

# Impact Of Social Media On Academic Achievement Of B.Ed. Students Of Panjab University Chandigarh

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## ABSTRACT

The purpose of the research study was to examine the Impact of Social Media on Academic Achievement of students of Panjab University Chandigarh from B.Ed. colleges Muktsar district of Punjab. The stratified random sampling technique was used to select a sample of 100 students from different Education colleges of Muktsar district. Self-developed Questionnaire on Impact of Social media on academic achievement of B.ED. students was developed by the investigator. The findings of study revealed that social media has positive impact on the academic achievement of B.Ed. students because the educational sites and study material on the internet helped the student to perform better in their academics. It was also found that there was no significant difference in usage of social media between the students of science and humanities stream and the study also revealed that there was significant difference in the usage of social media between boys and girls B.Ed. students and it was observed that usage of social media among boys was higher than the girl

**Key Words:** Social media, Social networking sites and Academic Achievement

## Introduction

Social media is a web-based technology to facilitate social interaction between a large group of people through some type of network. Social media is growing rapidly and becoming an inevitable part of everyday life, because of the latest technological revolution. Cox and Rothmans (2011) defined social media as forms of electronic communication through which users interact among people in which they create, freely share, exchange and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of personal words, pictures, videos and audio, utilizing online platforms while they are connected to the Internet.

Social networking sites although has been recognized as an important resource for education today, studies however shows that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones (Subrahmanyamet al.,2008). Although it has been put forward that student spends much time on participating in social networking activities, with many students blaming the various social networking sites for their steady decrease in grade point averages (Mensah et al., 2016), it also shows that only few students are aware of the academic and professional networking opportunities the sites offered.

The advancements and popularization of computers and mobile phones have led the community to spend more time on the internet and social media. Many researchers indicated that social media has become one of the most influential communication tools which could be effectively used on teaching process. Most of the researchers have argued that teachers and students could effectively discuss and exchange their course related ideas via social media. In addition to these, it is believed that multi-functionality of social media encourages students to actively engage with group work, discuss and share more easily among themselves about what they have learnt and communicate via multiple chat rooms.

According to the researcher, the popularity of social media has grown expediently. The social networking site

such as face book, Twitter, Snapchat, Instagram, 2go and BB chat allows social interaction among students (Owusu-Acheaw et al., 2015). The study examined the positive effect of such site on youths. It offers youths a channel for sharing knowledge through exchange of notes and lectures, entertainment, communication, and meeting friends and those not seen for a long time. The study also analyzed the negative consequences of such site. Despite the positive gain, it comes with the negative impact of it. It was before now used by students for research but most students abandoned their home work to chat with friends (Alwagait et al., 2014). However, the present study therefore analyzed both sides of the coin giving the students an opportunity to choose what impact they want the social media to play in their academics.

## Review of the related literature

**Enriquez (2010)** revealed that students who multitask among social networking sites and homework are likely to score 20% lower grades than a student who does not spend his time on social networking site. He reported that while learning or doing homework a learner's grade can be lowered even if a social networking site is running in the background on a student's desktop and causing him distraction.

**Alhazmi and Rahman (2013)** concluded from their study that university students spend more than one hour on Facebook for non-academic purposes and the academic use of Facebook is very limited. In a similar study, Barczyk and Duncan (2013) assessed that incorporating Facebook into university courses provided students with opportunities to interact with people within and beyond peripheries of a classroom, but a use of Facebook as a form of instruction is time-intensive for both faculty and students. To avoid this type of situation instructors should work towards the well-structured plan and mechanism for sharing information and interactions.

**Balakrishnan (2014)** assessed the use of Facebook, Twitter, and YouTube in which these sites led to an establishment of improved communication among students and lecturers resulting in a better teaching and learning environment

## Objectives of the study

1. To determine the impact of student addictiveness to social media on their academic achievement.
2. To explore the differences in the usage of social media among science and humanities B.Ed. students
3. To determine the differences between the boys and girls B.Ed. students usage of social media in relation to academic achievement.

## Hypotheses

1. Students' addictiveness to social media has no significant relationship to their academic achievement.
2. There is no significant difference in the usage of social media among science and humanities stream B.Ed. students
3. There is no significant difference in the usage of social media among boys and girls B.Ed. students.

## Delimitation

1. The present study was limited to the B.Ed. students of Muktsar District of Punjab.
2. The present study was limited to the sample of 100 B.Ed. students affiliated colleges of Panjab University Chandigarh.

## Methodology

For the Present study the investigator used the stratified random sampling technique for collection of data. A sample of 100 students was randomly selected, and the sample was further divided into strata's i.e. of 50 Science and 50 Humanities students and further it was divided into 25 boys and 25 girls each.

