

Collision of Social Network Sites Among College Students Academic Performance

P.G.Thirumagal, G.Madhumita and V.Krishna priya

ABSTRACT: Students' academic life has enthused to diverse dimensions as the preface of these various social media networks & numerous studies encompassed admitted that social media acts as a significant role on students in higher education as well as in their academics believed by Wheeler, Yeomans et al, (2008)¹; Rifkin et al, (2009)². This article predicts the association of using social media network sites among college students academic performance. This study is descriptive in nature and simple random sampling was adopted. A conceptual model was designed and the variables used were Social Media, Time duration, Connectivity with friends and people, privacy concerns, technology advancement and Students academic performance. A questionnaire was distributed among 5 Top Deemed Universities across Chennai. The respondents were from Undergraduate to Ph.D research Scholars. A sample size of 725 were collected. The data was analyzed by using SPSS 21.0, Chi-square test (cross tabs) and Two-way ANOVA tools were applied to understand association and difference between gender with duration and period consumed on the social media sites. Thus the results prove that there is no substantial change between the gender and their usage pattern of social media sites.

Index terms: Social Media, Time duration, Connectivity with friends and people, privacy concerns, technology advancement and Students academic performance

I. INTRODUCTION

[3], states that the amount of internet consumers universally are 4.021 billion in 2018. The amount of social media consumers worldwide is 3.196 billion in 2018. Saudi Arabia has major growth in social media consumers subsequently. Other countries prevalent to social media practice rise encompass of Ghana, India, Indonesia as skill & knowledge stays calming and social media grows effortlessly available to maximum of the population. South Korea, U.A.E, and UK have the least growth with <5%.

refers that the eternities are utmost customarily exploited revenues of announcement in social media interrelating. Roughly a decade before, social media was extensively recognized through communal. At present, there are plenty online interacting platforms which comprise but are not imperfect to Facebook, Flickr, Google+, Instagram, twitter, Pinterest, LinkedIn, snapchat, vine, Tumblr, YouTube. The foremost principle of social media is to stretch right to use its shoppers and users.

Users can have conversation with different people and paradigm of social relations on the network. They try to exchange their observations as well as discrete data on

Revised Manuscript Received on December 22, 2018.

P.G.Thirumagal, Associate Professor, School of Management Studies
VISTAS, Chennai, tmagal.sms@velsuniv.ac.in

G.Madhumita, Associate Professor, School of Management Studies,
VISTAS, Chennai, Madhu.sms@velsuniv.ac.in

V.Krishna priya, Assistant Professor, School of Management Studies
VISTAS, Chennai, Krishna.sms@velsuniv.ac.in

social media comprising unremarkable events, assumptions, images, recordings and web-links. Individuals can endorse their business and discrete abilities. Social media networking has changed abundant business, however the most exceptional collision of it is in the classroom and the overall education system. Whether it is by using private social gatherings, classroom Twitter profiles, Facebook Pages or web based journals, educational institutions has clutched elongated range of one to one communication using same procedure of social media.

[5] deliberate the belongings of social media on top of academic concert of students. In today's fast moving life, social media is measured to be a significant tool for communication purpose. There are diverse kinds of education which comprises distance education, online courses, etc., which is decoratively used and empowered through the social media platforms. The study discloses that, in spite of the recompenses that students get from social media sites such as networking, involvement of huge information, taking part in the group discussion from nearby and far off people, but to some extent there is a dependence and interruption of the attention source by the use of various Social media sites will have negative significances on the students' academic life.

II. RESEARCH OBJECTIVES

- To study about the association between gender with time duration spent on social media sites.
- To examine the difference between gender and duration of time spent in interacting with social media sites for college students' academic performance.

III. MATERIALS & METHODS

The study is descriptive in nature and the sampling technique is Simple Random sampling. In the study top Deemed Universities in Chennai were taken into consideration. The institutions were selected with the viewpoint of choosing different factors leading to Influence of Social media sites on the Academic Performance of the students. In this regard, top [5] Deemed Universities were selected for the study. Among the 4 metropolitan cities, Chennai is located in the southern part of India. In Chennai city there are different types of academic institutions among which for this study students of undergraduate, Postgraduate, M. Phil and Ph.D Research Scholars of top 5 Deemed Universities were considered.

