students' ability to build and stir interests in academic subjects is also enhanced by social media (Lau, 2017), and students can interact with working professionals more readily. According to Xing and Gao (2018), social media helps instructors, students, parents, and community members communicate and form online professional learning communities.

Even though social networking sites such as Facebook are now regarded as vital educational resources, surveys reveal that students use them for pleasure, to kill time, to meet up with

old friends, and to establish new ones (Karimi et al., 2014). Although it has been claimed that students spend a significant amount of time participating in social networking activities, with many students blaming the various social networking sites for their steady decline in grade point averages, it also appears that only a tiny percentage of students are aware of the academic and professional networking opportunities offered by the sites (Shiva et al. 2016).

Students' attention is drawn to social networking sites, which are subsequently diverted to non-educational and improper activities such as pointless talking (Rithika, & Selvaraj, 2013). On the other hand, Liccardi et al. (2007) found that students are socially engaged with one another to share their everyday learning experiences and have discussions on a variety of themes. This highlights how social networks benefit students by supporting them in their academic and learning experiences. Rithika and Selvaraj (2013) explain that while the internet is a technological improvement, social students' academic networks are quite tricky for youngsters. In recent years, social networks have become increasingly popular and well-known.

Students and faculty members at universities are increasingly using social media technologies like Facebook and Twitter to boost teaching and learning inside and outside the classroom. Empirical studies have found the following educational benefits associated with the use of social media technologies: (a) improved communication between students and instructors, (b) increased opportunities for networking or collaboration among students, (c) rapid resource sharing, (d) access to course materials by students after class, (e) provision of an alternative platform to the official learning management systems, and (f) exposure of students to technologies (Lau, 2017).

The use and number of social media platforms have increased dramatically in the last decade. There are over 2.46 billion social media users worldwide (Kamal et al., 2013). Persons or organizations may create profiles and communicate with other individuals or organizations with similar reports using platforms, including online and mobile applications. Facebook, WhatsApp, Twitter, Instagram, Tumbler, YouTube, and Pinterest are popular social networking networks. Social media have drastically altered many facets of human existence. People are increasingly turning to social media platforms to keep in touch with close friends and coworkers. Platforms are increasingly being used by businesses and other organizations to sell their products and services and connect with their customers (Abdulqader & Almunsour 2020). Learning institutions have not been forgotten. Social media is used by universities, colleges, and other teaching and training institutions to promote their programs and engage with their students. The platforms are also utilized in the classroom and for learning.

Students, professors, or educational institutions may be among the users. The strategy might entail providing critical academic information, discussing classwork, and exchanging learning resources. Some students and teachers, for example, utilize WhatsApp to share course-related material and address concerns (Baguma et al. 2019).

Social media has assumed a significant role in the minds of students and the broader public in recent years, leading to a torrent of harsh actions taken by students, professors, and even educational authorities. As a result, investigating specific prominent concerns influencing students' academic performance due to social media is crucial. Students at all levels of learning now have split attention to study due to the available opportunities to be utilized from social media. The question of

whether or not these possibilities motivate study must be addressed. As a consequence, the influence of social media networks on the academic performance of students from various Nepalese institutions is the subject examined in this study.

This study aims to look into the impact of social media on higher education teaching and learning, as well as performance. Because technology has profoundly influenced other aspects of life, such as marketing, this inquiry is critical. The issue in schooling is unique. These strategies aid teaching and learning significantly, yet they have also been known to divert students' attention and waste time. It's essential to consider whether the benefits of utilizing technology in the classroom outweigh the drawbacks.

2. Literature review and hypothesis formulation

According to Al-Maatouk et al. (2020), social media impacts students' academic achievement and user happiness. In actuality, social groups developed on Facebook have been proven to make learner growth simpler. However, there are a few unique cases where the statistics reveal a favourable link between Twitter and Facebook and that their integration might improve education. Learners spend more time on social media for reasons other than studying, impacting their academic achievement. Learners who never use social media had a poorer score than those who would never use social media. However, there are certain general benefits associated with social media users. The use of social media by research instructors and students in their faculties has been a source of communication, cooperation, and engagement. The findings revealed a significant beneficial relationship between students' academic achievement and their use of Facebook.

Students utilize social media to meet new people, perform research for their projects, locate other educational materials, and stay up with the latest trends and news, according to Oguguo et al. (2020). According to the findings, students spend an average of 2 to 4 hours daily on social media. Students' frequency of social media usage had no significant influence on their mean academic outcomes in accounting; however, students' gender significantly impacted their mean intellectual accomplishment in accounting. Students should be carefully led and taught about the dangers they will face if they do not fully utilize the benefits of social media platforms.

According to Lau (2017), social media has become an almost indispensable aspect of daily life, especially among university students, who are avid social media users. Multitasking on social media has also become more common. However, little is known about how social media use and social media multitasking affect university students' academic performance. The purpose of this study was to see if and how these two habits influence academic achievement in university students. This study found that using social media for educational purposes was not a significant predictor of academic performance as measured by cumulative grade point average in a sample of 348 undergraduate students at a comprehensive university in Hong Kong, but that using social media for non-academic purposes (video gaming in particular) and social media multitasking was.

