A QUANTITATIVE RESEARCH PAPER ON THE IMPACT OF THE USAGE OF SOCIAL MEDIA ON STUDENT PERFORMANCE

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Introduction

As a computer based technology, social media enhances sharing information, ideas and thoughts through a virtual community network (Raut, 2016, p.282). Over the years, there has been a significant improvement in technology. People from all walks of life can now share photos, information and post motivational thoughts on the internet. With this advent of social medial globally, many students have up their games in terms of learning and utilizing media for leisure or personal use (Heffina, 2016, p.29). Meanwhile, many devote most of their time to things that have no constant impact on their academic life, such as chatting with friends or relatives, watching movies through YouTube, or uploading different pictures. Social media comes with both advantages and disadvantages as we know interesting things are ever one-sided. There have been views on major advantages brought up by social media in higher levels of education. These include; learning motivation improvement, development of collaborative abilities, and enhancement of relationships. Also, Heffina (2016) argued that students could interact socially and share experiences on different topics through social media (p.24).

Research has proven that with social media and social network sites (SNSs), 90% of all tertiary school students use those sites (Raut, 2016, p.285). Due to this increased popularity of social media, there is growing concern over the possible influences the media use could have on the overall performance of students. In this regard, his research investigates the impact of social media on student's performance academically in a quantitative way. The results of this paper can be of great help and importance for educational purposes as the study reveals that most students use social media, spending precious time which displaces their time to study.

To this end, the research recommends that educational sites be created purposely to create a balance between academic activities and social networks.

Study objectives

As a quantitative study, the overall objective of the research is to investigate the social media impact on students' academic performance. Precisely, this study purpose seeks:

To examine students' academic performance

To examine the impact of time factor on students' academic performance

To examine the impact of privacy problems on the academic performance of students

To examine the impacts of friends and relatives' connection on students' academic performance.

Research questions

Questions to guide this research is relevant to the research problem were as follows;

Do time spent by students on social media activities negatively impact academic work?

Is there a correction between students' social media time and academic performance?

Does the nature of activities on social media affect students' academic performance?

Hypothesis

Time spent on social media by student's impacts negatively on the overall performance of academic work

There is no correlation between the kind of media activities and the overall performances of students

METHODOLOGY

A quantitative was used in this study by using questionnaires distribution. By this investigation, we asked students about their proposal and their take on social media usage and its significance in enhancing their operation while learning. Also, we have inquired about which is the best social network that improves education.

The questionnaire was divided into two parts or sections. The first section included personal data like gender, educational level, and the field of study. On the other hand, the second section entailed multiple questions drafted from the media use by students. One hundred and fifty respondents were selected randomly, which included students from different directs departments and schools. Statistics that were inferential and descriptive were put into consideration in this study. The overall mean and percentage and counts derived from the frequency were compared to the inferential statistics.

The technique employed to get the overall estimations was the use of Analysis of Variance (ANOVA). The overall significance of 5% was made as to the hypothesis in the correlation of F-statistics. Rejected hypothesis meant that F-critical is less than 0.05 significant level in comparison with F-statistics and vice versa. On the other hand, if the 0.05 significant level is less than the probability value, the null hypothesis is accepted.

DATA ANALYSIS

The data obtained after evaluation from a survey conducted is analyzed in this section. The overall analysis is based hypothesis raised in the study guide to help go in deep into the causes of the objective

Table 1 for the impact of time spent on social media activities on academic performance

Hypothesis 1; there is a negative impact on time spent on social media on students' academic performance.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Sum of squire | Df | Mean square | F | Sig. |
| Between groups  Within groups  Total | 1.771  36.49  38.1 | 1  164  165 | 1.771  .223 | 8.8 | .005 |

Table 1 evaluates the impact of social media activities by students on their academic work. The values obtained from F-statistics computed is 8.8, and the corresponding P-value is 0.005, which is less than the level of significance. In reference, students have mutual importance and significance between the actual times spent on activities related to social media. Also, it shows the time spend when students are doing their academic work—for example, doing research papers, assignments, homework, term papers, final examinations, seminars, and others.

From the above, the time spent on activities on social media by students on these sites is inversely proportional to the time spent by students when doing their academic work.

Hypothesis 2; the nature of activities on social media and the student academic performance does not correlate.

