



CHETANA

International Journal of Education

Impact Factor

SJIF 2021 - 6.169

Peer Reviewed/
Refereed Journal

ISSN-Print-2231-3613

Online-2455-8729



Prof. A.P. Sharma

Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

Received on 15th Oct. 2021, Revised on 19th Oct. 2021, Accepted 24th Oct. 2021

Research Paper

The Impact of Social Networking Sites on Study Habits and Academic Performance of Secondary Students

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Key words- Social networking sites, Study habits, Academic Performance, Secondary Students etc.

Abstract

Social networking sites are online technologies and practices that people use to share content, opinions, insights, experiences and perspectives. This study aims to determine the impact of social networking sites on students study habits and academic performance of secondary students. The sample of the present study consisted of 60 secondary students of class 12th from 05 Govt. schools in Ratlam city. The students were using social networking sites daily for 1-5 hours. The only variable that affected the extent of utilization of social networking sites was the respondents' gender. The study concludes that females are more exposed to social networking site rather than males. The use of social networking sites by females has to do with their desire to communicate or share more personal information, revealing more about their personal lives. More time spent on social networking sites affects the study timings in a negative sense, thus affecting the study outcome and academic performance. So overall, 82% of students agreed upon the fact that social networking addiction harms studies as it decreases the net time of studies and also, produces poor results.

Introduction

Social networking sites (SNSs) are one of the features of the internet. The ubiquitous nature of Social Networking Sites (SNSs) makes them incalculably popular among adolescents. Today's teenagers are more empowered to communicate in the entire world via SNSs they can interact with each other. They also get more prospects to explore and experiment via SNSs that increases their probability to be influenced by them. SNSs affect adolescents in many ways.

Classification of Social Networking Sites:- On the basis of features, SNSs can be classified into two groups one that is predominantly organized around consumers' profile. The other types of SNSs are structured about the collection of content. Though it is necessary to keep in mind that service varies and may be categorized by more than one category. Childnet International Research Report (2008, P.10) categorised SNSs into two categories:-

1. Profile-based social networking services. 2. Content-based social networking services.

STUDY HABITS:- Study habit is a very significant feature of all 'educated' individuals. They are not only important for higher studies but also essential for productive use of idle time. It has very a deep impact on the life of persons. Various scholars and psychologists have mentioned a spectrum of different aspects of Study habits in their inventories constructed to assess the study habits of students at the senior secondary level. Mukopadhyaya and Sensenwal (2011) in their inventory assessed the study habits of considered to be constituted of different kinds of study behaviours. They graded the study habits of the inventory into seven categories, which are: —A- Excellent study habits- High study habits- Above average study habits- Moderate study habits- Below average study habits- Poor study habits- Very poor study habits. The grading is done according to the scores of the students.

ACADEMIC PERFORMANCE:- Academic performance/achievement is the result of the training imparted to a pupil by the teacher in the school environment and can be measured by the performance of the pupils on given standardized tests Good (1973) defined academic achievement in the dictionary of Education as the knowledge achieved or skills developed in the school subjects, are generally designed by test scores or by marks assigned by teacher or

Sometimes by both. According to Sumathi, (1999) academic performance is a symbol of what a student has understood, memorized and is able to express or write down during the examinations. Academic performance is the subjective perception of an individual's ability to comprehend, remember and reproduce whatever is learned. Academic performance in the present study means total percentage of marks obtained by senior secondary student in their half-yearly examination.

Advantages of Social Networking Sites to Students

1. Develop Communication Skills. 2. Get Information. 3. Friendship 4. Develop reading and social skills. 5. Enhancing Skills. 6. Learning. 7. Share Information; Online Live Classes 8. Fastest Information Sharing. 9. Build Network on the same interest.

Social Networking Sites Benefits

1. Develop Good Relationships. 2. Provide Information. 3. News and Media. 4. Business Promotion and Reduce your marketing cost. 5. Great Customer Engagement. 6. Motivate yourself by following positive news and media.

