

# The Influence of Social Media on Student Learning and Academic Outcomes

Ragini anup Banore<sup>1</sup> and Dr. Dharmendra Singh<sup>2</sup>

Research Scholar, Department of Education<sup>1</sup>

Professor, Department of Education<sup>2</sup>

Sunrise University, Alwar, Rajasthan, India

**Abstract:** *Social networking sites, or SNS, are becoming the main way that people communicate with one another. This study's primary goal is to ascertain how social networking sites affect young people's academic achievement. The questionnaire was used to gather primary data from a sample of 309 young people. SPSS was used to examine the gathered data. The findings were intriguing; they indicate that social networking sites have an impact on students' academic achievement. The survey also found that the majority of participants spend between thirty minutes and over three hours a day on social networking sites. The research also shows that young people who have more active companions do better academically. Given that the research found that children's academic performance was impacted by their use of social networking sites, parents, school administrators, and adolescents urgently need to be counseled and advised about the risks of SNS addiction. The other is that students' use of social networking sites has an impact on their academic performance, and they are unable to complete the assignment in the allotted time. These results may be used to suggest suitable strategies for students to balance and manage their time without compromising their academic achievement.*

**Keywords:** Information Retention, Mobile Learning, Digital Literacy

## I. INTRODUCTION

The internet is everything that the current generation can imagine. Everybody's life now involves the Internet, and the 21st century's fastest-growing online application is social networking sites. An online platform that allows users to establish a profile and communicate with others is known as a social networking site. New and potent materials are having a huge impact on today's youngsters. Student social networking has grown in popularity over time. This generation's kids play a bigger part in fostering a sense of community and inspiring social action and local collaboration. Everybody's culture and way of life has been impacted by the rise of social networking sites. Both good and bad effects result from this. Das, B. & Sahoo, J.S. (2012) claim that students get hooked to checking their status after a few minutes each day and spend more time communicating with their peers to exchange information. Teenagers in America send and receive text messages 144 times a day, according to study on the subject. According to research, high school students who spend at least fifteen minutes on Facebook each day have worse marks overall.

Given its growing popularity, educators and parents are wondering whether kids' usage of social networking sites (SNS) will have an impact on their academic achievement. The effects of several types of SNS on academic performance have been the subject of conflicting research from researchers throughout the globe. The 12th place finishers from the previous year are certain that social networking is a huge time waster and distraction. On the contrary, they would rather go out and do sports. According to research, students who use social networking sites for informational purposes do better academically, while those who don't control their usage have detrimental effects on their academics. It is urgent and necessary to investigate the effects of social networking site use on higher secondary students' education, academic performance, and personal lives since the research data currently available on the subject is inconclusive. In light of this, it is now essential to carry out this study in order to examine how students utilize social networking sites and how this affects their academic achievement. This is mostly due to the lack of actual research demonstrating how students' usage of social networking sites affects their academic performance.

### **Objective of the Study**

Examining the effects of SNS use on secondary school pupils is the primary goal of the research.

1. To determine if social networking sites and academic achievement are correlated
2. To determine if academic achievement and active SNS friends are correlated.
3. To determine if social networking sites and students' study time are related in any way.

### **Hypothesis of the Study**

First Hypothesis

H0: Academic achievement and social networking do not correlate

H1: Academic achievement and social networking are related.

Hypothesis No. 2 H0: There is no connection between academic achievement and the quantity of active SNS buddies.

H1: Academic achievement and the quantity of active friends on social networking sites are related.

### **Relevance of the Research**

The findings of this research will help parents, teachers, and young people. This research provides them with a clear understanding of how social networking sites impact certain student behaviors for advice. The results of this research will assist parents and young people in creating study habits that will enhance their academic performance.

## **II. REVIEW OF THE LITERATURE**

The influence of social networking sites on society, and more especially on how they impact students' education or academic achievement, has been the subject of several discussions on a variety of platforms. Numerous researches have shown that students' usage of social networking sites has a detrimental impact on their academic performance (Larson, 2015; Cheney, 2010; Mingle, 2017). Social networking users study less and get poorer marks, according to data from the American Educational data Association, which was presented at its Annual Conference in San Diego, California, in 2009. Wilson (2017) and Baker (2012) have defended this. He noted in his essay that social networking sites have an impact on kids' academic achievement. Othman (2017) asserts that social networking sites are becoming more and more significant in relation to academic achievement. Social networking sites may improve student learning by facilitating student connection, however when used in conjunction with academic achievement, problems might occur. Shanker (2010) asserts that social media platforms capture students' interest and redirect them toward unsuitable and non-educational activities. According to Mensah (2016), students who spend more time on social media sites for informal conversations are more likely to experience a decline in their academic performance; the research demonstrates that time appropriateness has a major impact on both social media sites and students' academic achievement. According to a Malaysian study, social networking and pupils' academic achievement are negatively correlated. Samadi, B., and Abdulahi, A. B. (2014). The study discovered a strong correlation between students' academic achievement and the amount of time they spend on social networking sites.

According to some studies, some students have developed a habit of actively using social networking sites, and they find it challenging to focus for an hour without accessing any of the sites.

