THE IMPACT OF SOCIAL MEDIA USE ON ACADEMIC PERFORMANCE AMONG DR. HARI SINGH GOUR CENTRAL UNIVERSITY STUDENTS

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Abstract: The Internet, particularly social media applications like Facebook, YouTube, and others, are clearly "overtaking the world" and maybe considered "a worldwide consumer phenomenon." Nowadays, one of the most popular pastimes among children, teenagers, and rising adults is using social media. It provides a doorway for enjoyment and communication for today's young, and it is quickly becoming one of the most important platforms for accessing information and news. The younger generation's rapid adoption of social media can be linked to their up-to-date knowledge of and comfort with the latest technology, as well as the easy accessibility to these social networking platforms. The impact of social media on student involvement at Dr. H S Gour Central University is investigated in this study.

Keywords: social media

INTRODUCTION

Since our origin on planet Earth, we have always been socially connected or networked. To promote and sustain these networks, we've used a variety of strategies and instruments; whether it's postal services, telephones, telegraph, or even socializing in clubs, the social contact has always been a prerogative. In recent times, social interaction has expanded to include online communication, which refers to any communication that is made possible by the use of computers and the Internet. Among the social media platforms, Facebook and Instagram are very popular among youngsters and research shows that anywhere between 85 to 99 percent of college students use Facebook and Instagram (Hargittai, 2014). In light of technological advancements and the generational features of today's college students, students have grown accustomed to receiving information quickly via the internet and social media. While walking to and from class, most college students have smartphones or other wireless devices that allow them to update their statuses, send a tweet, or even take a photo. Some teachers have even incorporated social media into their classes, while others emphasize the importance of turning off cell phones during class in their syllabus. Students, educators, and staff use texting as a shorthand in their correspondence. Many students are so engrossed in the virtual world of social media that they are unaware of and appear disconnected from what is happening in the actual world right in front of them when attending an academic or sports event. Another example of observation is when students are sitting with peers or close friends, but instead of conversing with individuals who are physically present, they are engrossed in their phones.

There is a digital divide between proponents and critics of integrating social media into the classroom, and there are further concerns about equality and opportunities for all students to access and use social media technology. Due to the widespread use of social media, we should consider using social media as an educational tool to promote and enhance the learning environment for students. Students use social media for personal and social purposes at the individual level. However, some scholars are arguing whether incorporating social media into academic courses complements learning or makes structural changes in the way students learn. There is a variety of reasons why studying student involvement is crucial. Faculty and students both benefit when students are engaged, as seen below:

It is in the best interests of both students and academic staff to have highly motivated, engaged students who complete their studies. For the lecturers, such students give incentives to them in their teaching practices and encourage more innovative and creative ways of achieving optimal outcomes in both learning and teaching (Richardson, C, 2017). For students, staying engaged throughout their studies will ensure peak performance, and it is likely to generate grades that will enhance their future career advancement (Errey & Wood, 2011, p. 29).

Professors can be motivated and encouraged to become more active and innovative as they share their wealth of subject knowledge with their students if their students are engaged. Students who are more engaged will have a better comprehension of the subject and achieve higher student results, which will help them in their future endeavors. Social media is a complex and multilayered term."Understanding social media critically means, among other things, engaging with the different forms of sociability on the Internet within the context of society (Fuchs, 2014, p. 6). In 2013, a list of the most accessed websites in the world was compiled, Google, Facebook, YouTube, Yahoo, Amazon, Twitter, BlogSpot, and LinkedIn are just a few of the websites on the list (Richardson, C.2017). Many of these websites include elements of media, information, communication, and social networking. Since students have changed so much over the past two decades, we need to try to understand these changes to engage students. Many students today have been exposed to a digital world throughout their lives. Students want to be connected and communicate all of the time, and they want an environment that encourages them to do so (Taylor & Parsons, 2011).
METHODOLOGY
In this empirical section of the study, a mixed method approach called "Explanatory Sequential Design" was used to collect quantitative and qualitative data from certain select students at Dr. H.S Gour Central University utilising a questionnaire. The study was completed after 99 replies were reviewed and processed. The questionnaire included a declaration certificate and a consent form, making the study completely voluntary. A computer questionnaire was used between the researcher and the respondents to acquire data from the respondents. The researcher used a computer questionnaire, e-mailed participants for their convenience, and tried to determine the impact of social media among university students. The data was acquired directly from the respondents using a computer questionnaire, therefore it is the first-hand information the researcher has got from the respondent. As a result, this data is primary data.

RESULT
The research data and information acquired by the researcher from a population sample of 99 students at Dr. Hari Singh Gour Central University in Sagar, M.P. are analysed and interpreted in result. The findings will be addressed by first using the quantitative technique to answer the six research questions, followed by the qualitative method's findings and discussion.