There are many pros of social media also, but you have to use it in a positive manner. It is fully depend on you that whom you are going to follow in your social media dashboard, Positive or negative? Because our mind is like horse which you must control, otherwise, it can harm you

Negative Effects of Social Networking Sites on Students

1. Students who take to social media sites spend hours chatting, exchanging information, sharing photos, videos etc, which they can otherwise spend in completing homework or understanding their subject further through additional studying

2. Spending long hours in social media platforms either through the small screen of a Smartphone or the larger one of a Notebook, Netbook Or Laptop, strains the eyes, reduces mental focus and concentration, causes backbone problems which can lead to severe health issues and ultimately affects academic performance

3. Going to bed right after spending time on a social media site affects sleep, can lead to insomnia which can in turn cause physical stress, depression and also unhappy state of mind, that prevents students from putting the effort needed to score well in exams

4. Students can very easily get into the bad habit of making companions with others, indulge in drugs and alcohol which is glamorized in social media sites, indulge unnecessary in shopping by viewing too many product advertisements and also become very attention seeking

5. Students lacking parental guidance or having problems at home focus on social media platforms to satisfy their emotional needs for love and friendship which can become dangerous when they come in contact with destructive people. Furthermore, social media likes, shares and other such statistics can make them attention seeking

6. By using social media for communication, students lack interaction with people by meeting in person and as a result they lack the maturity and communication desired from their age group, which in the long run proves to be highly detrimental

7. While social media platform offer easy access to new friends, they can also lead students to predators who like to victimize such young people. A naive student can actually give out all personal information in such sites to a total stranger pretending to be a teacher or someone in the same school and get into a lot of trouble

8. At times, student groups in social media sites can pass on incorrect information on what to study for a particular test or exam, which can negatively affect scores and bring in poor grades for not just one, but many students at the same time

9. Students need more than just text book curriculam, they need to research and also need a good amount of physical exercise by involvement in games, sports and extracurricular learning like music, dance etc, but when they spend an increasing amount of time in social media platforms, such involvement comes down significantly

10. Internet addiction: students tend to spend a huge portion of their time browsing through innumerable social media sites. Time which could have been used in a productive manner is wasted on social media. Students also tend to compromise on the time that they should have ideally dedicated to studies.

11. Social isolation: social media has greatly reduced interactive sessions among students from different walks of life. Earlier, students would go out to parks, hobby centers, etc and interact with fellow students. However, with the advent of social media, this has seen a setback. Social isolation has led to increasing dependence on social media, which in turn has an adverse impact on a student's academic performance.

12. Lingual deficiencies: The social media world has a different lingo altogether. Students who spend a lot of time on social media naturally tend to adopt this language. Use of colloquialism, abbreviations, and slang are common. This not only reduces their linguistic skills but also hampers their writing skills and creativity.

Social media, thus, is extremely distracting and has a direct impact on the academic performance of students. It is like a two-edged swords and prudence is required in its operation. Schools and parents must teach the children under their care to use social media judiciously and to not let it hamper academic performance and extracurricular growth.

Review of Literature

Joshi and Sharma (2017) aimed to study the impact of the internet on _study habits 'of students at senior secondary level. The students were selected by Purposive sampling method among the senior secondary schools of Alwar district. The sample size comprised 140 students from senior secondary class were selected by convenience sampling method. _Study Habit Inventory (SHI) by

Mukhopadhyay and Sansanwal (2011) was used for data collection. Statistical measures used were Mean, S.D. and C.R. to analyse the data. The study discovered that internet nonusers are better in study habits than internet users with reference to different dimensions, gender, and stream. Females have better study habits than males as they use internet only for study purpose not, for games and chatting. Science students are better than arts students among internet users.

Afshan Munir (2016) attempted to study the influence of SNSs on the study and sleep habits of the postgraduate scholars. The concept of social media is pretty understandable, it is a web-based service which permits the user to create a profile then create subjective connections among himself and list of added contacts and interact with them at a common platform. It was a rough estimate that social media would have had bad effects on students' health. In the present study, 100 students participated in survey research from the two universities. These students belonged to the Master levels classes. The stratified sampling method was used for collection of data. Findings suggested that SNSs have both good and bad effect on pupils. On one hand, the social media helps students, on the other hand, it is the cause of their failure also. From the results, it was concluded that social media has the potential to enhance skills though it can also involve students in futile activities and affect marks.

Ozer et al (2014) conducted a survey to discover the positive and negative effect of social networking sites; particularly Facebook has been a debatable issue for several educators and media. Latest studies examine the positive and negative influences of SNSs on students' academic performance. This qualitative study examines the impact of SNSs on students' academic performance by open-ended questions through a survey in the United States and Europe. Replies were studied using the Qualitative Content Analysis (QCA). Results indicated the differences in opinions among students in the US and Europe. Largely, shared themes suggested that widely students believe social networking sites do not influence their grades. Various European students (32.0%) reported social networking sites to help them with their school work, while 31.7% of US students indicated being a sensible student.

