Effects Of Social Media Networking Sites On Academic Performance Of Undergraduate Students: A Case Study Of Hindu College Moradabad

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Abstract: The study was conducted to examine the impact of students' use of social media sites on their academic performance. On the basis of random sampling, a sample of (n=130) undergraduate students were selected. Questionnaire was used as an instrument for data collection. The entire questionnaire received back from respondents on which descriptive statistics apply for data analysis. The study revealed that majority of the respondents in Moradabad had mobile phones with internet facility and had knowledge of the existence of social media sites. As a result, 41.53% respondents visit their social media sites and spend between one to seven hours every day. In addition, the study revealed that the use of social media had affected academic performance of the respondents negatively and further confirmed that there was a strong positive relationship between the use of social media and academic performance. So, there is an urgent need for the introduction of students to the availability of other information resources or materials that can help them academically. Students should be encouraged to limit the time they spend on their social media sites per day and advise them to rather substitute those hours to read other informative sources to improve their knowledge.

Keywords: Social Media, College Students, Academic Performance, Moradabad

1.INTRODUCTION

Social media research in India has been given little attention. The study sought to assess college students' use of social media and its effect on academic performance. Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. The "*social*" part refers to interacting with other people by sharing information with them and receiving information from them. The "*media*" part refers to an instrument of communication, like the internet (while TV, radio, and newspapers are examples of more traditional forms of media). So, from these two separate terms, we can pull a basic definition together (Kaitlin,2010). Social media are web-based communication tools that enable people to interact with each other by both sharing and consuming information. Social networking websites provide tools by which people can communicate, share information, and create new relationships. Commonly, the phrase "*social networking sites*" is used as an umbrella term for all social media and computer-mediated communication, including but not limited to Facebook, Twitter, LinkedIn, and Myspace, as well as the inaugural social networking sites of Cyworld, Bebo and Friendster. Ellison and Boyd (2007) define social network sites as "*web-based services that allow individuals to construct profiles, display user connections, and search and traverse within that list of connections*". It consists of a representation of each user (profiles), social links and a variety of additional services. With the popularity of social networking websites on the rise, our social interaction is affected in multiple ways as we adapt to our increasingly technological world. The way web users interact and talk to each other has changed and continues to change. These users now socialize

through the internet and it takes away from the person socialization that has been around forever. Social networking websites have affected our social interaction by changing the way we interact face-to-face, how we receive information, and the dynamics of our social groups and friendships (Asur and Huberman, 2010). Communicating through the internet and social networking websites is quite different from communicating in person- to- person situation.

Although social media has significantly increased and ease the mode of interaction and integration among the various groups of people across the globe, it has been subject to criticism by different communication scholars in the universe due to the fact that many youths and other groups of people including students in secondary and higher institutions of learning spend a lot of time on these social networking sites creating profiles, updating their status(s) during class time while some just use it to chat with friends, post latest pictures of the event they last attended, sharing pictures and videos, indicating their religious affiliations, marital status and their political orientations on the internet.(de Zwart et al.,2011). Such increased use and addiction to the social networking sites like face book, whatsApp, Youtube, twitter among others has for so long been perceived to have a profound impact on student's performance since most students prioritize social media interactions at the expense of their academics. Thus the researchers demonstrated interest in investigating the impact of social media on the academic performance of undergraduate students of Hindu College Moradabad.

2. DEFINITION OF KEY CONCEPTS

Social media: These are forms of electronic communication which facilitates interactive base interests. Social media sites include face book, twitter, Skype, you tube among others.
Social networking sites: These are websites where information can be posted and can be sent to others.
Social networking: This is use of the internet to post information about yourself and share it with other people you share interests with.
Media: are all those technologies that reach a much larger audience
Academic: it is concerned with studying both practical and theoretical aspects
Undergraduate students: Undergraduate students refer to those students who are studying in B.Sc. (Sem-III) in Hindu College Moradabad.
Computer: This is a machine that has the capacity to process, create and store information about a particular subject.

