



Use of Social Media and its Impact on Academic Achievement of Undergraduates

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ABSTRACT

The study aimed the “use of Social Media and its impact on Academic Achievement of Undergraduates” The objectives of the study were to find the relationship among social media usage and mental health outcomes, To determine the effects of social media on academic achievement of students and to highlight the social media practices by students. The design of research was descriptive quantitative. The researchers were gather data through questionnaire in numeric form and were analyzing it to get results. using this design, the researcher was able to collect quantitative data from a large number of respondents within a limited time period. The goals of this investigation were proficient using the procedure. Researchers develop a questionnaire to gather information on graduate student’s attitudes and usage of social media. The respondents were asked to offer their perceptive recommendations. In order to collect the opinions of the respondents, researcher collected data through questionnaire personally. This study purpose to determine social media usage and relationship between the overall academic grade/level point ordinary (GPA) and patterns of social media use. This study engaged a quantitative methodology, and 230 university scholars were given questionnaire. The data collected were analyzed through SPSS software. The data were analyzed through descriptive analysis by using mean, percentage and standard deviation through inferential analysis by using t-test etc. It was found that there is significant effect of social media on academic achievement of students.



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Introduction

Social media has become an intimate part of up-to-the-minute undergraduate life. Platforms like Whatsapp, Facebook, Instargram, and YouTube are not just frequencies for social interface but have also permeated academic and study practices. However, their influence on academic achievement is far from forthright; depending on how and how much students use them, social media can either help or hinder their academic performance (Kitsios et al., 2022).

In the past life of youthful has gone concluded a period of skills and social platforms in the era. The new landscapes of beginning people are this they act and transfer their ideas through social media additionally the skills of novel influenced people's work or generating including working areas, businesses and education. Most of the people distinguish the communication technology as every working condition sharing of information also changed the teaching methods. The use of communication technology plays an essential role in universities (Obembe et al., 2021).

Different popular social media platforms are being used by public all over the world Twitter, X, Facebook, U tube, LinkedIn etc. (Gkikas et al., 2022; Gong et al., 2017). These Social media platforms are used for interaction and for many other purposes (Park et al., 2018). Each individual is involved and motivated to use these platforms to fulfill his or her needs like virtual gathering, entertainment, friendly relationship, cognition, involvement, corporate creation, apprehension or educational purposes and many others (Buechel & Berger, 2018; Sipahi, 2017).

Social media has made impact in every field of life (Bulut & Karabulut, 2018) and it has changed the relationship between organizations and its customers even family norms (Blevins & Ragozzino, 2019). There are a number of advantages of social media (Ancillai et al., 2019; Sipahi & ve Artantaş 2017) but negative impacts on society too. Its misdirection may be harmful for individual and society (Benthaus et al., 2016).

Content and materials published, posted and uploaded on social media may be useful or harmful depends on the norms of the society and discourse scenarios (Aswani et al., 2018; Huang et al., 2014; Cheung & Thadani, 2012). (Bao & Chang, 2014). Alalwan et al., (2017) had discussed the social media's positive role in publicity, stigmatization etc (Ramadan et al., 2018; Nazlan et al., 2018). Positive communication is connected with norms of society while negative communication is connected with negative aspects of the society (Kane et al., 2014; Rui et al., 2013).

The importance of social media cannot be neglected in education and to achieve learning outcomes (Cao et al., 2015; Zhang et al., 2009 Zhang and Li (2005). Educational Organizations including schools, colleges, training centers, universities or individual use these platforms for study purposes (Ferm & Thaichon, 2021; Naeem & Ozuem, 2021). Social setup or environment is different home environment or setting and there is need for each stakeholder to understand the adoption of the social media platforms (Ruggeri & Samoggia, 2018; Ngai et al., 2015; Brereton et al., 2007). Social media influences development on an individual (Youn & Jin, 2017) having impact in both sense positive and negative (Schniederjans et al., 2013).

Social media mention to internet site and applications that modify users to make up and share complacent and participate in essential communities. It ease user interaction, gathering and building, sharing of accumulation, thought, and personal communication done with platforms like Facebook, X, and Instagram. On the far side personal connection, social media service as a significant tool for broadcast dissemination, entertainment, marketing, and customer (Zhang et al., 2017).