Camilia et al (2013) investigated the study patterns of the Nigerian students who are presently indulged in the excessive use of social networking sites. The paper investigated students' SNSs usage and how it influences them. It studies how SNSs affect students' academics when they use them frequently. Questionnaires were constructed for 600 participants from the various tertiary institutions in Mubi Educational zone, Adamawa state, Nigeria. Two universities (Polytechnic, a State University and a State College of Health Technology) were part of the sample of the investigation. Out of the 600 questionnaires dispersed, 536 were completed and reverted. The gathered data was analyzed using frequencies; percentages and graphical images, whereas the hypothesis was tested using chi square (X^2). The hypothesis that the frequent use of social

networking sites by the pupil of tertiary institutions in Mubi, Adamawa state Nigeria‘ has no effect on their studies‘ was accepted at 5% level of significance. It was recommended that pupils should learn to use their time properly and teachers should use SNSs to encourage the teaching learning process

Objectives of the Study

1. To explore the reasons of using and not using social networking sites by students
2. To compare the Gender wise study habits of social networking sites users and non-user students at senior secondary level.
3. To compare the Gender wise academic performance of social networking sites users and non-user students at senior secondary level.
4. To study the perceived advantages and disadvantages of using social networking sites by user student.

Hypotheses of the Study

Ho 1: There is no significant difference between the study habits of boys and girls using social media at secondary level.

Ho 2: There is no significant difference between the study habits of boys and girls not using social networking sites at secondary level.

Ho3: There is no significant difference between the Academic performance of boys and girls using social networking sites at secondary level.

Ho4: There is no significant difference between the Academic performance of boys and girls not using social networking sites at secondary level.

Sample and Sample Size

Population in this study comprises secondary students of Govt. schools in Ratlam city. The sample of the present study consisted of 60 secondary students of class 12th from 05 Govt. schools in Ratlam city.

Statistical Tool

1. Questionnaire for knowing the perceived effect of SNSs on user students‘
2. Study Habit Inventory by Dr. M. Mukhopadhyay and Dr. D.N. Sansanwal (2011).
3. Academic Performance to be evaluated on the basis of percentage of marks secured by students in the half yearly examination. For the purpose of analysis the percentages of students were converted into stanine scores.

Analysis and Interpretation

Table No. 01

Mean and S.D.of the study habits of boys and girls using social networking sites

Gender	Mean	S.D.	t-value	p value
Boys	25.64	2.78	0.2472	0.8056
Girls	25.80	2.20		

The t- is 0.2472 which is less than the tabular value of “t” at both levels of significance 0.05 and 0.01 This shows there is no significance difference between boys and girls using social networking sites on study habits. It depicts that boys and girls students of secondary schools are not different on their study habits.

Table No. 02

Mean and S.D.of the study habits of boys and girls not using social networking sites

Gender	Mean	S.D.	t-value	p value
Boys	22.77	3.11	0.4089	0.6841
Girls	22.45	2.95		

The t- is 0.4089 which is less than the tabular value of “t” at both levels of significance 0.05 and 0.01 This shows there is no significance difference between boys and girls not using social networking sites on study habits. It depicts that boys and girls students of secondary schools are not different on their study habits.

Table No. 03

Mean and S.D.of the Academic performance of boys and girls using social networking sites

Gender	Mean	S.D.	t-value	p value
Boys	30.51	3.44	4.1574	0.0001
Girls	33.63	2.25		

The t-value of Academic performance of boys and girls using social networking, which is more than the given table value at 0.05 level of significance. This means that there is significance difference in Academic performance of boys and girls using social networking sites at secondary level.

Table No. 04

Mean and S.D.of the Academic performance of boys and girls not using social networking sites

Gender	Mean	S.D.	t-value	p value
Boys	28.24	2.09	0.3059	0.76008
Girls	28.40	1.96		

The t- is 0.3059 which is less than the tabular value of “t” at both levels of significance 0.05 and 0.01 This shows there is no significance difference between boys and girls not using social networking sites on Academic performance. It depicts that boys and girls students of secondary schools are not different on their s Academic performance.