3. GENERAL OBJECTIVES OF THE STUDY
1.To examine the impact of social media on academic performance among udergraduate students of Hindu College Moradabad.
2. To identify the benefits obtained from using the social media by undergraduate students of Hindu College Moradabad.
3.Investigating the significance relationship between use of social media and academic performance of undergraduate students of Hindu College Moradabad.

4. LITERATURE REVIEW

Most of the studies, San Miguel (2009), Karpinski & Duberstein (2009), Khan, (2009), Choney (2010), Junco et al. (2010), Kubey et al. (2010), Enriquez (2010), MehMood & Taswir (2013), Manning (2014.), Legaree (2015), Mensah and Nizam (2016) etc conducted on students' use of the social media sites and its impact on academic performance focused on students in the developed world. Sudha and Kavitha (2016). revealed that majority of students are addicted to social media and also suggested that there should however be a balance between the use of social media and academic activities to help mitigate the risk of downfall of academic performance. Qadiree and Gautam, (2016) showed that use of social media platforms had a negative and significant relationship with academic performance of the students. The study recommended that students should be encouraged to use the available internet as an alternative source of knowledge and discouraged to overspent time chatting with friends. Salo, Pirkkalainen and Koskelainen, (2018) revealed that social media expose university students to unwarranted information, recurrent e-mails, and social request. The authors further identified some challenges with regards to the use of social media as depression due to overload of information, they tend to lose control of the situation. To support this view Karr-Wisniewski and Lu (2010), Maier, Laumer, Eckhardt and Weitzel (2015) describe it as social media overload, a situation when people respond to an irresistible number of social support demands required by their online contacts thereby losing

focus of themselves. Study by Kolhar, et al. (2021) also reported prolonged use of social networking sites for non-academic purposes can distract students from their academic work, adversely affect their academic performance, social interactions, and sleep duration, and lead to a sedentary lifestyle and physical inactivity, which in turn can render them vulnerable to non-communicable diseases and mental health problems.

Literature, however, also revealed positive impact of social media on student learning and academic performance. A qualitative study conducted in Beijing Normal University, China in students revealed that social media platforms are highly preferred by students of higher institutions, and they further support the idea that social media contributed significantly to the development of students' academic life (Boateng & Amankwaa, 2016). Moreover, factors like time appropriateness, people-friendly connection, nature of usage and health addiction had significant impact on academic performance of students, while time duration and security/privacy had no effect on academic performance (Lim et al., 2021). The proper usage of social media held significant promise to positively impact academic performance of students. Therefore, it is important for universities and colleges to educate the students on positively using the platforms to enhance the academic performance. Teachers and students should alike avail social media platforms like Facebook, Whatsapp, Twitter and Youtube as interactive forum for teaching and learning activities as they positively contributed to the academic performance of students ((Malik & Narke, 2018; Olowo et al., 2020).

Mani and Viswanathan (2022) calculated the interaction effect between the gender category of the students and their academic performance, the access level of social media and the knowledge level on social media. Majority of the respondents feels that the academic forums available in the social media helps them to understand the concepts/topics discussed/taught in the classrooms, easily. The students using the social media platforms for academic purposes instead of non-academic purposes, were found significantly greater and positive impact of the use of social media in their academic performance compared to their counterparts. The study further suggested that if used by educators and teachers as a tool to ease and improve learning environment, then social media holds the promise to enhance students' learning (Sivakumar et al.,2023).

5. METHODOLOGY

Participants- To determine the effect of the usage of social media on the educational performance of student a survey was conduct from the students who use different social networks. A sample comprises of 130 (Boys 80+ Girls 50) undergraduate students who have passed Second semester of the academic year 2023-24 from Hindu College Moradabad. and took admission in Semester third (2024- 25). Sample was selected by Random Sampling method. Survey method of research was employed to study the Social Media Effects on College Students in Moradabad. The age ranges between 19-21 years.