## Tools

1. Self-made Questionnaire on Influence of Social media on Academic Achievement of students was developed by the investigator.
2. Examination results of 2<sup>nd</sup> semester and 4<sup>th</sup> semester were collected from the panjab university by the researcher to know the academic achievement of B..Ed. students.

## Statistical Technique used

For the purpose of the analysis, following appropriate and compatible statistical techniques were used such as Correlation, Standard Deviation and t-test.

## Analysis and Interpretation of Data

**H1: Student's addictiveness to social media has no significant relationship on their Academic Achievement.**

The correlation technique was used for testing the hypotheses that student's addictiveness to social media has no significant influence on their academic achievement. The results of the analyzed data are given in table 3.1 showing the 'r' value and level of significance with respect to social media and academic achievement of B.Ed. students of Panjab University Chandigarh.

**Table 1**

**Coefficient of Correlation between social media and academic achievement B.Ed. students of Panjab University Chandigarh.**

Group	N	'r' value	Level of significance at 0.05
Social media	50	0.82	Positively correlated
Academic achievement	50		

Table1 shows the coefficient of correlation between social media and academic achievement of B.Ed. students of Panjab University Chandigarh. From the table 1 it is clear that coefficient of correlation between addictiveness of social media network and academic achievement has been found to be 0.82 which is strongly and positively correlated. So, it can be interpreted that there is significant positive relationship between social media addictiveness and academic achievement of B.Ed. students. Therefore, null hypothesis is rejected.

**H2: There is no significant difference in the usage of social media among science and humanities B.Ed. students of Panjab University Chandigarh.**

To test the null hypotheses-test was used for analysis. The analysis is presented in table

**Table 2**

**Mean, S.D and t value of science and humanities students' score on social media scale**

Group	N	Mean	S. D.	't'-value	Level of significance at 0.05
Science	50	86.30	8.853	0.298	Not significant
Humanities	50	85.74	9.899		

Table 2 shows that the mean scores of science respondent were 86.30 and the humanities respondents was 85.74. The standard deviation of science students was 8.85 and the humanities respondent was 9.89. The difference between mean was 0.560 and it was in favour of science students. The calculated t value was 0.298 and tabulated value was 1.984. The calculated value of t is less than the table value at 0.05 level of significance therefore the null hypothesis was accepted which means there is no significant difference in usage of social media between the science and humanities stream B.Ed. students of Panjab University Chandigarh.

**H3: There is no significant difference in the usage of social media among boys and girls B.Ed. students of Panjab University Chandigarh.**

**Table 3**

**Mean, S.D and t-value of Boys and Girls Students Score on Social media Scale**

Group	N	Mean	S. D.	't'-value	Level of significance at 0.05
Boys	50	88.38	10.02	2.597	Significant
Girls	50	83.66	8.05		

Table 3 shows that the mean score of male respondents was 88.38 and the female respondents were 83.66. The standard deviation of male students was found to be 10.02 and the female students was 8.05. The difference between mean was 4.720 and it was in favour of male students. The calculated 't' value was 2.59 and tabulated value was 1.98. From the table 3 it was found that the calculated value of t is greater than the table value at 0.05 level of significance therefore we reject the null hypotheses and it means there is significant difference in the usage of social media among boys and girl B.Ed. students of Panjab University Chandigarh.

## Findings of the Study

The major findings of the study were:

- There was significant positive relationship between addictiveness to social media and academic achievement of B.Ed. students of Panjab University Chandigarh. The findings revealed that social media has positive effect on the academic achievement of B.Ed. students because the educational sites and study material on the internet helped the student to perform better in academics.

- There was no significant difference in usage of social media between the science and humanities stream students of B.Ed. students of Panjab University Chandigarh. It was found that students of both science and humanities stream use social media equally.
- There was significant difference in the usage of social media among boys and girls B.Ed. students of Panjab University Chandigarh. It was found that the mean score of boys was higher as compared to girl students therefore it was observed that usage of social media in boys was higher than the girls.

## Conclusion

From the above findings it can be concluded that Students should be educated on the influence of Social media on their academic performance. The students should be regularly monitored by teachers and parents on how they should effectively use the social networking sites. Teachers should make sure that students use the social media as a tool to improve their academic performance rather than wastage of their precious study time. The students should use manage their study time effectively and this can prevent distractions that can be provided by the social media. The students should try to maintain balance between their study hours and the hours spent on social media.

## Suggestions for Further research

This study will serve as a basis for further research studies on Social media and the academic performance of students.

- Similar study can be conducted on the students of other Universities.
- Similar studies can be conducted with respect to gender, stream, locality etc.

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