The Role of Social Media in Enhancing or Hindering Academic Success in Higher Education

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Abstract: *This article's goal is to evaluate how social media affects a subset of college students' academic performance. The writers of this paper highlight the real effects of young people's everyday social media communication. To get a precise profile of the problem, a descriptive study approach was used. The study's respondents are sixty (60) students studying management information systems and business administration who use social media regularly. It took place in the summer semester of the 2017–2018 school year. In summary, social networks have become an essential aspect of students' lives and have occupied the majority of their leisure time. There are unquestionably resources in social networks that are beneficial to pupils' growth. Additionally, interacting with peers via social media platforms may facilitate socialization, friendship-building, and discussion of academic concerns. Therefore, it can be said that social media has two effects on school accomplishment and that teens' usage of social networks must be handled with the utmost care.*

Keywords: Social Media Addiction, Virtual Learning Environments, Student Engagement

I. INTRODUCTION

The Internet has firmly established itself in people's lives nowadays. It is hard to envision a young guy who does not browse the news lines and check social networks for updates at least once a day. We must be connected and up to date on the most recent events and trends in order to survive in the contemporary world. But does this tendency have an impact on pupils' performance?

Our world was split into online and offline realms when social media platforms like Facebook, YouTube, and Twitter emerged. Social media refers to internet platforms that facilitate connections between individuals both locally and globally. It is used to promote interpersonal relationships [18]. They enable us to read books, listen to music, see photographs, connect with one another even across continents and much more. Our lives have been more easier thanks to social media, which is also closely linked to us [17].

During the time spent finding acquaintances, children make various connections and have the opportunity to talk to a comparatively infinite number of people and high-end groups with a variety of identities, absorb a significant amount of stories, have the chance to exchange assumptions, and discuss topics that are significant to them. Consequently, the younger generation is often represented by social network users.

October 2018 28; International Journal of Advanced Information Technology (IJAIT), Vol. 8, No. 4/5 Social networks are particularly harmful to teens, according to academics, since they give them the erroneous sense that friendship and love are simple to get and as simple to lose [5]. Furthermore, the reality may seem too boring to young people used to the fast-paced lifestyle of the Internet, and they may attempt to "restore" it by reckless actions. Some people are in favor of social media usage. They assert that the latter facilitate rapid information sharing among pupils and provide access to knowledge. Some believe that social media is only a distraction from studying and that students use it mostly to discuss topics other than their education. Students' usage of social media facilitates them rapid access to fundamental information [18].

Social network access is restricted at many colleges and institutions throughout the globe. By assisting pupils in focusing on their academics, they provide justification for this. However, they prevent students from using the many resources that are accessible on these platforms, like YouTube scientific videos [8].

The study's location is Jubail University College (JUC), a college in Saudi Arabia's eastern region. The Royal Commission for Jubail & Yanbu is affiliated with JUC. It was founded in 2006 with the intention of fulfilling the Royal Commission's goals of human resource development and supplying Saudi labor with advanced education and training to enable them to effectively oversee the Kingdom's expanding economy across all of its sectors [7]. The purpose of this research is to determine how social media affects a sample of college students' academic performance. This will be accomplished by conducting a poll among respondents and analyzing previous research. The sixty (60) students who use social media regularly are the respondents.

II. CONCEPTS AND LITERATURE REVIEW

Existing research was evaluated in order to clarify the advantages and disadvantages of social media use generally and to ascertain how it affects students' academic performance.

Because they were able to exchange and produce ideas and concepts connected to their studies, students who spent the majority of their time communicating on social media had favorable academic outcomes, according to research. Since these social media platforms are useful for their academic work, they also utilize them for leisure [3].

A related research found that online social media had enhanced teacher-student contact, which in turn helped students and staff communicate accurate information, enhance comprehension, and create concepts and courses. It is evident from the information gathered that using social media during class is not advised [1].

Social networking platforms significantly affect students' academic performance at Malaysian tertiary institutions, according to Mensah & Nizam's research [10]. However, time appropriateness and health addiction had a more substantial impact on pupils' academic performance than any of the six factors they explored in their research. This is due to the fact that time management is a crucial factor in deciding an individual's success or failure. As a result, students who struggle with time management are more vulnerable to the detrimental effects of social media. Similarly, kids who are addicted to social media wind up missing meals, which has an adverse effect on their health.