Khan (2018) stated that social networking websites capture students' attention before diverting it to non-educational and improper activities such as pointless talking. Based on the preceding statement, we may conclude that social networking sites harm a student's academic life and learning experiences.

According to Karthikeyan and Dheepa (2018), social media captures students' full attention and diverts it to non-educational, immoral, and improper activities such as meaningless talking, time-killing through random searches, and not accomplishing their duties. Students and teenagers mostly use social networks to pass the time and have fun. Still, it has been determined that while using the internet for educational purposes and any appropriate task such as online tutorials, online lectures, and education material downloading is beneficial, using it solely for social networking is ineffective and potentially dangerous.

The internet is undoubtedly a technical advancement, but social networks are harmful to youngsters. Social networks have grown in popularity and recognition recently (Baria (2021).

Hypothesis Development;

H₁: Watching videos has a considerable influence on students' academic performance.

H₂: Media sharing has a considerable impact on students' academic performance.

H₃: Internet searching has a significant influence on students' academic performance.

H₄: Video gaming has a significant impact on students' academic performance.

3. Methodology

The study's goal is to determine "whether there is a significant association between different factors and if different variables of social media have a substantial influence on students' academic performance?" It explains how hypotheses were investigated and the foundation on which conclusions were reached to essential users. This study focuses on the link between video viewing, gaming, and student academic performance.

This study has used causal comparative research design to test the study's objective. It relies upon primary data that is collected through questionnaires. Students from various colleges have been taken as samples for the analysis, and the participants have been selected through a multi-stage sampling procedure.

4. Analysis and Results

The correlation between video viewing, media sharing, internet searching, and student academic performance has been quantified and examined. Another section of the study attempts to assess the influence of various social media elements on the academic performance of different college students.

Table 1: Correlation Analysis between Variables

	VW	MS	IS	VG	AP
VW	0.884				
MS	.684**	0.762			
IS	.667**	.858**	0.873		
VG	.749**	.764**	.769**	0.726	
AP	.810**	.665**	.736**	.737**	1
	.000	.000	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed). N = 360, Diagonal elements (Bold) represents Cronbach's alpha

Table shows that the relationship between students' Academic performance and different factors such as Video Gaming, Media Sharing, Internet Searching and Video Gaming. The correlation coefficient between Video Watching and students' Academic Performance is 0.810, which is highly positively correlated. The p-value was recorded to be 0.000, which is less than 0.05. Therefore, there is a positive and significant relationship between VW and AP ($r = 0.810, p = 0.000 < 0.05$). Similarly, the correlation coefficient between Media Sharing and students' Academic Performance was found to be 0.665, which is moderately correlated. The p-value was recorded to be 0.000, which is less than 0.05. Therefore, there is a moderate and significant relationship between MS and AP ($r = 0.665, p = 0.000 > 0.05$). The correlation coefficient between Internet Searching and students' Academic Performance was found to be 0.736, which is highly positively correlated. The p-value was recorded to be 0.000, which is less than 0.05. Therefore, there is a positive and significant relationship between IS and AP ($r = 0.736, p = 0.000 < 0.05$). The correlation coefficient between Video Gaming and students' Academic Performance was found to

be 0.737, which is highly positively correlated. The p-value has been recorded to be 0.000, which is highly significant. Therefore, there is a positive and significant relationship between VG and AP ($r = 0.737, p = 0.000 < 0.05$).

Table 2 shows that Video Watching has significantly been contributed to the Academic Performance at (Beta = .779, $t = 10.230, P = .000$). As a result, it can be concluded that Video watching considerably impacts students' academic performance. This finding demonstrates that the first research hypothesis, there is a significant impact of Video Watching on Students' performance, is accepted and confirmed.

Table 3 presents that Media Sharing has significantly been contributed to the Academic Performance at (Beta = .754, $t = 6.595, P = .000$). Thus, it can be confirmed that media sharing significantly impacts the Academic Performance of Students. This finding determines that the second research hypothesis, there is a significant impact of media Sharing on Students' performance, is accepted and confirmed.

Table 2: Regression Analysis of Video Watching on Academic Performance of Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.724	0.280		2.583	0.012
	VW	0.779	0.076	0.810	10.230	.000

Table 3: Regression Analysis of Media Sharing on Academic Performance of Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.201	0.360		3.339	0.002
	MS	0.754	0.114	0.665	6.595	.000

Table 4: Regression Analysis of Internet Searching on Academic Performance of Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.137	0.304		3.744	.000
	IS	0.737	0.091	0.736	8.062	.000

Table 4 shows that Internet Searching has significantly contributed to Academic Performance at (Beta = .737, t = 8.062, P = .000). As a result, it can be concluded that Internet searching has a considerable impact on students' academic performance. This finding proves that the third research hypothesis, there is a significant impact of internet Searching on Students' performance, is accepted and confirmed.