According to a research, 90% of teens use desktop, laptop, tablet, and mobile devices to access social networking sites on a regular basis. They also actively participate in social networking, texting, blogging, and other activities on a daily basis (Guy, 2012). The kind of SNS will determine the impact of its use. The student's academic performance will suffer if they utilize the internet for recreational purposes that conflict with their studies. According to a 2009 research by Ohio Dominican University's Karpinski and Duberstern, college students who utilize social networking sites have a poorer CGPA than those who don't.

Research on the same subject by Ahmed and Qazi (2012) found no link between students' academic achievement and social networking sites. There was no relationship between grades and the amount of time students spent on social networking sites, according to a research done on 1,272 students at Whittemore School of Business and Economics.

However, Paul Baker and Cochran's (2012) study found a strong inverse association between students' academic achievement and the amount of time they spend on social networking sites. As a student spends more time on social networking sites, their academic performance declines.

Regretfully, research showed varying findings. As a result, one of the most important elements affecting students' academic performance, either favorably or unfavorably, is their use of technology, such as the Internet. The kind of SNS a student uses will determine the impact of their use. Even though a lot of parents and guardians are concerned that their children are spending too much time on social media and not enough time studying, kids are still using these sites excessively. For the students, it serves as a means of connecting with both peers on and off school. Many students still use these websites on a regular basis. In light of this, the purpose of this study is to determine how students' usage of social networking sites affects their academic achievement.

### **Participants in the research**

309 young people participated in the research as samples, drawn from 1377 pupils formally enrolled in grades XI and XII for the 2019–20 school year at a CBSE school. The Slovin's formula was used to choose the samples.

$$n = N / (1 + N(e)^2)$$

Where: N = population

n = Sample Size

e = marginal error (5%)

Computation:

$$n = 1377 / (1 + 1377 (0.05)^2)$$

$$n = 309$$

### **III. RESULTS**

A structured questionnaire was the only tool utilized to collect the main data. The respondent's demographic profile is shown in Part 1. Seven questions are included in the third section to gauge students' academic achievement while using SNS, while the second section aids in exploring use patterns.

Academic performance ideas are measured using a Likert scale. The responder is presented with a series of questions in Likert scale. A five-point Likert scale, with strongly agree = 4, agree = 3, disagree = 2, and severely disagree = 1, must be used by the respondents to express their degree of agreement and disagreement. The following questions were the focus of the study.

309 schoolchildren received the questionnaire, and 100% of them returned it. The data's dependability, as determined by reliability statistics, is 0.756.

### **Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .756             | 12         |

**Table 1. Extracted Information from SPSS for the respondent profile**

|             | Characteristics   | Counts | %     |
|-------------|-------------------|--------|-------|
| Gender      | Male              | 184    | 59.4% |
|             | Female            | 125    | 40.5% |
| Age         | 16 years          | 206    | 66.5  |
|             | 17 years          | 103    | 33.2  |
| Class       | Grade XI          | 201    | 64.8  |
|             | Grade XII         | 108    | 34.8  |
| SNS members | Less than 3 years | 215    | 69.4  |
|             | More than 3 years | 94     | 30.3  |

This table contains all of the respondents' information. The figures show that 40.5% are women and 59.4% are men. Of the respondents, 64.8% are in grade XI, 34.8% are in grade XII, and the majority (66.5%) are in grade XI. The remaining respondents are 17 years old. Thirty-three percent of the respondents have been active members of different SNS for more than three years, while 69.4% have been active members for less than three years.

To investigate the relationship between academic achievement and SNS usage

Students' daily SNS use and the total of their scores from the previous two summative exams were taken into consideration in order to examine the relationship between SNS use and academic achievement.

H0: Academic achievement and social networking do not correlate

H1: Academic achievement and social networking are related.

**Table- 2 Correlations**

|                               |                     | Academic performance | Social networking sites usage |
|-------------------------------|---------------------|----------------------|-------------------------------|
| Academic performance          | Pearson Correlation | 1                    | .228**                        |
|                               | Sig. (2-tailed)     |                      | .000                          |
|                               | N                   | 309                  | 309                           |
| Social networking sites usage | Pearson Correlation | .228**               | 1                             |
|                               | Sig. (2-tailed)     | .000                 |                               |
|                               | N                   | 309                  | 309                           |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 2's findings indicate a weak relationship between upper secondary school students' use of SNS and their academic achievement. The data indicates that ( $r = 0.228$ ). When there is a positive correlation between the variables, the independent variable rises as the dependent variable increases. This instance demonstrates how Indian schoolchildren's academic performance is impacted when they use social networking sites to exaggerate. As a result, we reject the null hypothesis, which states that academic achievement and SNS are related.

To investigate the relationship between academic achievement and active SNS friends

The total number of friends was taken into consideration in order to examine the connection between academic achievement and active friends on the social networking site.

H0: There is no correlation between the quantity of active friends on social networking sites and academic performance.

H1: Academic achievement and the quantity of active friends on social networking sites are related.

