



The Impact of Social Media use on UG students Academic Achievement

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ABSTRACT

Over the last few decades, social media use has grown significantly. Due to its expansion, it has become highly popular for UG students to communicate with one another. These social media platforms can be a useful way for kids to communicate with their teachers and one another. But excessive social media use can harm students' academic performance and cast doubt on this practice. By surveying UG students, this study examines the advantages and disadvantages of social media use on academic achievement. The poll looked at which social network UG students use the most and which is best for their academic abilities. There were 120 replies to the survey, and descriptive data demonstrate the correlation between the student's academic achievement and the number of hours spent on social media sites. This study's findings may help develop a practical strategy for raising students' academic performance through better use of social media platforms.

Keywords: Social media networks; Academic performance; UG Students.

Introduction

Since the advancement of internet technology, the use of social media has experienced significant expansion. They become very well-liked and significantly impact all facets of our life, particularly schooling. For this reason, social media use and its effects on educational operations have received increased attention from researchers during the past 10 years. Social media serves various purposes, including reaching out to students and allowing the sharing of ideas between educational personnel. It also helps students create their communities to collaborate.

In reality, studies examine how social media use affects students' academic performance, but our work stands out because it focuses on UG students. Our research was conducted on paper and online to obtain the best possible collection of responses from UG students, which is the key distinctiveness of our work. This research study aims to gather data on social media usage and how it affects academic achievement. We review the literature and work linked to our research in part two. The research technique is then described in section three, and the data analysis and findings are discussed in section four. The paper is concluded in section five, which provides an additional explanation of the findings.

Objective

To acquire a thorough understanding of the research topic, this part provides an overview of the relevant literature on social media use in educational society.

The evolution of social media

Web-based tools known as social media enable users to produce, share, and exchange content such as ideas, photos, and videos in online communities. Facebook, Twitter, YouTube, and Instagram are some of the most widely used social media platforms. According to estimates from 2016, Twitter had 500 million active users worldwide, and Facebook had an average monthly reach of 3 million people. The entire student body is continually logged onto social networking sites. The age range of the most frequent users of online social media is between 18 to 29. They utilize these websites for communication, enjoyment, and even information searching, prompting researchers to look into the appropriate usage patterns for such social media to help them contribute to improving the learning process.

Methodology

This study used a questionnaire distribution to take a quantitative approach. In this study, we questioned students about their views on social media usage and how it affects learning. We also asked them how many hours a day they spend on social media and which social network they thought was

the most effective in enhancing learning. Two sections make up the questionnaire. The first deals with the respondents' personal information, such as their gender, educational background, and the subject of study. The various questions connected to using social media are included in the second section. The investigation's goal is to provide answers to the following questions.

Q1 – Which social media platform is most used by UG students?

Q2-How frequently do you use social media every day?

Q3-How might social media platforms enhance student-teacher interaction and communication?

Q4 – How many social media networks enhance the lecture's instructional process?

Q5-Does the use of social media networks in the educational process benefits students?

Discussion

The obtained data is presented and analysed in this part. The questionnaire was distributed over the course of three months. The respondents are 120 universal students, 45 percent of whom are male and 55 percent of whom are female. 37 percent of those polled, 17 percent, are in their second year of college.

Q1-Which social media platform is most used by UG students?

The amount of people who responded on various social networks. YouTube is the most popular site for students to communicate, followed by Twitter, then other social networks such as LinkedIn, Instagram, and What's up, and finally Facebook. 40 percent of the 120 respondents use YouTube to interact with them, while 20 percent use Twitter to network. According to the findings, YouTube is nearly twice as popular as Twitter among UG students. In this study, 33% of respondents have profiles on more than three social networks.

Q2- How frequently do you use social media every day?

Two questions were used to assess social media usage. The following are the questions:

- How long do you typically spend on social networking sites?
- Do you prefer to use social media at specific times throughout the day?