Table 5 reveals that Video Gaming has significantly contributed to Academic Performance (Beta = .774, t = 8.078, P = .000). Thus, it can be confirmed that Video Gaming significantly impacts students' academic performance. This finding validates the fourth research hypothesis; there is a significant impact of Video Gaming on Students' performance is accepted and confirmed.

5. Discussion

The main goal of this research was to look at the influence of social media on student academic performance. According to the findings, social media activities such as video watching, media sharing, internet searching, and video gaming considerably impact students' academic performance at various universities. The outcomes of this study show the link between

the social and academic performance of students at multiple universities. The Pearson coefficient between Video Watching, Media Sharing, Internet Searching, and Video Gaming has been determined to be positive by correlation analysis. Because the value of significance was less than 0.05, all alternative hypotheses were accepted. As a result, we may deduce that the interactions positively impact students' academic performance. Social media has a significant influence on students' academic performance, and the use of social media can help students enhance their academic performance.

6. Implications

Alternative modules in teaching-learning activities are an area of research and development in the academic sector after the Covid pandemic. Technological change and advancement, availability of resources, the relevance of pedagogy, change acceptance etc., are the critical elements in the success of alternative modules. Among the several alternatives, social media is the best alternative in the present context because it is one of the most well-known and frequently utilized technology in the Nepalese context. For the best outcome for the student, social media such as video watching, sharing, internet searching

Table 5: Regression Analysis of Video Gaming on Academic Performance of Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.025	0.317		3.235	0.002
	VG	0.774	0.096	0.737	8.078	.000

and video gaming are practical tools because students also enjoy learning new things on social media.

Based on the result of this study imparts plenty of ideas to executive and regulatory bodies for making successful plans and strategies and their implications. Similarly, academic institutions aiming to boost the brand in all round performance have strong evidence and can use a benchmark for achieving competitive gain in the market. This has reflected the academic exposure level to social media users, so guardians and students having a will to show the best performance have how it can be achieved.

References

- Abdulqader, M. M., & Almunsour, Y. Z. (2020). Investigating the effects of social media on higher education with a case study. *Journal of Information & Knowledge Management, 19*(01), 2040023.
- Al-Maatouk, Q., Othman, M. S., Alsayed, A. O., Al-Rahmi, A. M., Abuhassna, H., & Al-Rahmi, W. M. (2020). Applying Communication Theory to Structure and Evaluate the Social Media Platforms in Academia. *International Journal, 9*(2), 1505-1515.
- Baguma, R., Bagarukayo, E., Namubiru, P., Brown, C., & Mayisela, T. (2019). Using WhatsApp in Teaching to Develop Higher Order Thinking Skills—A Literature Review Using the Activity Theory Lens. *International Journal of Education and Development using Information and Communication Technology, 15*(2), 98-116.
- Baria, G. T. (2021). Social Media Exposure of Students in Relation to Academic Performance. *International Journal of Advanced Engineering, Management and Science, 7* (3). 11-18.
- Kamal, S., Chu, S. C., & Pedram, M. (2013). Materialism, attitudes, and social media usage and their impact on purchase intention of luxury fashion goods among American and Arab young generations. *Journal of Interactive Advertising, 13*(1), 27-40.
- Karimi, L., Khodabandelou, R., Ehsani, M., & Ahmad, M. (2014). Applying the uses and gratifications theory to compare higher education students' motivation for using social networking sites: Experiences from Iran, Malaysia, United Kingdom, and South Africa. *Contemporary Educational Technology, 5*(1), 53-72.
- Karthikeyan, P., & Dheepa, T. (2017). Student'S usage behaviour of social networking sites. *Mass Communicator: International Journal of Communication Studies, 11*(4), 13-18.
- Khan, S. (2018). Impact of social networking websites on students. *Abasyn Journal of Social Sciences, 5*(2), 56-77.
- Lau, W. W. (2017). Effects of social media usage and social Media multitasking on the academic performance of university students. *Computers in Human Behavior, 68*, 286-291.
- Liccardi, Ilaria, Asma Ounnas, Reena Pau, Elizabeth Massey, Päivi Kinnunen, Sarah Lewthwaite, Marie-Anne Midy, and Chandan Sarkar. "The role of social networks in students' learning experiences." *ACM Sigcse Bulletin* 39, no. 4 (2007): 224-237.
- Oguguo, B. C., Ajuonuma, J. O., Azubuike, R., Ene, C. U., Atta, F. O., & Oko, C. J. (2020). Influence of social media on Students' Academic Achievement. *International Journal of Evaluation and Research in Education, 9*(4), 1000-1009.

- Rithika, M., & Selvaraj, S. (2013). Impact of social media on students' academic performance. *International Journal of Logistics & Supply Chain Management Perspectives*, 2(4), 636-640.
- Shiva, H. F., Fahimeh, J., & Ghani, M. (2016). The relationship between the using of virtual social networking and academic performance on students. *International Journal of Humanities and Cultural Studies (IJHCS) ISSN 2356-5926*, 2426-2433.
- Xing, W., & Gao, F. (2018). Exploring the relationship between online discourse and commitment in Twitter professional learning communities. *Computers & Education*, 126, 388-398.