The primary data was collected from 725 full time students of undergraduate (UG), Post graduate (PG), research

scholars comprises of M.Phil and Ph.D from top

				%
--	--	--	--	---

Deemed Universities in Chennai. A structured and self-developed questionnaire was framed and distributed to 750 students to generate data for the study, out of which 725 responded and 25 instrument were invalid.

The questionnaire was designed with 2 sections, **Section A** includes the demographic details like age, gender, daily usage of internet, types of phones used by the students, types of content, social sites subscriptions etc. **Section B** comprises of variables like Social media, time duration, connectivity with friends and people, privacy concerns and technology advancement and students performance by applying 5 point likert's scale from Strongly Agree (SA) - 5 ,Agree (A) - 4 , Partially Agree (PA) - 3, Disagree (D) - 2, Strongly Disagree (SDA) – 1.

Reliability of the data was checked using chronbach's alpha test and it was found from the study that it was 0.775 (62 items in the questionnaire) from the sample of 725, thus proving high reliability on the data. It was concluded that the data could be used for further analysis.

IV. DATA ANALYSIS AND INTERPRETATION

The study adopted cross-tabs and two- way ANOVA to the test significant association or relationship among the variables. :

Chi-square test or cross – tabs is used to find the association between variables.

A. Gender Vs. Daily time spent in Social media sites

H₀: There is no significant association between gender of the respondents and the daily time spent in social media sites.

TABLE NO:1. Cross tabs(Chi Square test)– GENDER WITH DAILY TIME SPENT IN SOCIAL MEDIA SITES(SMS)

DAILYTIMES SPENT ON SMS					
			<1hr	1-2hrs	2-3hrs
Gender	Male	Count	61	92	88
		% within Gender	13.80%	20.90%	20.00%
	Female	Count	42	66	59
		% within Gender	14.80%	23.30%	20.80%
Total	Count	103	159	147	
	% within Gender	14.20%	21.90%	20.30%	
		3-4hrs	4-5hrs	> 5hrs	Total
		65	82	53	441
		14.70%	18.60%	12.00%	100.00%
		43	46	27	284
		15.20%	16.30%	9.50%	100.00%
		108	128	80	725
		14.90%	17.70%	11.00%	100.00%

Table No : 2 Cross tabs(Chi Square test)

Result:

Since the p value is more than 0.05 (0.836), accept H₀. So, there is no significant association between gender of the respondents and the daily time spent in social media sites.

B. Gender Vs. Duration in Social media sites

			<1hr	1-2hrs	2-3hrs	
Gender	Male	Count	22	52	121	
		% within Gender	5.00%	11.80%	27.40%	
	Female	Count	44	71	72	
		% within Gender	15.50%	25.10%	25.40%	
Total		Count	66	123	194	
		% within Gender	9.10%	17.00%	26.80%	
			3-4hrs	4-5hrs	> 5hrs	Total
			91	155	441	22
			20.60%	35.10%	100.00%	5.00%
			57	39	283	44
			20.10%	13.50%	100.00%	15.50%
			148	194	725	66
			20.40%	26.70%	100.00%	9.10%

H₀ 2: There is no significant association between gender of the respondents and the duration in social media sites(SMS).

Table No.3 Cross tabs(Chi Square test)

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.626 ^a	8	0.092
Likelihood Ratio	15.251	8	0.054
Linear-by-Linear Association	3.156	1	0.076
N of Valid Cases	725		

Result:

Since p value is more than 0.05, accept null hypothesis. So, there is no significant association between gender of the respondents and the opinion on social media sites necessity.

TWO WAY ANOVA

The two-way ANOVA evaluate the mean differences among groups that contain split on two independent variables (called factors). The



interface in a two-way ANOVA notify you whether the consequence of single independent variables on the dependent variable is the identical for all values of your other independent variable (and vice versa)

C. Daily time spent in SMS Vs Duration in SMS Vs. Academic performance

H₀4: There is no significant difference in daily time spent in social media sites on students' academic performance

H₀5: There is no significant difference in duration in social media sites on students' academic performance

H₀6: There is no significant difference in the interaction of daily time spent and duration in social media sites on students' academic performance

Table No:4
Two way ANOVA – Daily time in SMS Vs. Duration in SMS Vs Academic performance

Source	F	Sig.
Corrected Model	4.95	0
Intercept	2.4	0.12
Daily Time SM	5.62	0
HLUsed SMS	2.18	0.05
Daily Time SM * hlusedsms	4.93	0

Result:

Since p value was less than 0.05, hypothesis H₀6 was rejected. So, there is significant difference in daily time spent in social media sites on students' academic performance

Hypothesis H₀7 was accepted since p value was more than 0.05, accept null hypothesis. So, there is no significant difference in duration in social media sites on students' academic performance.