The research by Owusu-Acheaw and Larson [12] found that social media usage had a detrimental and further impact on respondents' academic performance. The usage of social media and academic achievement were shown to be strongly positively correlated (International Journal of Advanced Information Technology, Vol. 8, No.4/5, October 2018 29). Additionally, their survey showed that the majority of respondents utilize social media platforms more for conversation than for educational purposes.

According to Alwagait, Shazad, and Alim's research [2], the majority of students do not use social media excessively, and weekly use showed a favorable skew. In addition to excessive social media usage, respondents in their survey believed that football and time management were variables that led to poor academic achievement.

A study conducted at Kogi State University discovered that students' use of social media had an impact on their academic achievement. It is clear that social media has a detrimental impact on pupils' academic achievement. Students who spend more time on social media are more likely to struggle academically since they are using social media to converse and make friends rather than reading books, which will undoubtedly affect their academic performance [4].

Another research demonstrates that social media has an impact on employers, workers, and students alike. According to a research published by a U.K. company, companies incur significant costs when employees use Facebook, Twitter, and other social media platforms while on the clock [14].

Kolan and Dzadza[8] claim that the study's results demonstrate social media's dual nature as a helpful tool and a potentially harmful master. Notwithstanding the advantages that students can derive from social media networks, such as information exchange, relationship development, and group discussions, there is some addiction and attentional distraction brought on by social media use, which may have detrimental effects on students' academic lives. Piracy is one of social media's detrimental effects. The main reason why Australians of all ages illegally download movies and TV series is because they are free [13]. Landry [9] asserts that social media is a tool that can be utilized for either good or negative, depending on the individual. Social media has both positive and negative aspects. Indeed, it is simpler to recall the negative than the positive, yet social media platforms have given individuals worldwide chances.
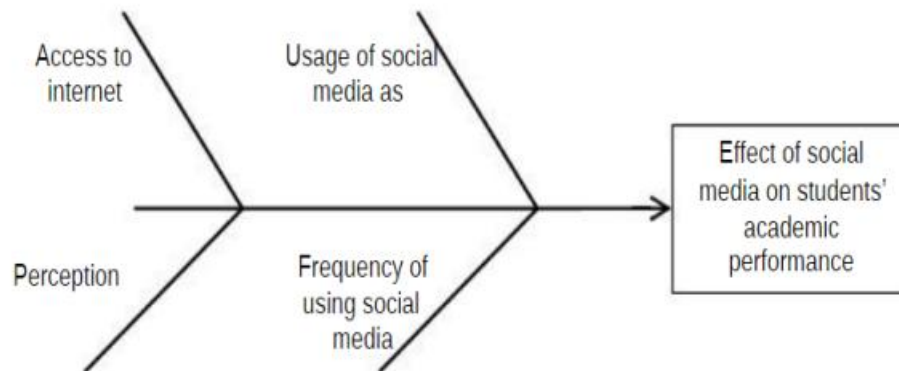
III. CONCEPTUAL PARADIGM

Figure 1: Paradigm of the study

October 2018 30 International Journal of Advanced Information Technology (IJAIT) Vol. 8, No. 4/5 The Shikawa model, also referred to as the fishbone diagram, was used as the paradigm for this investigation. Kaoru Ishikawa created the Skikawa model, a causal diagram that illustrates the reasons for a certain occurrence [19]. The following social media factors might have an impact on students' academic performance: internet access, social media use, perceptions of social media, and frequency of use. Using these characteristics, the current research will determine how social media use affects respondents' academic performance and provide suggestions that might enhance learning and lessen social media's detrimental effects.

IV. STATEMENT OF THE PROBLEM

The purpose of this essay is to determine if social media has a beneficial or detrimental effect on students' academic achievement. It specifically aimed to respond to the following questions:
Describe social media and explain its usage by students.
For what length of time do students use social media?
How does social media affect pupils' academic achievement?

V. ASSUMPTIONS

The following are prerequisites for the current research, which will evaluate how social media affects students' academic performance:
Students interact and learn on social media.
Students use social media for at least an hour per day on average.
Social media use may simultaneously have a beneficial or bad effect on academic achievement.

VI. SCOPE AND DELIMITATION

The purpose of the research was to evaluate how social media use affected students' academic achievement. The study's respondents are sixty (60) students who use social media regularly. It took place in the school year 2017–2018 during the summer semester. The study only looked at social media factors that the researchers thought would have an impact on respondents' academic achievement. These factors include the respondents' internet access, use, social media perception, and frequency of use.

