

A Study of an Influence of social media among students

Mrs. N. Harini

Assistant Professor, Madurai Institute of Social Sciences, Madurai

E-mail: enharinibest@gmail.com

Mr. D. Chinnadurai

Librarian, Madurai Institute of Social Sciences, Madurai

E-mail: chinnaduraikd@gmail.com

Abstract

Social media is a web-based technology which helps people to access all kind of information in an around the globe. It helps to grasp information all over the world. In the current pandemic situation, students spend most of their time in social media like whatsapp, facebook, twitter, google and instagram. Nowadays the social media accessing is more common and user friendly due to digitalisation. Even now student attends online classes through media. So social media plays an important role among the student community. The main aim of this study is to find out the influence of social media in their academic as well as the knowledge of the students. Self-structured tool is used for data collection which consists of 25 items. Convenient sampling technique is used for data collection. Descriptive design is used as a research design. The data were collected from 61 students through Google forms which were sent via whatsapp and E-mail because of pandemic. The data were analysed using SPSS statistical package for finding the influences of social media among students. The result of this study is that there is a high influence of social media in academic performance, attitude and knowledge of the students.

Key words: students, social media, learning, performance, attitude

INTRODUCTION

Today social media have taken a firm place in people daily routine life. It is not easy to imagine the students without the accessing social media for daily news updates. After the evolution of Social media like Instagram, Twitter, We chat, Tinder, Face book, email, Whatsapp and Telegram etc. Nowadays the presence of people said to be online and offline. This social media helps the people to connect people virtually across the globe. By using this social media we can communicate, write, read, comment, share, find, and search everything by sitting at our home. Thus the usage of Social media is more prevalent among the college students. Even many educational institutions prefer flipped classroom model. In the flipped classroom model both direct and virtual classes will be handled by the subject experts. According to the studies social media is widely used by the teenagers but at the time many problems may arise. They are having wrong impression that love, lusts and kinship are easy to make and easy to destroy. Nowadays many educational institutions are restricting the media sites to access by the students. They are justifying that restricting the access of social media will help to increase his commitment and concentration towards his academic activities but on the other hand social media. The aim of this study is to find out the influence of social media among college students. To achieve this, existing studies will be analyzed, as well as survey among respondents will be conducted. Respondents are the sixty (60) students who are actively using social media.

REVIEW OF LITERATURE

(Oye et al., 2012) resulted that facebook use has a significant impact on undergraduate students' academic performance. Students use social media sites largely to organise their work, rather than for educational purposes then according to study the majority of students are aware that social media sites have a private impact on their academic growth.

(Michikyan et al., 2015) used a mixed-methods approach to investigate the relationship between online academic disclosure (namely, notices about their academic experiences) and academic achievement for 261 students with an average age of 22. An analysis of their Facebook commitments revealed that 14% of them were intellectual in nature.

(Kirschner & Karpinski, 2010) observed that a few students don't have control over their social media and spend more time on these systems than they do studying or resting. They underline that experimental analysis proposes the absolute influence of executing various tasks, or attempting to complete all procedures of diverse data sources, on execution. They emphasise that this results in a longer study period and a greater amount of mistakes on assignments.

(Eke et al., 2015) highlighted that among Students in Nigeria indicated that using social media has a number of advantages, including virtual gatherings with co-study researchers, confidence and prosperity, research and learning, reinforcing interpersonal connections, and the ability to read and write web content, among others. Students also use social media to communicate with friends, watch movies, and research ethnic problems such as government troubles, economic, and religious concerns, as well as for academic purposes.

(Owusu-Acheaw & Larson, 2015) it was discovered that the use of social media had influenced the academic performance of its users in the other direction, and there is an strong link between the usage of social media in the academic performance and their research revealed that a substantial percentage of the social media users who are accessing the media sites instead of using media for academic purposes

(Jha et al., 2016) Students are most likely influenced by social media, according to Jha et al., [84]. It has a significant impact on the life of undergrads who are responsible for calculating grades. They added that social media is interesting because it exposes them to diverse worlds and allows them to meet friends. It also provides a good way to relieve tension. It was also discovered that adjusting the relationship between social media and academic achievement requires a methodology. As a result, undergrads will consider how to balance social media and academics.

(Wang et al., 2011) claimed that social networking has a significant impact on students' survivability as well as their grades. As a result, educators should pay special attention to these concerns and work to find the most effective solutions. However, when it is used in an educational setting, the ideas presented here can be used to investigate the use of communication technology at college, as well as at home, in classrooms, and in a variety of other settings, and for a variety of different audiences, such as adolescents, teen adults, the elderly, or families.

