



A STUDY ON SOCIAL MEDIA IMPACT ON ACADEMIC DEVELOPMENT OF ARTS AND SCIENCE COLLEGE STUDENTS IN ERODE

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ABSTRACT

In the past two decade, the education sector has promising use of social media for developing academic performance of their students in an effective way. Because of more implementation of social media in recent years, it has witnessed an increased interest of using social media in higher education. So, this research has mainly aimed to understanding and utilization of the social media among Arts and Science college students for their academic development in Erode district of Tamilnadu, India. For this study, the researcher has identified the Arts and Science college students who are utilized more the social media for their academic development. In this way, around 135 college students have identified and collected their opinion about their influence of social media on academic development through a structured questionnaire. The questionnaire has categorised into two heads viz., demographic profile and influence of social media on academic development. The collected details are subdued into tables with the help of MS-Excel 2013 software. For analysing the nature of the selected variables, the statistical techniques such as percentage analysis, mean, Standard Deviation and Chi-square test have been performed through SPSS 22.0. The result from study pointed out that the selected Arts and Science college students who using YouTube and spent 4-6 hours social media for education are having high level influence of social media on academic development.

Keywords: Social Media, Students, Arts and Science College, Academic Development, Higher Education, Facebook, YouTube.

1. INTRODUCTION

In present days, it is almost a common practice among students to spend a major of their time making using of social networks for academic development. Social media's influence on academic development is a double-edged sword. It can be a powerful tool for learning and connection, but it also has the potential to be a distraction. Social media provides a vast amount of educational content, news, and resources relevant to students' studies. Platforms like YouTube offer educational channels, and groups on Facebook or forums can share valuable information and learning materials. Social media facilitates communication and collaboration among students. Study groups can connect online, share notes, discuss concepts, and work on projects together. This can lead to a deeper understanding of the material and improved problem-solving skills. Social media platforms encourage communication and interaction with a wider audience. Students can participate in discussions, express their ideas, and learn from others' perspectives. This can improve their communication skills, both written and verbal.

2. REVIEW OF LITERATURE

As per Mohamed Tayseer et al. (2014) investigated that there was a relationship between the understudies' GPAs and their use of informal organizations. Most of respondents didn't utilize social destinations to search for school related data; in any case, a significant number of them energize having on the web study gatherings. This investigation reasoned that the informal communities like Facebook and Twitter were powerful on understudies' commitment in both scholastic and social perspectives. The creator Ephraim Okoro (2012) inferred that electronic media upgrade synergistic learning exercises, empowering understudies to take part in a progressing correspondence with each other during the time spent learning. Successful utilization of person-to-person communication devices in learning conditions by workforce can continue the nature of directions and aptitudes advancement in business training. From the consequence of Can Mese and Gokce Sancak Aydın (2019) indicated that there was a distinction for ladies in starting correspondence for men and that the individuals who utilized informal communities for quite a while share increasingly substance and WhatsApp and Instagram are the most generally utilized interpersonal organizations. In focusing investigation of Manzoor Hussain (2017) uncovered that the understudies everywhere had begun to broadly utilize long range informal communication locales; in any case, scarcely any understudies had demonstrated reservations because of absence of premium, absence of time, absence of office and protection concerns. They inferred that the interpersonal interaction destinations utilized by the understudies were Facebook, Google+, YouTube and Twitter separately. In perspective on Gilbert M. Talaue et al. (2018) study, it was shown that there were likewise things helpful for the improvement of the understudies. Likewise, communication with peers via informal communities might help an understudy to mix, make new friends, and discuss themes related to contemplations with them. As a result, it's generally assumed that online life has a twofold impact on understudy achievement, and it's critical to encourage teens to use informal groups with great caution.