Materials- To determine the effect of the usage of social media on the educational performance of student a survey was conducted from the students who use different social networking sites. In survey a questionnaire was used to collect data from the students and closed ended questions were asked from the target population. Respondents were asked to respond to the statements in the questionnaire by the following responses:

- Strongly disagree (SD) if they feel the statement is strongly not suitable for them.
- Disagree (D) if they feel the statement doesn't suit them,
- Neutral (N) if they are not sure.
- Agree (A) if they feel the statement is suitable for them.
- Strongly Agree (SA) if they feel the statement is strongly suitable for them.

6. RESULTS AND DISCUSSION

The survey method was used to collect data and information from a sample of undergraduate students of Hindu College Moradabad. A set of questionnaires was designed by the researchers to collect information and data. The impressive response rate was obtained because the data was collected during lecture hours in the various departments. Respondents were given between 20-30 minutes to complete the questionnaires. After the collection of data, the results were analysed with the use of the Statistical Package for Social Science (SPSS) and the result shown in table 1. & Fig 1.

Table1. Statistical analysis of Respondents data

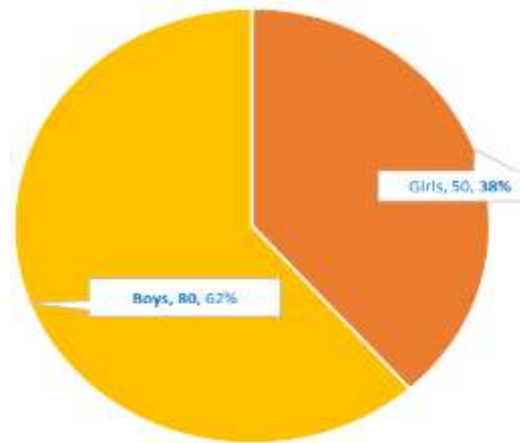| Gender	N	Mean	SD	F-Value
Boys	80	19.7	1.767	
Girls	50	16.6	2.236	1.59
Total	130	18.15	4.003	

Fig 1. Gender of respondents

When respondents were asked whether they use internet, out of the total respondents of 130, 125 (96.15%) responded in the affirmative whereas 05 (3.85%) responded in the negative on the same issue. A further follow up question was to find out whether respondents had knowledge of social media sites. All the respondents representing (130)100% responded in the affirmative. It can be deduced that most of the respondents have mobile phone with internet facility on it and they also have knowledge of social media sites.

According to figure 2, Facebook is the most popular social media platform among undergraduate students, with 35% of respondents indicating it as their favourite. WhatsApp follows closely behind with 21%, while Telegram and YouTube have 15% and 13.5% popularity, respectively. In contrast, Snapchat, Twitter and Skype have very low popularity among students.