OBJECTIVES OF THE STUDY

- To analyze a the socio demographic profile of the students
- To determine the influence of social media on the student’s academic Performance
- To recommend some measure to ensure proper usage of social media in right direction.

RESEARCH METHODOLOGY

The study aimed to analyse the influence of social media among college students. The researcher adopted “Descriptive research design” as it provides scope to describe the influence of social media among college students. Students from both under graduate and post graduate from Madurai district are included for this study. Self structured tool is used for data collection which consists of 25 items. Convenient sampling technique is used for data collection. The data were collected from 61 students through Google forms. The data were analysed using SPSS (Statistical package of social sciences) such as social demographic table., “t”test, ANOVA test, levels, etc.

DATA ANALYSIS AND INTREPRETATION

TABLE NO: 1 Socio demographic profile of the college students

Variables	Frequency	Percentage
Age		
18-20 years	25	41
21-23 years	30	49.2
24 -26 years	6	9.8
Gender		
Male	2	3.3
Female	59	96.7
Type of family		
Nuclear family	53	86.9
Joint family	8	13.1
Domicile		
Urban	33	54.1
Rural	10	16.4
Semi urban	18	29.5
Fathers Education		
Illiterate	18	29.5
School education	28	45.5
Graduation	15	24.6
Father’s Occupation		
Government employee	5	8.2
private	10	16.4
Business	12	19.7

Coolie	34	55.7
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Age:

The above table shows that more than half (41%) of respondents are belonging to the age group of 18 – 20 years, less than two fifth (49.2%) of the respondents are belonging to the age group of 21- 23 years and rest of (9.8%) of the respondents are belonging to the age group of 18 – 20 years. It is noted that most of the students belonging to the age group of 23 – 26 years.

Gender:

The above table shows that overwhelming (96.7%) of the respondents are female and overwhelming (0.2%) of the respondents are male It is noted that most of the students under this study is female.

Type of family:

Majority of (86.9%) the respondent are from nuclear family and rest of (13.1%) of the respondents are from joint family. It is noted that most of the students are from nuclear family.

Domicile:

Exactly one third (54.1%) of the respondents are from urban areas, (16.4%) of the respondents are from semi urban areas and (29.5%) of the respondents are from semi urban areas. It is noted that most of the students are from urban areas.

Father’s Education:

Exactly (29.5%) of the respondent has completed their illiterate, (45.5%) of the respondent has completed their school education and remaining (24.6%) of the respondent has completed their graduation so it is noted that majority of the respondents has completed their higher education.

Fathers Occupation:

Exactly (55.5%) of the respondent’s fathers were coolie workers, (19.7%) of the respondents fathers were doing businesses and (16.4%) of the respondents father were private sector employees then remaining (8.2%) of the respondents fathers were government sector workers. It is noted that majority of the respondents fathers were coolie workers.

TABLE NO: 2 “t’- Test table shows that the mean difference about the gender and the influence of social media

Scale	Gender of the respondent	N	Mean	S.D	Df	“t” value	Sig.2 tailed
Influence of Social media	Male	2	24.50	2.121	59	-1.120	0.267
	Female	59	29.41	6.137			
	Total	61					

The researcher carried out the t- test to understand the variation between gender of the respondents with regard to the influence of social media. It can be inferred that there is no variation between gender of the respondent’s and influence of social media as the “t” value is -1.120 and the P value is 0.267. Since the P value is greater than 0.05. hence the null hypothesis is accepted .

Scale	Type of family	N	Mean	S.D	Df	“t” value	Sig.2 tailed
Influence of social Media	Nuclear family	53	29.83	5.873	59	1.970	0.054
	Joint Family	8	25.38	6.589			
	Total	61					

TABLE NO: 3 “t”- Test table shows that the mean difference bases on the family type and influence of social media.

The researcher carried out the t-test to understand the significant difference between family type of the respondents with regard to the influence of social media. It can be inferred that there is no significant' difference between type of family and influence of social media as the “t” value is 1.970 and the P value is 0.054. Since the P value is greater than 0.05. Hence, Null hypothesis is accepted .

Table No: 4 “t”- Test table shows that the mean difference bases on the college type and influence of social media

Scale	College type	N	Mean	S.D	Df	“t” value	Sig.2 tailed
Influence of social Media	Government	14	32.21	3.704	59	2.134	0.037
	Autonomous	47	28.36	6.422			
	Total	61					

The researcher carried out the t-test to understand the significant difference between College type of the respondents with regard to the influence of social media. It can be inferred that there is significant' difference between college type and influence of social media as the “t” value is 2.134 and the P value is 0.037. Since the P value is lesser than 0.05. Hence, Null hypothesis is rejected .

