
Impact of Social Networking Sites on Student's Academic Performance

Dr.Elizabeth M Samuel, FHEA
Assistant Professor
Royal University for Women Kingdom Of Bahrain

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Abstract

These days, Social Networking Sites (SNS) have become the primary source of communication between individuals. The main focus of this study is to determine the impact of social networking sites on the academic performance of youth. A sample of 309 youth was selected, and the primary data was collected through the questionnaire. The collected data were analyzed using SPSS. The results were exciting; the results show that SNS is affecting the student's academic performance. The study further confirmed that most respondents visit the SNS daily for an average of half an hour to more than 3 hours. The study further reveals that the number of active friends increases the youths' academic performance. Since the study confirmed that the usage had affected children's academic performance, there is an urgent need for counseling and advice to the youths regarding the dangers of addiction to SNS the school authorities and parents. The other factor is that students' time on SNS affects their academic performance, and they cannot finish the portion within the assigned time. Based on these findings, it can be used to propose the appropriate methods for students to manage and balance their time without affecting their academic performance.

Keywords: Social Networking Sites (SNS), Academic performance.

1. Introduction

The present generation can only think about a world with the internet. The Internet has become a part of life for every human, and Social Networking Sites are the fastest-growing web application in the 21st century. A social networking site is an online platform where users can create a profile and build a personal network that connects them to others. Today's youth are being influenced massively by new and powerful resources. Over the years, student social networking has become increasingly popular. The children of this generation have a more significant role in building community and catalyzing neighborhood cooperation and social action. The outbreak of Social networking Sites has affected the culture and lifestyle of all people. This has a positive as well as negative impact. According to Das, B &Sahoo, J.S (2012), students spend additional time interacting with their friends to share information and get addicted to reviewing the status after a few minutes every day. According to research conducted among American Teens, they send and receive text messages 144 times daily. Researchers have found that high school students who use Facebook at least once for 15 minutes get lower grades overall.

Due to its increased popularity, parents and teachers are questioning whether the school students' use of Social Networking Sites (SNS) will affect their academic performance. Researchers worldwide have varied findings on the effects of these forms of SNS on academic performance. Last year's 12th toppers firmly believe that social networking is a great distraction and a waste of time. Instead, they prefer to go out and engage in sports activities. Studies show that students who use SNS for knowledge improve their academic performance, and those who fail to regulate their use of this social networking negatively affect their studies. Since available research data are inconclusive on the impacts of using social networking sites by higher secondary students, it is a timely and imperative necessity to study the effect of the usage of these sites related to their education, academic performance, and personal life. Against this background, it has become necessary to conduct this research to investigate students' use of SNS and its impact on student's academic performance. This is mainly because no empirical study has been shown to determine the effects of students' use of SNS on academic performance.

1.1 Objective of the Study

The study's main objective is to examine the impact of using SNS on secondary school students.
To find whether there is any correlation between SNS on academic performance
To find any correlation between academic performance and active friends in SNS.
To find whether there is any relation between SNS on students' learning time

1.2 Hypothesis of the Study

Hypothesis No: 1

H0: there is no relationship between Academic performance and SNS

H1: There is a relationship between Academic performance and SNS

Hypothesis No: 2

H0: There is no relationship between Academic Performance and the number of active friends on SNS

H1: There is a relationship between Academic performance and the number of busy friends on SNS

1.3 Significance of the Study

This study's results shall benefit the teachers, youths, and parents. For guidance, this study gives them a clear perspective on how social networking sites affect students' specific behavior. The findings of this work will help the youths and parents to design their study habits, thereby improving their scholastic achievements.

2. Literature review

There have been many debates on various platforms as to social networking sites' impact on society and, specifically, how it affects students' education or academic performance. Many researchers, such as Larson (2015), Cheney (2010), and Mingle (2017), studies on students' use of social networking sites revealed a negative effect on students' academic performance. The American Educational Research Association conducted research and declared at its Annual Conference in San Diego, California (2009) that social networking users study less and generate

lower grades. This has been justified by Baker (2012) and Wilson (2017). In his article, he mentioned that social networking platforms affect students' academic performance. According to Othman (2017), social networking sites are increasingly important in academic performance. Although social networking sites can increase student learning through student interaction, challenges arise when incorporated into academic performance. According to Shanker (2010), social networks grab students' attention and divert it toward non-educational and inappropriate actions. Mensah (2016) mentioned that students who spend more time on social media platforms for more casual chats are most likely to see a drop in their academic performance; the study shows a significant influence of time appropriateness on social media platforms and students' academic performance.

The research conducted in Malaysia showed a negative relationship between social networking and the academic performance of students Abdulahi, A . B & Samadi, B (2014). The researcher found a close relationship between the time students spend on social networking sites and their academic performance.