Key features and uses of the social media are to develop and share text posts, photograph, videos, and further content and Social platforms are social networking sites like Facebook, X (formerly Twitter), and LinkedIn permit people to raise and vindicate relationships with others who share alike interests or professional connection (Yoo et al., 2013). Users can make groups based on shared interests, pastime, or civic engagement, as seen with online book

clubs, local groups, and community forums (ServiceSadovykh et al., 2015). Social media has become a significant source for news, entertainment, and trends, though it is important to be mindful of the potential for misinformation. Firms use social media for brand building, customer service, and advertising. Social media marketing can reach vast audiences and target specific demographics (Bechmann & Lomborg, 2013).

Achievement in academic is the phase when a scholar, instructor, school or institute has accomplished learning goals, which can be short-run or long-run. It is calculated through different indicators, such as grades, test scores, and pass completion of degrees, and is the result of a scholar presentation in an instructional setting like a school or university. Elements like impressive teaching, psychological feature abilities, and a scholar's private background can all cause academic achievement (Johnen & Schnittka, 2019).

Academic symbolize the successful completion of educational objectives, ranging from mastering a single lesson to earning a PhD. It is the outcome of actions in instructional environments, showing how well a person has grasped academic content. Academic achievement is not a single thing but a broad concept that can include various skills and knowledge domains (Levina & Arriaga, 2014).

An undergraduate level relates to the time period of post-secondary education after high school, leading to an introductory degree like an associate or bachelor's degree, and is obligatory for postgraduate studies. Scholars at this level engage an undergraduate degree at a college or university, which typically takes two to four years to complete and focuses on providing foundational knowledge in a selected subject area (Xie & Lee, 2015).

Undergraduate level is the early level of higher education, following secondary education, usually undergraduate degrees that may include two years or four year degree programs. Particular systems, undergraduate education can contain master's degrees. The duration of an undergraduate program varies, generally taking between two and four years to complete. Undergraduate programs provide a foundation of knowledge in a subject and help scholars develop analytical thinking and investigative abilities (Izogo & Jayawardhena, 2018). A student enrolled in an undergraduate program is called an undergraduate, or "undergrad," learner. Once they have completed their undergraduate degree, they can pursue/sought postgraduate (Joseph et al., 2017).

A relationship is the connection between two or more than people, which can be familial, friendly, romantic, or vocational. Strong connections are built on mutual respect, faith, and connection, while weak relationships may involve a power imbalance or insult. Relationships require effort and understanding to maintain and can bring joy, support, and companionship (Vieira et al., 2019).

Key positive effects include groups facilitate effortless communication between scholars and trainers, enabling real-time discussion, project coordination, and sharing of suggestions (Chang et al., 2018). Social media provides approach to multiple learning materials, including educational videos on YouTube, scholarly articles, and academic, through platforms like Twitter (Meire et al., 2017). Interactive, multimedia content (videos, images) can make learning more engaging, which helps in meeting diverse learning styles. Students can connect with professionals, experts, and peers, opening up opportunities for guidance and academic guidance. It allows for continued education such as during remote learning, by keeping students connected to academic resources (Kumar et al., 2017).

Negative Effects include that students often substitute study time and homework with social networking, leading to neglected academic responsibilities. The constant, rapid consumption of content reduces attention spans and causes cognitive overload, making it harder to process complex academic material (Lee et al., 2015). Late-night social media usage causes sleep deprivation, resulting in daytime sleepiness and decreased alertness during classes; (Huang et al., 2015). Studies indicate a direct correlation between high usage and lower GPA/test scores, with as little as one hour daily correlating to decreased scores for young teens. Addiction to platforms can lead to anxiety, depression, and lower self-esteem, which are linked to poorer academic outcomes. These negative effects are more pronounced when social media is used for non-educational entertainment rather than academic purposes (Dolan et al., 2019).

Objectives of the study

Objectives and Hypothesis of the Study

The objectives of the Study were

1. To determine the effects of social media on academic achievement of students.
2. To examine the academic achievement of the students.
3. To highlight the social media practices by students.

Hypothesis of the study was:

H₀: There is no significant effect of social media on academic achievements of students.

H₁: There is significant effect of social media on academic achievement of students.