Table No: 5 Anova table shows that the mean difference score of influence of social media-based age of the respondents

Scale	Age of the respondents	N	Mean	S.D	Df	“F” value	Sig.2 tailed
Influence of social Media	18 - 20 years	25	28.56	5.308	58	0.290	0.749
	21-23 years	30	29.83	6.864			
	24 - 26 years	6	29.17	5.845			
	Total	61	29.25	6.104			

The researcher carried out the ANOVA test to understand the significant difference between age of the respondents with regard to influence of social media. It can be inferred that

there is no significant between age of the respondent's and influence of social media as the "F" value is 0.290 and the P value is 0.749. Since the P value is greater than 0.05. hence the null hypothesis is accepted.

Scale	Education Level	N	Mean	S.D	Df	"F" value	Sig.2 tailed
Influence of social Media	Illiterate	18	30.83	9.044	2 58 60	1.110	0.336
	School education	28	28.11	4.140			
	Graduation	15	29.47	4.627			
	Total	61	29.25	6.104			

Table No: 6 Anova table shows that the mean difference score of influence of social media based parent's education level of the respondents

The researcher carried out the ANOVA test to understand the significant difference between parents education level of the respondents with regard to influence of social media. It can be inferred that there is no significant difference between parents education level of the respondent's and influence of social media as the "F" value is 1.110 and the P value is 0.336. Since the P value is lesser than 0.05. Hence the null hypothesis is accepted.

Table No: 7 Anova table shows that the mean difference score of influence of social media based parents occupation of the respondents

Scale	Occupation	N	Mean	S.D	df	"F" value	Sig.2 tailed
Influence of Social Media	Government	5	31.40	5.128	3 57 60	6.618	0.001
	Private	10	28.40	5.232			
	Business	12	35.00	7.249			
	Coolie	34	27.15	4.698			
	Total	61	29.25	6.104			

The researcher carried out the ANOVA test to understand the significant difference between parents occupation of the respondents with regard to influence of social media. It can be inferred that there is no significant difference between parents occupation of the respondent's and influence of social media as the "F" value is 6.618 and the P value is 0.001. Since the P value is lesser than 0.05. Hence null hypothesis is rejected.

Scale	Percentage of marks	N	Mean	S.D	Df	"F" value	Sig.2 tailed
Influence of social Media	35% - 50 %	2	26.00	4.243	2 58 60	0.398	0.674
	51% - 66%	54	29.24	5.956			
	Above 66%	5	30.60	8.764			

	Total	61	29.25	6.104			
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Table No: 8 Anova table shows that the mean difference score of influence of social media based on the percentage marks of the respondents

The researcher carried out the ANOVA test to understand the significant difference between percentages of marks of the respondents with regard to influence of social media. It can be inferred that there is no significant difference between percentage of marks of the respondent's and influence of social media as the "F" value is 0.398 and the P value is 0.674. Since the P value is greater than 0.05. Hence the null hypothesis is accepted.

MAJOR FINDINGS:

- More than half of students are belongs to the (49.2%) respondents were belongs to the age category of (21-23 Years).
- Majority of the students (96.7%) were females.
- More than half of the students (89.9%) were belongs to nuclear family.
- Majority of the students (54.1%) are from urban areas.
- Majority of the students father (45.5%) were completed their school education
- More than half of the students' parents (55.7%) were coolie workers.
- There is no significant difference between gender of the respondent's and influence of social media
- There is a significant difference between family types of the respondents with regard to the influence of social media.
- There is a significant difference between College types of the respondents with regard to the influence of social media.
- There is an significant difference between age of the respondents with regard to influence of social media
- There is no significant between age of the respondent's and influence of social media
- There is no significant difference between age of the respondent's and influence of social media
- There is no significant difference between percentage of marks of the respondent's and influence of social media
- There is no significant difference between percentages of marks of the respondent's and influence of social media.

SUGGESTION & CONCLUSION:

As the result we can conclude that social media have adverse influence among students in their academic performance. When students utilised wisely, carefully and indiscriminately will have positive impact. Students should create good balance between the academic and social media.

The following are the recommendations made in the paper:

- Students should limit their social media usage and focus more on their education.

- Students, particularly those who want to excel academically, should avoid using social media.
- The government, schools, and other well-off people should reward hard effort by awarding scholarships to outstanding students.

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