Table 2, ANOVA for the impact of media activities by students on their performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Some of the total squares | Df | mean | f | Sig |
| Between Groups  Within Groups  Total | .299  38.5  38.7 | 4  161  165 | .0073 | .321 | .8509 |

The F-statistics in table 2 is 0.32, and in comparison, the p-value corresponds to 0.8. The P-value stipulates a higher chance of corresponds between the activities students do on medial social sites than how they perform academically. The overall findings after monitoring and evaluation imply that if students use social media only for academic work, like sharing ideas on topics they have found challenging to the theme, holding discussion groups online and others, positively impact. Hence, improvement is the resultant factor as far as their academic performance is concerned. On the other hand, there is a negative outcome when students spend more time on social media in activities different from academic work.

ANALYSIS

It has been found that more than 75% of the participants are in favor of social media which includes Facebook, skype tweeter and others.60% of the samples reported that they primarily used laptops or computers to check social media sites.45 % of the total respondents mutually admitted that they spend 8-10 hours each day checking sites in social media, as mentioned in the latter. Less than 30% spend more than 7 hours in a day.

Implications

The use of social media for positive change

Ever since the emergence of social network and media in our lives, our social lives has not been the same again. Social media has played a significant role in the way systems, for example, education, works (Balakrishnan, 2016, p.12). Firstly, parents, students, and teachers have been empowered by social media to communicate and share private information have been working. This is seen from the elementary schools up to the highest level of their education or tertiary. Moodle and blackboard, an online learning system, have been adopted for a decade since then (Alokluk, 2018, p.133). It is in this regard that steadily, these systems will be implemented fully within classrooms to all levels of the education system globally. Students also react positively when their teacher adopts social media methods in learning and teaching as homework has strict guidelines. Still, it becomes easier when students chat, share ideas, and discuss certain books, which has given them a challenge in either analyzing or reviewing (Fox, 2016, p.23).

Also, social media has become a useful tool of communication. For example, in a busy working condition, it does not mean that one will not be in touch with the event of an unattended meeting. Still, social media plays a pivotal role and feels part and parcel in absentia.

Furthermore, social media has given the power to people to portray realities when injustices happen globally. For example, Hashtags have raised awareness of extreme violence (Cappelini, 2019, p.430). Survivors can share experiences as well as dispelling stereotypes about any violence like domestic. Those who have transportation limitations, those who cannot leave their home, those who do not have free time, and social media have provided a unique way or platform for users. People can voice out solidarity and report directly on current events as they happen. As a result, collaborative conversations across movements have been fruitful due to the space created by social media (Raut, 2016, p.283).

Theoretical framework

Formulation of theories when doing research plays a significant role by helping to understand clearly a knowledge that existed or is existing as well, either past, present, or prediction of future happenings. The theoretical framework tries to go deep into happenings by formulating a hypothesis and objectives of the study and come out with explanations and reasons why a certain problem exists (Korhan, 2016, p.12). It will help in understanding different concepts that are related to our study problem.

Gratification theory was used in this research to focus on why an individual chooses to use a stipulated certain media. One of the main implications of this theory is that it's only for gratification that different people choose to use a certain site of media (Korhan, 2016.p.42). The use of gratification theory is part and parcel of our study as it has numerous provisions on media use. This perspective has helped our research consider the kind of gratification the targeted group upholds and whether their needs are met. Lastly, the impact the learners acquire after using social media.

Recommendations

From the research findings made in this study, the following recommendations can be made;

1. Students should reduce the time they spend on social media websites so that they can improve academically without such a challenge, maybe be from the waste of useful time devoted to media sites

2. To communicate effectively to young people, schools and government agencies should make use of social media as one of the most useful tools in communication

3. The findings of this study should be used as a tool when formulating policies at levels of learning, from the lowest to tertiary, and agents of government that deal with students.

Limitations of the study

There arose several limitations in this study that should be considered for rectification in future researches. Firstly, the questionnaire questions survey questions were too many that many of the respondents dint complete them. Secondly, the survey was conducted during the examination period, and many had not carried their cellphones in filling the survey. Future researchers should survey at an appropriate time in the school calendar. Thirdly the neutral option in the survey seemingly encouraged many respondents to choose it without deciding and evaluating.

Conclusion

The fact that the internet plays a pivotal role in students' academic performances in schools is not overemphasized. People all over the world make use of social media sites. The findings also revealed that many people have become so addicted to social media sites that they can spend a couple of hours in a day, particularly students. This study was conducted to do a thorough investigation of social media's role in students' academic performance.

The findings also found that some social media sites promote academic group work, share resources with classmates, and communicate with their teachers. Therefore, we suggest that for students to be more productive academically, the monitored issue addressed in this study should be considered.

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