Research Methodology

The design of research was descriptive quantitative. The researchers were gather data through questionnaire in numeric form and were analyzing it to get results. using this design, the researcher was able to collect quantitative data from a large number of respondents within a limited time period. The goals of this investigation were proficient using the procedure. Researchers develop a questionnaire to gather information on graduate student's attitudes and usage of social media. The respondents were asked to offer their perceptive recommendations. In order to collect the opinions of the respondents, researcher collected data through questionnaire personally. This study purpose to determine social media usage and relationship between the overall academic grade/level point ordinary (GPA) and patterns of social media use. This study engaged a quantitative methodology, and 230 university scholars were given questionnaire.

Analysis of Data

The data collected were analyzed through SPSS software. The data were analyzed through descriptive analysis by using mean, percentage and standard deviation through inferential analysis by using t-test etc.

Table No. 1: Effects of social media on academic achievement

Sr. No	Statement	SDA %	DA %	N %	A %	SA %	Mean	SD
1	Do you think that social media has changed the way of learning?	34 14.8	26 11.3	50 21.7	62 27.0	58 25.2	3.36	1.36

2	Is social media improving my study?	26 11.3	16 7.0	36 15.7	68 29.6	84 36.5	3.73	1.32
3	Do social media improve the student's academic achievements?	12 5.2	22 9.6	48 20.9	66 28.5	82 35.7	3.80	1.17
4	Do you think that social media usage positively impacted your academic marks?	14 6.1	20 8.7	46 20	74 32	76 33	3.77	1.17
5	Is social media platform useful to contact with classmates?	22 9.6	12 5.2	14 6.1	87 37.4	96 41.7	3.96	1.24

The above table shows that effects of social media and 25.2% of respondents are strongly agreed with the statement they think that social media has changed the way of learning while 27.0% respondents agreed, 21% neutral, 11.3% disagreed and 14.8% strongly disagreed with the statement and mean score for the statement 3.36 and standard deviation is 1.36. Similarly, 36.5% of respondents are strongly agreed with the statement that social media is improving their studies while 29.6% agreed, 15.7% neutral 7.0% disagreed and 11.3% strongly disagreed with the statement and mean score for the statement is 3.73 and standard deviation is 1.32. 35.7% of respondent are strongly agreed with the statement that social media improve the student's academic achievements while 28.5% agreed, 20.9% neutral 9.6% disagreed and 5.2% strongly disagreed and the mean score for the statement is 3.80 and standard deviation is 1.17. 33% respondents are strongly agreed with the statement that they think that social media usage positively impacted their academic marks while 32% agreed, 20% neutral, 8.7% disagreed and 6.1% strongly disagreed with the statement and the mean score for the statement is 3.77 and standard deviation is 1.17. 41.7% respondents are strongly agreed with the statement social media platform useful to contact with classmates 37.4% agreed 6.1% neutral 5.2% disagreed and 9.6% strongly disagreed and the mean score for the statement is 3.96 and standard deviation is 1.24.

Table No. 2: Social media and educational activities

Sr. No	Statement	SDA %	DA %	N %	A %	SA %	Mean	SD
6	Do you feel that Social media is effective in the sharing of documents and helpful in academic performance?	8 3.5	38 16.5	28 12.2	112 48.7	44 19.1	3.63	1.07
7	Do you complete your assignments on time with the help of social media?	24 10.4	26 11.3	38 16.5	92 40	50 21.7	3.51	1.24
8	Do you think that groups created by students on social media are helpful in their study?	14 6.1	26 11.3	52 22.6	82 35.7	56 24.3	3.60	1.14
9	Do you find it comfortable to focus on work while using social media?	24 10.4	12 5.2	24 10.4	78 33.9	92 40	3.87	1.28
10	Do you find that experts share their contents on social media that helps other students to complete their academic tasks?	6 2.6	26 11.3	22 9.6	96 41.7	80 34.8	3.94	1.06