VII. SIGNIFICANCE OF THE STUDY

University students are increasingly using social networks as a new outlet for their leisure time and as a method to get information that is both fun and informative. Thus, the subject of how social networks impact their users specifically, how social network usage impacts students' academic performance needs to be investigated immediately. This

information will be uncovered by this study, providing the researchers with a chance to investigate and learn new things. It may also be used to further research.

VIII. METHODOLOGY

The approach is presented in this section. Research design, data sources (including study and research population location), equipment and data collecting, and data analysis methods are all covered here.

RESEARCH DESIGN, SOURCES OF DATA, INSTRUMENTATION AND DATA COLLECTION, AND TOOLS FOR DATA ANALYSIS

Both quantitative and qualitative research methodologies were used in the study. To provide a precise characterization of the problem, a descriptive study approach was used [16].

Both primary and secondary data were used to gather pertinent information for the investigation. The sixty students that participated in the research provided primary data. Conversely, secondary data came from earlier research, books, records, and internet resources that were relevant to the present study.

The survey questionnaire, observations, assessment of earlier research, and analysis served as the data collecting tool. Data for the three study topics were gathered via surveys, literature reviews, and analysis. Respondents were given survey questionnaires. It is a technique used to collect data from responders that includes many questions. The survey's questions are straightforward and easy to understand, allowing respondents to provide reliable information. The purpose of each survey question is to address one of the study subproblems. The survey was created for the responders using Google Form. Google Forms is a fantastic, free, and effective tool that is perfect for anybody who wants to collect data on almost anything. Located just under the word editor, spreadsheet, and presentation applications in Google Drive is Google Forms [21].

The obtained information was compiled, totaled, and tabulated. To help the readers better comprehend the outcomes, these data were examined and evaluated before being shown in graphs. Slovin's formula was used to ascertain the proper sample size [6]. The department has a WhatsApp group with 71 students that use social media regularly. Slovin's formula is expressed as follows:

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

Where:

n = number of samples
N = total population
e = error tolerance (0.05)

thus,

$$n = N / (1 + N e^2)$$
$$= 71 / (1 + (71 x ((0.05)^2))$$
$$= 71 / 1.1775$$
$$= 60.3 \text{ or } \mathbf{60}$$

Statistical techniques were discovered to address the three study topics. In addition to the literature review, mode was used for the first and second research questions. The average weighted mean was applied to the third research question. The influence of social media on students' academic achievement was examined using the data that was gathered.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The collected data, analysis, and interpretation in relation to the study's questions are presented in this part. The following criteria are used to assess the respondents' responses:

THE SOCIAL MEDIA AND WHY STUDENTS USE IT

Social media is the collection of online communication platforms devoted to collaboration, content sharing, community-based feedback, and engagement. Among the many forms of social media are websites and programs devoted to forums, microblogging, social networking, social bookmarking, social curating, and wikis. Facebook, Twitter, Google+, Wikipedia, LinkedIn, Reddit, and Penterest are a few well-known instances of social media [15].

By connecting with learning groups and other educational systems that make studying more easy, students may access more helpful material when social media is used in the classroom. Social media platforms provide educational institutions and students several chances to enhance their teaching methods [20].

Students will have proper access to high-quality information about the school environment, departments, faculty, rules, and regulations if they utilize online platforms like the school website. It has been noted that social media provides a more extensive and rapid way to disseminate information to the public at large as well as to students at a particular school [18].

The researchers sent questionnaires to the respondents in order to explore the subject of why students use social media (see appendix). This issue was addressed in items 1, 2, 5, and 6. Just four people (6.7%) do not have free internet access, whereas fifty-six individuals (93%) have. With a smartphone, almost anybody can access the internet at any time without restriction.

Of the respondents, 21 (35%) stated that they use social media for communication, 18 (29.5%) said they use it to watch movies and listen to music, 15 (25.5%) said they use it to find information for educational purposes, and only six (10%) said they use it for online gaming. The primary goal of the responders, it turned out, is communication. The survey found that respondents use social media and the internet for learning in addition to communicating. During the research, it was discovered that 43 (71.7%) completed their tasks online, 12 (20%) preferred the more conventional approach of visiting the library and reading books for the assignment, and 5 (8.3%) said they did not utilize social media or the library for their assignments. As we can see, with the availability of the internet, the majority of students can complete their tasks without the need of libraries or books.