Hypothesis H₀8 was rejected, since p value was less than 0.05. So, there is significant difference in the interaction of daily time spent and duration in social media sites on students' academic performance.

D. SMS platform mostly used Vs. Age Vs. Academic performance:

H₀9: There is no significant difference in SMS platform used mostly on students' academic performance

H₀10: There is no significant difference in age of the respondents on students' academic performance

H₀11: There is no significant difference in the interaction of SMS platform used mostly and age of the respondents on students' academic performance

Table No :5
Two way ANOVA – SMS Platform mostly used Vs. Age Vs Academic performance

Source	F	Sig.
Corrected Model	4.78	0
Intercept	3.29	0.07
SMS Platform Mostly Used	6.15	0
Age	4.31	0
SMS Platform Mostly Used * Age	3.43	0

Result:

Since p value was less than 0.05, hypothesis H₀9 was rejected. There is significant difference in SMS platform used mostly on students' academic performance

H₀10 was rejected since p value was less than 0.05. So, there is significant difference in age of the respondents on students' academic performance

H₀11 was rejected since p value was less than 0.05. So, there is significant difference in the interaction of SMS platform used mostly and age of the respondents on students' academic performance

V. DISCUSSION AND CONCLUSION

This present work is conducted to find the collision of social network sites among students academic performance. Hence, it is concluded that there is no significant difference between the gender and usage of social media sites. Use of social media has become very common among University students now-a-days. It has to properly used and students has to be conscious enough in spending their valuable time on social media sites, which can in turn leads to excel in their academics. From the above analysis it was found that there is no association between gender and daily time spent in social media. It was also noted that gender plays a significant role in the duration of social media sites. Most of the students spend more time on social media on daily basis. The purpose of usage of social media has to improve the students' academic performance. From the above analysis, it was also noted that age and SMS platform plays a prominent role on the students' academic performance. Hence, students need to be conscious that usage of social media sites will support them in better academic performance.

REFERENCE

1. Wheeler, A., Yeomans, P., & Wheeler, D. (2008), "The good, the bad and the Wiki: Evaluating student-generated content for collaborative learning". British Journal of Educational Technology, 39(6), 987-995. DOI: 10.1111/j.1467-8535.2007.00799.
2. Rifkin, W., Longnecker, N., Leach, J., & Ortia, L. (2009), "Motivate students by having them publish in new media: an invitation to Science Lecturers to share and test", A paper presented at the motivating Science Undergraduates: Ideas and Interventions, UniServe Science Proceedings. Retrieved from citeseerx.ist.psu.edu.
3. Indranil Mitra, Gopa Roy Biswas And Sutapa Biswas Majee (2014) Effect of Filler Hydrophilicity on Superdisintegrant Performance and Release Kinetics From Solid Dispersion Tablets of A Model BCS Class II Drug. International Journal of Pharmacy Research & Technology, 4 (2), 28-33.
4. Dave Chaffey(2018), "Global Social Media research summary 2018," SmartInsights Article, 2018.
5. Abdul wahaab Alsaif (2016), "Investigate The Impact of Social Media on Students," A Dissertation , Cardiff Metropolitan University, April 2016.
6. Hafsan, H., Sukmawaty, E., Masri, M., Aziz, I.R., Wulandari, S.L. "Antioxidant activities of ethyl acetic extract of endophytic fungi from caesalpinia sappan L. and eucheuma sp", (2018) International Journal of Pharmaceutical Research, 10 (3), pp. 239-244. DOI: 10.31838/ijpr/2018.10.03.078
7. Amin, et.al (2016), " Impact of Social Media on Students Academic Performance", International Journal of Business and Management Invention, ISSN (Online):2319-8028, ISSN (Print): 2319-801X, Vol: 5, Issue:4, pp:22-22.