The above table shows that 19.1% Of respondents are strongly agreed with the statement they feel that Social media is effective in the sharing of documents and helpful in academic performance while 48.7% agreed, 12.2% neutral, 16.5% disagreed and 3.5% strongly disagreed and the mean for the statement is 3.63 and standard deviation is 1.07. 21.7% of

respondents strongly agreed with the statement that they complete their assignments on time with the help of social media while 40% agreed, 16.5% neutral, 11.3% disagreed, and 6.1% strongly disagreed and the mean score for the statement is 3.51 and standard deviation is 1.24. 24.3% of respondents are strongly agreed with the statement they think that groups created by students on social media are helpful in their study while 35.7% agreed, 22.6%, neutral 11.3%, disagreed and 6.1% strongly disagreed and the mean score for the statement is 3.60 and standard deviation is 1.14. 40% of respondents are strongly agreed with the statement they find it comfortable to focus on work while using social media while 33.9% agreed, 10.4% neutral, 5.2% disagreed and 10.4 strongly disagreed and the mean score for the statement is 3.87 and standard deviation is 1.28. 34.8% of respondents are strongly agreed with the statement they find that expert's share their contents on social media that helps students to complete their academic tasks while 41.7%, agreed, 9.6% neutral, 11.3% disagreed and 2.6% strongly disagreed and the mean score for the statement is 3.94 and standard deviation is 1.06.

Table No.3: Comparison on the basis of gender

Sr. No	Gender	Sample Size	Mean	SD	t-value	Sig
1	Male	80	3.54	0.98	-0.577	0.566
2	Female	150	3.39	1.98		
3	Total	230				

The above table shows the value of t-test between male and female students that is -0.577. As the sig value 0.566 is quite greater than value of t-test at 0.05 level of significance, hence there is no significance difference in opinion of male and female students.

Table No. 4: Comparison on the basis of institutes

Sr. No	Institute	Sample Size	Mean	SD	t-value	Sig
1	BZU	72	3.63	1.04	0.339	0.735
	EMU	78	3.57	1.12		
2	BZU	72	3.36	1.04	-0.870	0.386
	WMU	80	3.79	1.21		
3	EMU	78	3.87	1.12	-1.185	0.238
	WMU	80	3.79	1.21		

The above table shows the value of t-test between BZU and EUM Universities that is 0.339. As the significance value 0.735 is quite greater than value of t-test is 0.339 (0.05 level of significance). Hence there is no significance difference in BZU and EUM Universities. Similarly, the value of t-test between BZU and WUM Universities that is -0.870. As the significance value 0.386 is quite greater than value of t-test at -0.870 level of significance. Hence there is no significance difference between BZU and WUM Universities. The value of t-test between EUM and WUM Universities that is -1.185. As the significance value 0.238 is quite greater than the value of t-test is -1.185 (0.05 level of significance). Hence there is no significance difference in EUM and WUM Universities.

Conclusions & Discussion

Majority of students are strongly agreed that social media has changed the way of learning. Social media is helpful in their learning process and they find of the information by using the social media, mostly students are agreed that social media is good thing for students in their learning. Their learning's improved by using the social media. Social media platforms helped them in Education learning, social media platforms provide more opportunities for students to improve their vocabulary. Mostly students are strongly agreed that social media improve the student's academic achievements .because social media is a tank of knowledge. They used social media platforms to get information about any subjects and social media is good for students in their learning. Social media enhanced their learning. Social media is helpful in their learning (Park et al., 2018; Gong et al., 2017; Kane et al., 2014).

Every singular is motivated towards involved in virtual gathering in exchange for rewards in form of friendly relationship, apprehension, cognition, involvement (Sipahi, 2017) guiding to crew content, fiscal support, corporate creation, and many more (Bechmann & Lomborg, 2013). One-on-one on interpersonal media are both manufacturer and devour of accumulation (Gkikas et al., 2022; Buechel & Berger, 2018; Ruggeri & Samoggia, 2018). These platforms allow individual to get advantages with different perspectives (Blevins & Ragozzino, 2019; Zhang et al., 2017; Youn & Jin, 2017; Sadovykh et al., 2015; Schniederjans et al., 2013).

Recommendations

The study's result and conclusions led to the preparation of the following recommendations

1. Parent and instructor should to keep monitoring on the students' usage of social media.
2. Instructor should ensure that their students should use social media to get help in their studies.
3. Students should use social media in limit.
4. Future researcher should work on different aspects of social media. On the biases of large sample size

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