The analyst Irshad Hussain (2012) was shown that the majority of the understudies were influenced to use Facebook. They also used web-based social networking to share scholastic assignments and create informal groups all around the globe. They also used such media to share their learning experiences with their friends and the rest of the world. From the consequence of Zanamwe Ngonidzashe, (2013) it was expressed from this investigation that most stunningly provocative difficulties with respect to utilization of long range interpersonal communication destinations were that of security and advancement of ineffective conduct. Further, students in Zimbabwe hold an ideal recognition towards utilization of informal communication locales in advanced education despite the fact that they raised security and protection concerns. As indicated by Marisol Gómez et al. (2012) demonstrated that utilization of informal communities in the understudy populace reviewed was exceptionally high. Likewise, the understudies demonstrated a positive mentality to teachers utilizing interpersonal organizations as a scholastic asset. Moreover, the apparent low scholarly help on informal communities may imply that speakers exploit their potential. In perspective on Divya Goel and Mitushi Singh (2016) results gave significant help to the conjectured connections between positive convictions and demeanors towards social media for trading scholastic exercises and the scholarly presentation of the understudies. Moreover, the outcomes inferred that administration understudies utilized online life primarily for sharing their assignments, activities and learning encounters with their partners. The creator Ahmad Jahed Mushtaq (2018) uncovered that social media had all the earmarks of being a helpful instrument for understudies in their exercises as they use them to improve their learning procedure for example to discuss successfully with one another, get college related issues and get other fundamental data. Further, web-based social networking appeared to be present day instruments of learning for students in Afghanistan.

3. STATEMENT OF THE PROBLEM

The constant notifications, feeds, and updates on social media can be highly distracting. Students might get sucked into a scrolling vortex, procrastinating on their studies and missing deadlines. The sheer volume of information on social media can be overwhelming. It can be difficult to distinguish credible sources from unreliable ones, leading to confusion and exposure to misinformation. Social media often presents a curated, idealized version of reality. Students constantly bombarded with perfect feeds might experience social comparison and feelings of inadequacy, which can negatively impact their mental health and motivation. In this situation, this study has clearly explained about how the college students are managed the distraction of the social media and utilize it to enhance their academic performance.

4. OBJECTIVES OF THE STUDY

- To study the demographic profile and social media utilization of the selected arts and science college students in Erode.
- To examine the influence of social media to increase the academic development of the selected college students.

5. HYPOTHESES OF THE STUDY

- Type of social media using of the students is not associated with their Influence of social media on academic development.
- Number of hours spent for education by the students is not associated with their Influence of social media on academic development.

6. RESEARCH METHODOLOGY

Descriptive research design is used for this study. For examining the contribution of the social media in the academic performance of the Arts and Science College students, the researcher has framed a structured questionnaire that considered as a survey tool. In the questionnaire, there are two sections viz., demographic variables and academic development of the students through social media and its contribution. The researcher has selected 135 college students who are studying in Arts and Science Colleges in Erode. The collected data are categorized into tables by using MS-Excel 2019 software and statistical tools used are percentage analysis, mean score, standard deviation and Chi-square analysis with the help of SPSS 26.0 software. The analysis and results are given in the following section.

7. RESULT AND DISCUSSION

7.1 Demographic Profile of the borrowers

The following table displays the demographic profile of the selected college students and their influence of social media on academic development.

Table 1: Demographic Profile and Influence of Social Media on Academic Development

No.	Variables Name	Number of Respondents	%
1	Gender		
	• Male	74	54.8
	• Female	61	45.2
	Total	135	100.0
2	Age		
	• 17-20 years	61	45.2
	• 20-23 years	46	34.1
	• Above 23 years	28	20.7
	Total	135	100.0
3	Type of the College		
	• Govt. College	57	42.2
	• Self Financing	78	57.8
	Total	135	100.0
4	Studying Department		
	• Arts	79	58.5
	• Science	56	41.5