When respondents were asked why they use social media, 39% of respondents agreed for study purpose specially Youtube, whereas 20% respondents use social media to remain updated about what is trending, 14% use it to collaborate with family and friends, 16 % use it to socialize and make new friends, and 11% use it as a source of recreation and relaxation (fig.3).
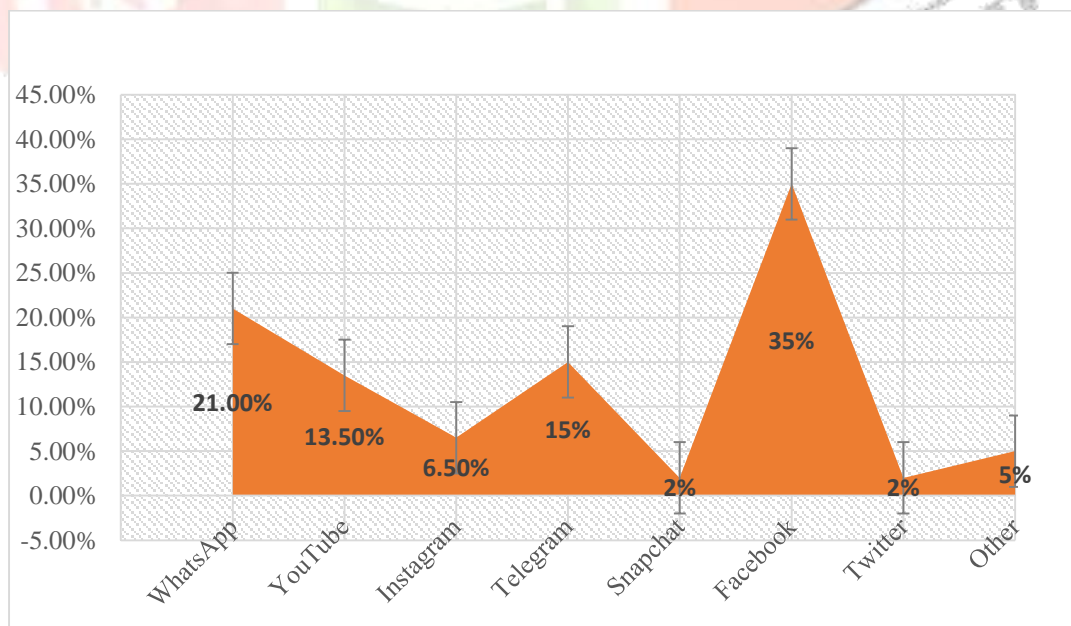

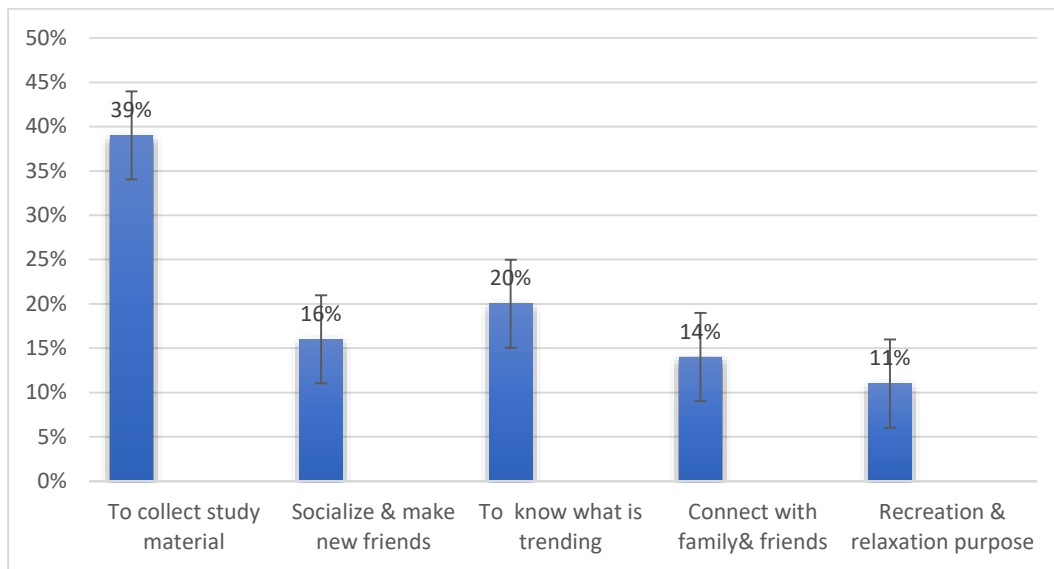Fig 2. Social networking sites used by respondents

Fig.3 Reasons behind using social media

When respondents were asked how much time they spent on their social media sites, 31 of the respondents representing 23.84 % indicated that they spent one to two hour, 45 respondents representing 34.61% spent between two to three hours, 29 respondents representing 22.30% spent between three to four hours and the last group of 25 respondents representing 19.23% said they spent between five to seven hours a day on the social media sites.