Quantitative Result

![Graphical representation of the most popular social media among Dr. H.S Gour Central University students](image1.png)

**FIGURE-1** - The most popular social media among Dr. H.S Gour Central University

![Pie chart representation of the purpose of using social media among Dr. H.S Gour Central University students](image2.png)

**FIGURE-2** - The purpose of using social media among Dr. H.S Gour Central University students
FIGURE 3.3 - The time duration spend on social media among Dr. H.S Gour Central University students (Pie chart representation)

FIGURE 4 - The Preference for academics purpose: - Books usage or Social media usage (Pie chart representation)
Fake news, obscene materials of Social Medias impacting the academic performance

FIGURE-5- Fake news, obscene materials of Social Medias impacting the academic performance (Pie chart representation)

Invasion of privacy a concern for students

FIGURE-6- Social media invasion of privacy as a problem (Pie chart representation)
Qualitative Result

a) Impact of social media on academic purpose
The purpose of this research question is to determine the impact of social media on the academic performance of Dr. H.S Gour Central University students. Out of 99 respondents, 74 respond positively, indicating that social media has a positive impact on academic performance, while 9 respond neutrally, indicating that social media has had no impact on academic performance, and 15 respond negatively, indicating that social media has a negative impact on academic performance.

b) Restriction or content checking of some sort in social media for the students
This research question seeks to determine whether it is necessary to impose limits or conduct content checks on social media for Dr. H.S Gour Central University students. Out of 99 students or respondents, 82 agreed that there should be some kind of limitation or content checking in social media for students, while 17 did not agree with the restriction or content checking notion in social media platforms for students.

DISCUSSION
This research examined the impact of social media usage on Dr. H.S. Gour's Central University students. The main objective of this study was to see if there was a link between social media usage and academic status, how much students use social media for academic purposes, and how they perceive the impact of their social media usage on their academic performance. The majority of the participants in this survey indicated that they used social media for social communication rather than academic performance; the same finding was made by Raacke and Bonds in their study (2008). They discovered that students under the age of 20 primarily use Facebook to communicate with peers for social purposes. Surprisingly, the majority of respondents rated utilizing social media and its impact on academic reasons as good. However, Alwagait (2015), Wodziicki, Schawmmlein & Moskluik (2012), and Raacke & Bonds-Raacke (2008) have shown that students had little interest in using social networks for study-related knowledge. The present-day study shows that Instagram has become one of the prime choices in social media for university students. The majority of the participants use social media for academic purposes, but they do not completely rely on it, indicating that they are aware that social media is not a reliable source of information. The study also demonstrates that how an individual uses social media for academic reasons is dependent on the individual. For example, one person may use social media to have a beneficial impact on academics, while another may use it for the wrong reasons, resulting in a detrimental impact on academics, as stated in the research. During the study, it was discovered that the majority of participants believed social media played an important role in boosting academic performance. Students that spend more than 8 hours on social networking platforms perform poorly in studies or academics, according to Dahlstrom and Hargittai (2011). However, this is an old finding, and this research is currently being undertaken, so many changes have occurred during this research. For example, the majority of respondents in this study said they only spent 1-3 hours per day on social media. As a result, the findings of this study show that a student's academic performance is influenced by how they utilize social media.

CONCLUSION
This research attempts to shed light on the impact of social media on Dr. H.S. Gour Central University students and to clarify some of the various features of social media usage for academic purposes. Surprisingly, this study reveals that three groups of students had opposing views on the impact of social media on their academic achievement. The students are sorted into three groups based on the results of the questionnaire analysis. The first group believes social media has a positive impact on their academic success; the second group believes social media has no impact on their academic performance, and the third group believes social media has a negative impact on their academic performance. According to the responses, each group pondered the impact of social media on their academics. Students who believed that social media has a favorable impact on academics, for example, stated that they use social media as a method to learn knowledge that they cannot get in books. They also use social media to exchange university-related study materials. The zero effects group stated that they do not use social media for academic purposes and that they do not use it while studying. Students who believe that social media damages academics stated that they spend the majority of their time on social media because of their addiction, and as a result, they suffer from poor academic performance. The results and discussion reveal that the relationship between social media use and academic achievement is dependent on the students' social media usage. This also explains the negative influence of social media on students' academic performance because of misuse or addiction to the platform, which can be addressed by raising students' knowledge of the consequences of social media addiction. Moreover, the findings of this study show that the majority of participants believe that social media plays an important role in the academic performance of Dr. H.S Gour Central University students and that many respondents' responses demonstrate that they are well-versed in the use of social media and only seek information from reliable sources. Furthermore, employing social media as a communication platform for discussing course-related content is associated to the development of learner communities, which appears to be in great demand; this sector may require additional investment.

References