No.	Variables Name	Number of Respondents	%
	Total	135	100.0
5	Studying Degree		
	• UG	63	46.7
	• PG	49	36.3
	• M.Phil./Ph.D.	23	17.0
	Total	135	100.0
6	Type of Social media using		
	• Instagram	32	23.7
	• Facebook	21	15.6
	• YouTube	43	31.9
	• Twitter	16	11.8
	• Whatsapp	23	17.0
	Total	135	100.0
7	No. of hours spent for education		
	• 1-3 hours	64	47.4
	• 4-6 hours	42	31.1
	• Above 6 hours	29	21.5
	Total	135	100.0

- It is observed from the above table that 54.8% of the college students are male and 45.2% of the college students are female.
- It is indicated from the analysis that 45.2% of the college students are belong to 17-20 years of age group, 34.1% of the college students are came into age category of 20-23 years and 20.7% of the college students are belong to above 23 years of age segment.
- It is showed from the analysis that 42.2% of the college students are studying in government colleges and 57.8% of the college students are studying in self-financing colleges.
- It is measured from the analysis that 58.5% of the college students are studying Arts department and 41.5% of the college students are studying Science department.
- It is depicted from the analysis that 46.7% of the college students are studying UG degree, 36.3% of the college students are studying PG degree and 17.0% of the college students are studying M.Phil./Ph.D.
- It is illustrated from the analysis that 23.7% of the college students are using Instagram, 15.6% of the college students are utilizing Facebook, 31.9% of the college students are using YouTube, 11.8% of the college students are utilizing Twitter and 17.0% of the college students are using Whatsapp for education.
- It is measured from the analysis that 47.4% of the college students have spent 1-3 hours at social media for education, 31.1% of the college students have spent 4-6 hours and 21.5% of the college students have spent above 6 hours at social media for education.

7.2 Influence of Social Media on Academic Development

This study explored the influence of social media on academic development among the selected arts and science college students in the following table. For this study purpose, the researchers have framed eight statements related the influence of social media on academic development.

It could be mentioned from the analysis that the Cronbach Alpha value for the statements of influence of social media on academic development is 0.891. This study indicates that the reliability of the influence of social media on academic development is good and fit for analysis. It is indicated among factors of influence of social media on academic development that most of the college students opined as ‘social media improves reading and communication skills’ with the mean score and standard deviation of 4.07 and 1.11 respectively followed by ‘engaging in academic social media develops rate of understanding’ with the mean score and standard deviation of 3.76 and 1.05 respectively.

TESTING OF HYPOTHESIS (CHI-SQUARE TEST)

7.3 Demographic Profile and Influence of Social Media on Academic Development

In order to determine the level of association between the demographic profile of the selected Arts and Science college students and their influence of social media on academic development, a cross-tabulation has been developed. The study aimed to examine the relationship between specific independent variables and influence of social media on academic development by formulating hypotheses and conducting an analysis using the Chi-square test.

Type of social media using and Influence of social media on Academic Development

H₀₁: Type of social media using of the students is not associated with their Influence of social media on academic development.

Table 2: Type of Social Media Using and Influence of Social Media on Academic Development

S. No	Type of Social Media Using	Influence of Social Media			Total	Mean Score	Chi-Square Value
		Low	Medium	High			
1	Instagram	7 (21.9%))	16 (50.0%))	9 (28.1%))	32 (100.0%))	3.44	47.498 (0.000*)
2	Facebook	0 (0.0%))	13 (61.9%))	8 (38.1%))	21 (100.0%))	3.12	
3	YouTube	17 (39.5%))	11 (25.6%))	15 (34.9%))	43 (100.0%))	4.10	
4	Twitter	0 (0.0%))	1 (6.3%))	15 (93.8%))	16 (100.0%))	3.98	
5	Whatsapp	1 (4.3%))	5 (21.7%))	17 (73.9%))	23 (100.0%))	3.51	
	Total	25	46	64	135		

Note: Parenthesis indicates ‘p’ value; * – Significant at 1% level

The table above justified that college students who using YouTube for education are having high level influence of social media on academic development. Therefore, the ‘p’ value is less than 0.05, leading to the rejection of the null hypothesis. Thus, there exists a strong and statistically significant correlation between type of social media using for education and influence of social media on academic development.