When respondents were asked whether the use of the social media affects their academic work, 99 of the respondents representing 76.15% answered in the affirmative whereas 25 representing 19.23% gave a negative respond. 06 of the respondents representing 4.62% were not certain whether the use of social media sites affected their academic or not.
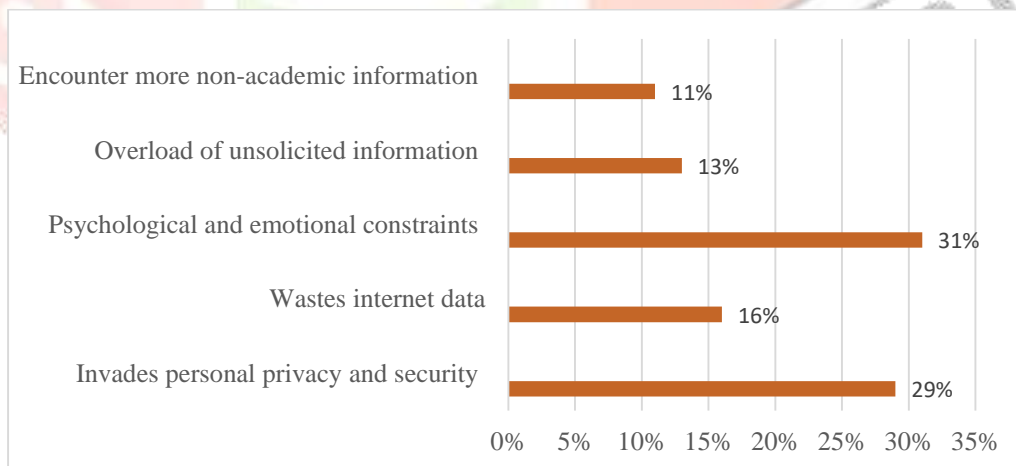

Fig.4 Problems in the usage of the platforms.

Fig.4 presents information on problems respondents faced when using social media platforms. Out of the 130 respondents 31% revealed that there were emotional and psychological constraints attached to the habitual use of these platforms, 29% respondents were faced with the issues of security and privacy of their personal affairs. 13% encounter overload of unsolicited information and 11% encounter more non-academic information than academic ones. This finding confirms the study by Aydin, (2012) that privacy concerns is plausibly the abuse of social media by students and that such abuses range from cyberbullying, stalking, and infringement of privacy. It also confirms Salo, Pirkkalainen, & Koskelainen, (2018) revealed that social media expose university students to unwarranted information, recurrent e-mails, and social request.

Out of the total respondents of 130 (Boys + Girls), 80 representing 61.53% responded in the negative when asked if the use of social media had improved their academic work, 30 representing 23.07% responded in the affirmative, whereas 20 respondents that is15.39% were not sure. The idea was that most of the respondents were aware that social media use affects their academic performance. This was because it was confirmed in the study that most of the respondents use the social media sites for other purposes rather than academic work.

The implication is that the use of social media may likely not bring any improvement in the academic work of respondents. There a strong and positive relationship between academic performance and the use of social media. In other words, the more use of social media, the less academic performance students will record. This implies students who use the social media sites frequently turn to perform poorly academically.

7. SUGGESTIONS

To limit social media use and its detrimental effects, students can take several steps:

i. Mindfulness: Be aware of your social media habits. Ask yourself questions such as: How much time and when do I use social media? What type of content do I consume? Is it aiding my growth, or is it causing harm in any way? What is my purpose behind using it? How do I feel after using it?

ii. Time Management: Set a time limit for your social media use. Start by reducing your usage by 15 minutes daily. Gradually, you can increase this time limit as you get comfortable with reduced usage.

iii. Know When to Stop: Be aware of when it's time to stop scrolling. Setting tasks to complete after using social media can motivate you to stop scrolling and start doing something productive.

iv. Connect with the Physical World: Try to connect more with the physical world around you. Engage in your hobbies, spend time with friends, visit new places, and participate in events. These activities can provide a sense of belonging and help balance your online and offline lives.

v. Be Selective: If any platform or account triggers negative emotions, it's time to unfollow it. Stay aware of your emotional responses to content, and focus on setting real-world goals that motivate you.

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