The findings show that 45 % of respondents used social networks daily for between one and three hours. 47 respondents assert that under an hour is sufficient for them to browse our social profiles.

A large number of respondents, 49 %, agree with the proposal of setting aside a certain period of the day for using social media. While 24% are ambivalent, 28% oppose the notion and would prefer that use continues throughout the day.

Q3 – How might social media platforms enhance student-teacher interaction and communication?

Following are the three questions that were used to gauge how social media has improved student-teacher communication:

- Do the professors give you access to their social networking sites?
- Do professors engage their students in social networking sites?
- Do you communicate with your teachers through social networking sites?

The responses of survey participants whose social profiles were provided by their teachers. The answers are divided into three groups: yes, to a certain extent, and no.

42 % of respondents dispute that all professors gave them access to their social networking accounts. However, 37% indicate that some of their teachers have given them access to their social media accounts.

Only 21% of respondents affirm they have access to their professors' social networking accounts.

To determine whether the faculty has activated and is utilizing social media to interact with their students, The results show that 47% of respondents said that the professors do not interact with them on social media. This fact is supported by the declaration made by 41% of respondents that they do not contact their lecturers via social media.

Q4 – How many social media networks enhance the lecture's instructional process?

Three questions were used to gauge the effectiveness of social media use during the lecture as an educational operation. These are the questions:

- Does the usage of faculty members as a means of social interaction during the educational process have a favourable impact on student's academic achievement?
- Do you believe that a student's usage of social media during a lecture under the guise of academic study affects their ability to understand the

presentation?

- Do you favour students using social media during lectures?

According to the findings, 70% of respondents (39% agree, 31% disagree) are not opposed to faculty members using social media during lectures and agree that this use benefits students' academic performance, as seen in figure 8.

The results indicate that respondents do not support students using social media for academic research during lectures. Of the respondents, 45 % agree with this statement, 40 % are neutral, and 15 % oppose it.

We generally questioned the respondents if they agreed with the usage of social media by students or teachers during class lectures. 38 % of respondents say they won't use social media during the lecture, while 34 % of them agree with this statement, and 28 % are undecided.

Q5 – Does the use of social media networks in the educational process benefits students?

Four questions have been used to examine whether social media networks are beneficial for the advancement of the educational process. These are the questions:

- Can the teacher effectively convey the necessary information through social networking sites?
- Do you believe that social networking plays a significant part in enhancing kids' academic performance?
- Do you believe that while communication with faculty members has improved thanks to social networks, study quality has not?
- Which social networking sites are most effective for the educational process?

In addition, 72 respondents are unremarkable, but 48 acknowledge that the teacher miscommunicated the necessary details via social media.

When asked if social media helps students perform better academically, 60 respondents said yes, 40 said no, and 20 said they didn't think social media significantly impacted their grades. However, another 40 said they weren't sure, and 20 said they didn't believe it had.

By asking respondents if social media had improved communication between students and faculty members but had not improved the quality of the study, 42 % confirmed this fact, 40 % expressed neutrality, and 18 % disagreed with the improvement in communication between teachers and students. We asked the students which social network they thought would help the educational process the most at the end of the questionnaire. The top website for enhancing learning is YouTube, followed by Twitter, Facebook, and other social networks like LinkedIn, Instagram, and What's up. One-third of the 120 respondents—or 37%—suggests that YouTube is the finest social network for enhancing the educational process, while 36% say Twitter is the best.

Conclusion

This study's primary goal was to examine how undergraduate students utilize social media and how it relates to their academic achievement. The contact among the students is one of the study's shortcomings. In reality, the findings showed that using online social media facilitated better contact between teachers, staff, and students, which helped to spread accurate information and advance students' grasp of concepts and course material. According to the data gathered, it is apparent that the majority of respondents do not advise using social media during class time. According to UG students, Twitter and YouTube are the social media platforms that enhance education the most. Further research should be done, focusing on how social media affects students' present life rhythms and social relationships, taking into account the widespread use of social media by UG students.

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