**Table 3: Correlations**

|                           |                     | Academic performance | Active friends in the SNS |
|---------------------------|---------------------|----------------------|---------------------------|
| Academic performance      | Pearson Correlation | 1                    | .413**                    |
|                           | Sig. (2-tailed)     |                      | .000                      |
|                           | N                   | 309                  | 309                       |
| Active friends in the SNS | Pearson Correlation | .413**               | 1                         |
|                           | Sig. (2-tailed)     | .000                 |                           |
|                           | N                   | 309                  | 309                       |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The number of active SNS friends and academic achievement are positively correlated, as the table shows. The result indicates a modest connection ( $r = 0.413$ ). The outcome shows that students' academic performance is impacted by the amount of busy friends they have on social networking sites. In this instance, we reject the null hypothesis and embrace the alternative viewpoint, indicating that there is a connection between academic achievement and the quantity of active friends on social networking sites.

### Regression

When there is a correlation between independent variables and the dependent variable, regression analysis is used. All alternative hypotheses are approved based on the correlation findings of this study. However, the researcher has to do a regression analysis to validate the theory in order to guarantee correlations between two variables.

**Table 4: Coefficients of regression result extracted from SPSS Coefficients**

| Model |                           | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|---------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                           | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                | 1.813                       | .158       |                           | 11.444 | .000 |
|       | Active friends in the SNS | -.137                       | .056       | -.148                     | -2.448 | .015 |
|       | Academic performance      | .394                        | .082       | .290                      | 4.787  | .000 |

a. Use of social networking sites is a dependent variable.

According to the preceding data, a student's performance will vary by 0.070 points for every unit change in SNS use. Table 6 demonstrates that academic achievement and SNS are the variables that substantially contribute to the model ( $\beta = 0.290$ ). This implies that exposure to students' academic achievement will rise in tandem with an increase in SNS use. At the same time, academic performance is adversely affected by the quantity of active friends on social networking sites. As the number of friends on a student's list grows, so does their academic achievement. For question 2, which asks if students spend more time on social networking sites than reading books over the holidays, the third component of the questionnaire, or the checklist, reveals a high mean of 4.40 with a standard deviation of 1.029. These pupils are far removed from their reading habits and like social networking sites; technology has replaced human connection, which is harmful for future generations. The highest mean, 4.04, with a standard deviation of 3.188, follows. Students' usage of text messaging has an impact on their time and communication abilities. With a mean of 3.82 and a standard deviation of 1.020, the majority of students agree that if they quit using social networking sites, their academic performance would improve. Their grade decreased both before and after utilizing the SNS, as seen by their average of 3.43. The last question "SNS is affecting the character and mannerisms" had the lowest norm (2.94). Most people don't think that using social networking sites changes their personality or demeanor.

**Table 5: Statistics Result extracted from SPSS Statistics**

|                |         | grade drops before and after | lot of time during holidays | distracted my studies | I can improve if Stop SNS | SNS are affecting my communication skills and time | SNS are effecting my character and mannerism |
|----------------|---------|------------------------------|-----------------------------|-----------------------|---------------------------|--|--|
| N              | Valid   | 309                          | 309                         | 309                   | 309                       | 309  | 309  |
|                | Missing | 1                            | 1                           | 1                     | 1                         | 1  | 1  |
| Mean           |         | 3.43                         | 4.40                        | 3.82                  | 3.99                      | 4.04   | 2.94   |
| Std. Deviation |         | 1.311                        | 1.029                       | 1.020                 | 1.282                     | 3.188  | 1.342  |

#### **IV. DISCUSSION AND RECOMMENDATIONS**

The investigation provides information that is both confirming and enlightening. The usage of social networking sites by schoolchildren has increased in recent years. According to the survey, all SNS were familiar to the respondents. Consequently, individuals spend an average of 30 minutes to almost three hours a day on their social networking site. According to the research, students' use of social networking sites has an impact on their academic achievement. Schoolchildren now use social networking sites on a regular basis and devote a large portion of their time to amusement. Counseling and guidance on the risks of SNS addiction are desperately needed, since the research verified that students' academic performance was impacted by their usage of SNS.

Second, the widespread usage of SNS may have an impact on students' social interactions. It deprives pupils of in-person connection, which impacts their ability to communicate. They lose out on important social skills development because they

utilize short forms and quick messages while conversing on the SNS, which affects their spelling and grammar. They are learning to interpret speech inflections, facial emotions, and body language. When engaging with individuals, they may not even be able to think of a response in real time.

Teachers or school counselors need to speak to the class on the advantages and disadvantages of social networking, emphasizing the negative conduct linked to these platforms. Parents and school counselors should talk about how their kids use the Internet at home. To teach parents about online concerns like cyberbullying and how to keep an eye on their children's Internet use, school counselors need to host seminars. Additionally, parents should be informed that their child's engagement on social networking sites might sometimes interfere with their ability to do their homework and study.

- Study Limitation: Only 309 samples of teenagers formally enrolled in grades XI and XII for the 2019–2020 academic year are included in the study.
- Upcoming studies A restriction is shown by the modified R square value, which calls for more research in this area. Other factors that influence the student's academic success should also be included in this research.

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