IMPACT OF SOCIAL NETWORKING SITES ON ACADEMIC PERFORMANCE

SURESH CHAUHAN, Dr. Ganesh Sankar

RESEARCH SCHOLAR MONAD UNIVERSITY HAPUR U.P
(Assistant Professor) MONAD UNIVERSITY HAPUR U.P

ABSTRACT

This study seeks to examine the influence of various New Media technological platforms on the learning outcomes of students in their final year of secondary school. These platforms include photo sharing apps, video sharing apps, video editing apps, learning apps, email, forums, chat rooms, and social networking apps like Facebook, Twitter, and Instagram, among others. The vast majority of new media is seen on internet-connected devices such desktops, laptops, tablets, cellphones, and tablets. Most people, including students, use smartphones often. Smartphone affordability in India has skyrocketed in the last few years. Students in elementary school, middle school, and even high school use cellphones, even if they don't have direct access to them. The responsibility of parents in granting their children access to these gadgets is crucial. Students in their last year of high school make up our sample unit since they are more likely to have access to cellphones and other forms of new media. In most people's daily life, they have a smartphone. On the other hand, compulsive smartphone use interferes with routine tasks.

KEYWORDS: Social Networking Sites, Academic Performance, New Media technological, smartphone

INTRODUCTION

The use of technologies is becoming more commonplace in the classroom and among students (Fox & Bird, 2017; Lupton, 2014). Consequently, this is crucial for researching their effects on academic achievement. Several writers have emphasized the instructional potential, supplemental value, and active participation of social media sites in education (Durak, 2017;

Johnson, Becker, Estrada, & Freeman, 2014). However, researchers have found conflicting results when looking at the correlation between social media use and academic achievement.

Throughout a person's life, SNSs are ubiquitous. Pew Research Center (2015a) estimates that 65 percent of people in the US utilize social networking sites. There is a significant increase in the estimated proportion for users in the school age group. According to Pew Research Center (2015b), about 71% of 13–17 year olds use Facebook. Experian Marketing Services (2011) found that nearly 98% of 18–24 year olds use social networking sites. Therefore, serious scholarly investigation into the correlation between social media usage and academic achievement is warranted. There have been a number of empirical research looking at the correlation between social media use and academic performance. Different results have been obtained from these experiments. While some research has shown no correlation between social media use and academic performance, other studies have shown a negative correlation (e.g., Karpinski et al., 2013; Paul et al., 2012).

With the rise of social networking sites (SNSs) as a powerful tool in the classroom, researchers in Indore city set out to determine how these sites affected the grades of undergraduates enrolled in professional degree programmes.

SOCIAL NETWORKING SITES IN EDUCATIONAL CONTEXT: SCOPE AND IMPLICATIONS

Foster Culture

An environment that fosters engagement, collaboration, mentorship, and social networking is known as a participative community. An excellent tool for informal education, it is a platform where users may utilize the social network tools provided by teachers to study the subject matter and concepts via online participation and interaction. Motivate your pupils to hone their skills in a less formal, more practical, and often more entertaining setting, all within a predetermined framework. Students have the chance to communicate and discuss in real-time via social networking sites such as Facebook. Blogging is becoming more popular among both professional and amateur bloggers who value user-generated content, personalized features, and informal evaluations. Users are able to share and discuss issues such as critical awareness, the threatened environment, and personal experiences on social networking sites.

Knowledge workers are able to expand their professional networks, learn from one another, and start their own businesses with the help of social media platforms that promote community engagement in areas of expertise. Provide a testing ground: academics do research and draw on existing literature to develop novel hypotheses. In a socially fertile, exploratory, and informal setting, these are commonly carried out. Researchers and non-community members alike may take use of a shared knowledge network via the social networking mechanism.

Provoke Thoughtful Conversation

Discussions became heated as students posted their work online. Teachers may find helpful advice on social media sites that will help them deal with these situations. When teachers on Twitter are kind and approachable, students are more likely to feel safe asking questions.

Ensure Social Well-being

Academics have also found a connection between social media and real-life actions, which plays a role in both the proximity and distance of feelings. First, bridging the gap between social capital—the exposure to new information through different types of knowledge—second, connecting social capital—the promotion of feelings of close friendships—and third, loneliness—the eventual removal of time spent online from social participation—are the three components of social well-being.