Number of hours spent for education and Influence of social media on Academic Development

H₀₂: Number of hours spent for education by the students is not associated with their Influence of social media on academic development.

Table 3: Number of hours spent for education and Influence of social media on Academic Development

S. No	Number of hours spent for education	Influence of Social Media			Total	Mean Score	Chi-Square Value
		Low	Medium	High			
1	1-3 hours	2 (3.1%)	25 (39.1%)	37 (57.8%)	64 (100.0%)	3.19	23.690 (0.000*)
2	4-6 hours	17 (40.5%)	11 (26.2%)	14 (33.3%)	42 (100.0%)	3.74	
3	Above 6 hours	6 (20.7%)	10 (34.5%)	13 (44.8%)	29 (100.0%)	3.50	
	Total	25	46	64	135		

Note: Parenthesis indicates 'p' value; * – Significant at 1% level

The above table confirmed that college students who spent 4-6 hours at social media for education are having high level influence of social media on academic development. Hence, the 'p' value is less than 0.05, leading to the rejection of the null hypothesis. So, there exists a strong and statistically significant correlation between number of hours spent for education and influence of social media on academic development.

8. Findings

- It is assumed from the analysis that majority (54.8%) of the college students are male.
- It is displayed from the analysis that majority (45.2%) of the college students are belong to 17-20 years of age group.
- It is justified from the analysis that majority (42.2%) of the college students are studying in self financing colleges.
- It is confirmed from the analysis that majority (58.5%) of the college students are studying Arts department.
- It is asserted from the analysis that majority (46.7%) of the college students are studying UG degree.
- It is identified from the analysis that majority (31.9%) of the college students are using YouTube for education.
- It is noted from the analysis that majority (47.4%) of the college students have spent 1-3 hours at social media for education.
- It is noticed from mean score analysis that most of the students opined as 'social media improves reading and communication skills' and 'engaging in academic social media develops rate of understanding' with the mean score of 4.07 and 3.76 respectively.
- The analysis observed that college students who using YouTube for education are having high level influence of social media on academic development. The Chi-square test mentioned that there existed a strong and statistically significant correlation between type of social media using for education and influence of social media on academic development.
- The analysis justified that college students who spent 4-6 hours social media for education are having high level influence of social media on academic development. Further, the result from Chi-square analysis depicted that there existed a strong and statistically significant correlation between number of hours spent for education and influence of social media on academic development.

9. Suggestions

- The analysis observed that college students who using YouTube for education are having high level influence of social media on academic development. Hence, Arts and Science colleges should focus on making pleasant things useful - promoting social media as a tool not only for communication and entertainment but also for academic development of college students.
- The analysis mentioned that college students who spent 4-6 hours social media for education are having high level influence of social media on academic development. Therefore, arts and science college students should be counselled to spend much time on their academic development instead of spending hours on these platforms to avoid being addicted.
- The Arts and Science colleges should restrict students from accessing specific social media platforms on campus and in the hostels. So, social media should identify the college students and allow them to voluntarily restrict attendance on certain days, for example, to students during a session.
- The Arts and Science colleges should create awareness about the benefits of the social media on learning and motivating them to utilize properly for academic development.
- The internet challenges in Arts and Science colleges should be improved to provide students with access to relevant online education materials for academic-related work.

10. Conclusion

This study aimed to analyze the influence of social media on academic development among arts and science colleges in Erode. Social media is a diverse form of online education used by students of Arts and Science college to create networks and communities to share study material, lessons, and other contents related to study. This study justified that there existed a strong and statistically significant correlation between influence of social media on academic development and selected variables like type of social media using for education and number of hours spent for education. The Arts and Science colleges should provide students with websites created for academic development to encourage students to visit the social media for educational information / materials.

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