Some research has shown that active participation in social networking sites has become a habit for some students, and it was found that it is difficult for them to study for one hour without logging in to one network site.

A study found that 90% of teenagers visit social networking sites regularly using desktop computers, laptops, tablets, and cell phones or actively engage in social networking, text messaging, blogging, and much more daily (Guy, 2012). The effect of SNS usage will depend on the type of SNS. The student uses; if a student uses the internet for a leisure activity that interferes with academics, it will negatively affect their academic performance. A study conducted by Karpinski and Duberstein (2009) of Ohio Dominican University on college students showed a lower CGPA than those who do not use the SNS.

Studies conducted by Ahmed and Qazi (2012) on the same topic revealed no correlation between SNS and students' academic performance. A study conducted at Whittemore School of Business and Economics on thousand hundred and twenty-seven students showed no correlation between how much time spent on social networking sites and grades.

But at the same time, research conducted by Paul Baker and Cochran (2012) revealed a significant negative relationship between time spent by students on SNS and their academic performance. The student's academic performance deteriorates as time on social networking sites increases.

Unfortunately, studies revealed different results. Accordingly, using technology, such as the Internet, is one of the most critical factors influencing students' educational performance positively or adversely. The effect of SNS usage will depend on the type of SNS the student uses. Many parents and guardians are worried that students are spending too much time on various networking sites and not having enough time to study, but still, students are spending too much time on these networking sites. For the students, it's a way to make connections with the campus students and friends outside the campus. Many students continue to utilize these sites

daily. Against this background, this research is being conducted to ascertain the impact of students' use of social networking sites on their academic performance.

2.1 Respondents of the study

The study's respondents were 309 youth who were taken as samples from 1377 students officially enrolled in the XI and XII grades for the 2019/ 20 Academic year from a CBSE School. The samples were chosen using Slovin's formula

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

Where: N = population

n = Sample Size

e = marginal error (5%)

Computation:

$$n = 1377 / 1 + 1377 (0.05)^2$$

$$n = 309$$

3. Results

The only instrument used to gather the primary data was a structured questionnaire. Part 1 consists of the demographic profile of the respondent. The second part help to explore the usage pattern and the third part comprises seven questions to measure students' academic performance when using SNS.

A Likert scale is used to measure the concepts of academic performance. A set of questions are given in Likert scaling to the respondent. The respondents must indicate the level of agreement and disagreement using a five-point Likert Scale such as strongly agree =4, Agree =3, Disagree =2, Strongly Disagree =1—the research aimed to address the following questions.

The questionnaire was distributed to 309 School students with a 100% return rate. The reliability statistics were done, and the reliability of the data is 0.756

Cronbach's Alpha	N of Items
.756	12

Table 1. Extracted Information from SPSS for the respondent profile

	Characteristics	Counts	%
Gender	Male	184	59.4%
	Female	125	40.5%
Age	16 years	206	66.5
	17 years	103	33.2
Class	Grade XI	201	64.8
	Grade XII	108	34.8
SNS members	Less than 3 years	215	69.4
	More than 3 years	94	30.3

This table is the total information of the respondents. According to the statistics, 59.4% are male, and 40.5% are females. The majority of the respondents are of age of 16 years (66.5%), and the remaining is 17 years; 64.8% are studying in grade XI, and 34.8 % are from grade XII. Among the respondents, 69.4% have been active members of various SNS for less than three years, whereas 30.3% have been active members for over three years.

3.1 To test the correlation between SNS use and academic performance

To investigate the relation between SNS usage and academic performance, the number of hours spent by the students in the SNS per day and the aggregate of the last two summative exam results were considered.

H0: there is no relationship between Academic performance and SNS

H1: There is a relationship between Academic performance and SNS

Table 2

Correlations

		Academic performance	Social networking sites usage
Academic performance	Pearson Correlation	1	.228**
	Sig. (2-tailed)		.000
	N	309	309
Social networking sites usage	Pearson Correlation	.228**	1
	Sig. (2-tailed)	.000	
	N	309	309

** . Correlation is significant at the 0.01 level (2-tailed).

The results of Table 2 show a modest correlation between academic performance and SNS usage among higher secondary school students. It shows that ($r = 0.228$). A positive relationship between the variables signifies that the independent variable increases when the dependent variable increases. In this case, it shows that when the students of Indian Schools exaggerate using the SNS, it affects their academic performance. Therefore we reject the null hypothesis, i.e., there is a relationship between Academic performance and SNS.

3.2 To test the correlation between academic performance and active friends in SNS

To investigate the relationship between academic performance and active friends on the SNS, a total number of friends were considered.