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TIME STUDENTS SPEND IN SOCIAL MEDIA

99% of teens between the ages of 16 and 17 use social media, while 78% of kids between the ages of 8 and 9 access websites like Facebook, where they may spend up to seven hours per day, according to news agency Newspoll [11]. In actuality, many people today would not be able to communicate with others without daily trips to social organizations, information gleaned from online news sources, comments from various networks, and so on.

Item number three of the poll asked about the amount of time respondents spent on social media. Internet users often utilize it for four to six hours per day. Vol. 8, No. 4/5, October 2018, 33 International Journal of Advanced Information Technology (IJAIT) Twenty-three (38.3%) spend one to three hours on social media, seventeen (28.3%) spend one to three hours, sixteen (26.7%) spend more than six hours on social media, and four (6.7%) are unsure of how much time they spend on social media. The majority of respondents use social media for four to six hours per day on average.

IMPACT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE

23 people (38.3%) strongly agreed that social media had a detrimental impact on their academic achievement, according to the survey's findings. Interviews with the respondents revealed that they occasionally lack the time to complete assignments or study because they have been on social media for a long time. Of those surveyed, seventeen (28.3%) said they have no such issues, twelve (20%) gave a neutral response, and eight (13.3%) said they have no issues because of their use of social media.

According to respondents, social media has the following beneficial effects: Thirteen (21.7%) said it was neutral, neither good nor negative; ten (16.7%) strongly agreed of the beneficial impact; thirty-six (60%) agreed; and one (1.7%) disagreed.

In conclusion, it was discovered that the internet has a particular position in the lives of the students who participated. Even during class, the majority of responders are unable to put down their phones. The majority of them watch the series every day and do their homework online, yet this does not affect their academic progress.

IX. FINDINGS

Their main reasons for utilizing social networks are to communicate with and find friends and classmates. The majority of respondents are able to create their own unique leisure time and prepare for tests thanks to the time they spend in informal groups. Approximately 20% of students' time is spent on social media.

Only a small percentage of respondents acknowledged that social media had an impact on their free time, 10% said that it led to addiction, and nearly half of those polled acknowledged that social media helped them in their personal lives by facilitating communication with friends, planning leisure activities, and finding interest groups. In conclusion, it should be mentioned that social networks occupied the majority of the students' leisure time as they became an essential part of their whole lives. They took the place of the understudies' verbal conversation and leisure activities after they had supplanted the correspondence ways. In preparation for tests, the unofficial organization—rather than the textbook or the teacher—became their primary focus.

Students often lack the time necessary to fully process the material covered in class. After all, there are many more fascinating things on the screen of a phone or tablet, like peer messaging, news recordings, various social networks, and YouTube movies. Additionally, students may use the Internet in their spare time. He will spend time on social media rather of playing sports, reading a book, interacting with classmates "live," getting ready for classes, or just going for a stroll. Naturally, this has a detrimental impact on their intellectual and physical growth.

Without a doubt, social networks also include resources that are beneficial to students' growth, such as many educational Facebook groups and instructional YouTube videos. Additionally, interacting with peers via social media platforms may facilitate socialization, friendship-building, and discussion of academic concerns. Additionally, a youngster may unwind on social media platforms and divert their attention from the daily grind of college life.

X. CONCLUSION, RECOMMENDATION AND DIRECTION FOR FUTURE RESEARCH

According to the results, social media takes up the majority of the student's free time and becomes an essential component of his whole existence. The respondents emphasized that their time spent on social media had a detrimental effect on their academic achievement.

Thus, students are selected as possible victims via social media, which is also known as a social network or web. Mobile phones and other computer technologies have greatly increased the range of both beneficial and detrimental aspects of the younger generation's intellectual and spiritual growth.

Therefore, it can be said that social media has two effects on school accomplishment and that teens' usage of social networks must be handled with the utmost care. The potential detrimental effects of excessive social infatuation should never be overlooked. The following suggestions are made in light of the findings and conclusions: In order to promote social networks as a tool for learning as well as for communication and pleasure, institutions should concentrate on making enjoyable things useful. It should be voluntary for users of social networks to limit participation to students during a session on certain days.Last but not least, students themselves need to be aware of the possible negative effects of excessive social media usage and approach the learning process and academic outcomes appropriately.

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