Findings

1. T test of independence performed to assess the study habits of Boys and Girls using social media indicated that there is no significant difference between the two groups ($P > 0.05$)
2. Majority of the students are users of social networking sites
3. More number of boys uses SNSs than girls.
4. Among the non-user students the percentage of girls is more than boys.
5. Majority of the users access SNSs through their mobile phones users access the SNSs through their mobile phones.
6. Majority of the students have reported that they are using SNS for educational and entertainment purpose both.
7. Most popular SNSs reported by students is Facebook.
8. T test of independence performed between Boys and Girls not using social media, to assess their Study Habits. It is observed that there was no significant difference between the two groups ($P > 0.05$)

9. T test of independence performed between Boys and Girls using social media, to assess their academic performance. It was observed that there was a significant difference between the two groups ($P < 0.05$)

10. T test of independence performed between Boys and Girls not using social media, to assess their academic performance. Indicated that there was no significant difference between the two groups ($P > 0.05$)

11. The study concludes that females are more exposed to SNSs rather than males. The use of SNSs by females has to do with their desire to communicate or share more personal information, revealing more about their personal lives.

Educational Implications

1. Educational Implications for Policy Makers:- At the macro level, CBSE and NCERT the institutions should take the initiative to form a mandatory policy to orient students and teachers about the merits and demerits of SNSs and provides guidelines to use them. The guidelines can comprise, posting content rationally, using privacy settings properly, not allowing any third person to use their account, not to befriend with strangers and respect others on SNSs etc. Furthermore, they can also guide them how to use social networking sites in their best benefit as it was observed in the study that students don't get any kind of instructions or guidelines on how to use SNSs judiciously in spite of they are using SNSs in all domains of life.

2. Educational Curriculum Developers:- Curriculum developers can incorporate a separate chapter on social networking sites in the syllabus of the students to make them aware of the ethical concerns of using them, besides creating awareness of its potential benefits and shortcomings, as it was observed in the findings that students were not guided by anyone about how to use SNSs ethically without getting affected by them diversely.

3. Educational Implications for School Administration:- School administration should organize student workshops, lectures, and discussion on the potential advantages and disadvantages of SNSs as it was observed in the study that, students are not comfortable in sharing the same platform of SNSs with their parents. Findings also reflect that there was no orientation from school administration about awareness of SNSs and its related issues.

4. Implications for Teachers:- All the teachers should also be encouraged by the administration to use SNSs in teaching-learning so that they can remain connected with their students even after school hours. Findings suggest that students are adjusted to a great extent emotionally, socially and educationally on SNSs, they communicate with their teachers and do not resent or shy away from them on SNSs.

Teachers can use this platform for uploading study material and instructions. When SNSs are used for class communication, the discussions are available for all to see and benefit from. Facebook and Twitter can be used for asking questions and discussing what has been learned in class. Findings also suggest that students use this platform for sharing lots of educational content.

Teachers can also use SNSs to provide study material to students which they can go through at home. Links to educational videos present on video sharing sites can be added to SNSs posts. The links would connect the students to the resources, something which was not possible before the advent of SNSs students can give their comments and discuss their viewpoints regarding the video under the post. Other students can then benefit from not only the video itself but also the discussions on it. Findings suggest that generally, teachers answer their queries on SNSs they can go one step further and share educational content with their students on SNSs.

5. Educational Implications for School Counselors:- School counsellors can play a central role in informing students about the resources available on SNSs to facilitate academic, personal, social, and career growth. As all user students are using SNSs in all domains whether educational or entertainment. In the present study, it was discovered that students did not get any kind of counselling related to SNSs.

6. Educational Implications for Parents:- There is no alternative to parental supervision. Parents should keep an active eye on what their children do online on SNSs. Instead of scolding them they should guide them to make online contact with people they already know. Strangers who want to be their online _friend 'may, in fact, be mature-sex Offenders. They should monitor their ward's online relationships. As it was found in the study that major chunk of students complained that their parents scold them when they see them on SNSs.

All the time it is not feasible to supervise youngsters. Parents should install safety software on their computer to confine their child online activities which are age appropriate for them.

Parents can create guidelines for children to help and manage SNSs. In the plan, they can promote healthy technology use habits. This includes not using technology too close to bedtime and restricting completely during exam time etc.

Limitations of the Study

A. The present research work is delimited to:

1. The students of class 12th
2. Govt. secondary schools
3. Ratlam city.

B. The effect studied in the present research is delimited to ‘perceived effect’ of social networking sites as reported by secondary students.

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