H0: There is no relationship between Academic Performance and the number of active friends on SNS

H1: There is a relationship between Academic performance and the number of active friends on SNS

Table 3:

Correlations

		Academic performance	Active friends in the SNS
Academic performance	Pearson Correlation	1	.413**
	Sig. (2-tailed)		.000
	N	309	309
Active friends in the SNS	Pearson Correlation	.413**	1
	Sig. (2-tailed)	.000	
	N	309	309

** . Correlation is significant at the 0.01 level (2-tailed).

The table illustrates a positive relationship between academic performance and the number of active friends on SNS. The outcome ($r = 0.413$) shows a moderate relationship. The result signifies that the number of busy friends on SNS increases affects the students' Academic performance. In this case, we reject the null hypothesis and accept the alternative view, so there is a relationship between academic performance and the number of active friends on SNS.

3.3 Regression

Regression analysis is used when independent variables are correlated with one another with the dependent variable. From the correlation results from this research, all alternative hypotheses are accepted. Still, to ensure relationships between two variables, the researcher must run a regression analysis to support the idea.

Table 4:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.265 ^a	.070	.064	.619

a. Predictors: (Constant), Academic performance, Active friends in the SNS

Table 5:

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.891	2	4.446	11.591	.000 ^b
	Residual	117.368	306	.384		
	Total	126.259	308			

a. Dependent Variable: Social networking sites usage

b. Predictors: (Constant), Academic performance, Active friends in the SNS

Table 6: Coefficients of regression result extracted from SPSS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.813	.158		11.444	.000
	Active friends in the SNS	-.137	.056	-.148	-2.448	.015
	Academic performance	.394	.082	.290	4.787	.000

a. Dependent Variable: Social networking sites usage

The above table shows that if one unit changes the usage of SNS, there will be a 0.070 change in the student's performance.

Table 6 shows that the variable significantly contributing to the model is the Academic performance and SNS ($\beta = 0.290$). This means that when SNS usage increases, exposure to students' Academic performance will also increase. At the same time, the number of active

friends in the SNS negatively affects Academic performance. The student’s academic performance is also involved as the number of friends list increases.

The third section of the questionnaire, that is, the checklist shows that the mean is high, 4.40, with a standard deviation of 1.029, for question 2, that the students spend much time in SNS during holidays instead of reading books. These students are far away from their reading habits and getting pleasure in SNS; personal interaction is replaced by technology, which is dangerous for the coming generations. Then comes the highest mean, 4.04, and a standard deviation 3.188. Students use text messages affecting their communication skills and time. Most students agree that they can improve their academic performance if they stop SNS and continue with the statement that the SNS distracts their studies with a mean of 3.82 and standard deviation of 1.020. the average of 3.43 shows that their grade dropped before and after using the SNS. The lowest norm (2.94) was for the last question, "SNS is affecting the character and mannerisms" The majority don't believe that the usage of SNS affects their character or mannerism.

Table 7: Statistics Result extracted from SPSS

Statistics

		grade drops before and after	lot of time during holidays	distracted my studies	I can improve if Stop SNS	SNS are affecting my communication skills and time	SNS are effecting my character and mannerism
N	Valid	309	309	309	309	309	309
	Missing	1	1	1	1	1	1
Mean		3.43	4.40	3.82	3.99	4.04	2.94
Std. Deviation		1.311	1.029	1.020	1.282	3.188	1.342

4. Discussion and Recommendations

The study gives illuminating and confirming information. In recent years, the use of SNS has become prevalent among school students. The study reveals that the respondents knew all SNS. As a result, they visit their SNS every day for an average of half an hour to more than 3 hours. The study reveals that the student’s academic performance is affected by the usage of SNS. The usage of SNS by school students has become a routine habit, and they spend significant parts of their time on entertainment. Since the study confirmed that the use of SNS had affected students'

academic performance, there is an urgent need for counseling and advice on the dangers of addiction to SNS.

Secondly, students' social interaction could be affected because of the high popularity of SNS. It takes away face-to-face interaction, which affects the students' communication skills. When communicating through the SNS, they use instant messages and short forms, which affect their spelling and grammar; they are missing out on developing critical social skills. They are learning to read body language, facial expressions, and vocal inflections. They may not even be able to formulate a response in real-time when interacting with people.

The teachers or School counselors should give classroom presentations on the risks and benefits of social networking, highlighting the problematic behaviors associated with these sites. School counselors should also communicate with parents about their children and Internet use in the home. School counselors should hold meetings to educate parents on online issues, such as cyberbullying, and how to monitor their child's Internet usage. Parents also need to be aware that there are times when their child's use of social networking participation is interfering with homework and studying.

4.1 Study Limitation:

The study is limited to 309 samples from youth officially enrolled in the XI and XII grades for the 2019/ 20 Academic year.

4.2 Future research

The value of the adjusted R square indicates a limitation and needs more in-depth study in this field. Apart from these variables, other variables should be discussed in this study that affect the student's academic performance.

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