Social Networking Sites Activity

Social networking sites are both helpful and harmful when it comes to popular and lonely types, particularly when it comes to the good counts. Users read, accepted notifications, replied, and participated in more targeted conversations (the amount of "tags," "like," and "share" and the number of friends from whom the contact is prompted).

Networks

Joining or urging people to join certain stakeholder interest groups is a common way to establish or expand such networks. There is a favorable correlation between social capital and loneliness and SNS practices, especially amateurism.

Social Stimulation Behavior

Promoting social interaction and developing a strategy to put into action a concrete social networking infrastructure or communication policy are the cornerstones of the institution's mission. In the first place, sharing may be a way to convey any kind of social message. Colleges and universities could improve the quality of their classes, services, and projects by incorporating social media into student engagement. This would be possible through a well-designed approach that leverages social media to improve learning.

SOCIAL NETWORKING SITES: PROBLEMS AND ISSUES

Time Consumption in Non-Academic Activities

Professors, teachers, and parents are of the opinion that students waste a lot of time on non-academic activities related to social media, the internet, and popular media such as newspapers, blogs, and scholarly journals (Ingram, 2011; Ojalvo 2011). Most importantly for universities, teachers, and the general public, however, is the effect that social media sites like Facebook have on offline activities and research.

Distraction

Many individuals see social media as a mere source of amusement, rather than a tool that might help them succeed in school. According to Hernandez (2011), Kirschner & Karpinksi (2010), and Philips (2011), this problem has been confirmed by Twitter and grade-point-average GPA evaluations. There need to be greater scrutiny of social media use based on statistics.

Lack of Privacy

On social media, many have voiced their concerns about the right to privacy of their personal information. Details about the user's private life sometimes impinge onto their social media profiles. Despite the fact that it is against the law to violate people's privacy, not all websites provide adequate safeguards. Customers may not share these beliefs if such is the case. Consumers can comprehend or prefer the use of protective measures, exposure to certain portions, and information levels. When it comes to social media platforms, information

security is often unorganized, hazy, or difficult to grasp in the context of established standards for certain data protection policies and processes (Lawler and Molluzzo 2011). Online companies like Google, Yahoo!, and Twitter have raised concerns about the security of user data, especially in relation to the regulation of this issue by the United States government (Deccan Chronicle2014).

Social and Network Security

Social networking sites are simple for anybody to use, have few security measures, and are trivial to hack. Cyber and internal communications breaches, identity theft, misappropriation of intellectual property, misconceptions, and phony websites are all problems. As a result, protecting young people is of the utmost importance, as sexual predators are actively seeking out adolescents. Cyberbullying and Twitter trolls are also caused via social media gadgets.

Legal and Regulatory Matters

Usage of SNSs is effective for different behaviors which are deemed unlawful in many jurisdictions. Symptoms include cyber stalking, IP stealing, data misuse, abuse of characters, privacy infringement and libel. However, social networking platforms are not protected by laws and guidelines.

Managing Personal and Professional Time

Social networking sites impact the achievement of students and the balance between work and life. Students who aren't actively participating in their coursework and who aren't active on social media on a regular basis can cause problems for their fellow students and teachers. Particularly in non-cooperative work environments or cultural contexts that downplay the importance of social interaction, some businesses seek ways to regulate performance in loose network situations.

Dynamics of Users

By considering not just the system's dynamics but also those of current users, social networking platforms are often an exceptionally dynamic platform. The phenomena and many uses of social network technologies are difficult for some university administrators and

faculty to understand. Some see social media as a path for solving society's ills and addressing workplace weaknesses. Because systemic solutions are required for the present problems, every social networking progress may also be monetarized.

IMPACT OF SOCIAL NETWORKING SITES ON ACADEMIC PERFORMANCE

There are questions over how social networking sites affect students' academic performance and if they can be used effectively as a teaching tool to boost students' grades. In their description of the factors that lead to effective student-teacher interaction in the classroom, Zixiu et al. (2011) employed five sub-dimensions. In addition, Alloway and Alloway (2012) made it clear that social networking is only defined as a collection of interconnected online relationships between individuals who have interests and who are able to create, share, interact, and get feedback on ideas and projects. According to Larscy et al. (2009), there are some who see that as a global tool that promotes dialogue. Email, intranets, forums, picture chat, wikis, and interactive mobile phone outputs are all part of social networking sites (SNSs) (Eyrich, 2008). The impact of Facebook on group learning, as well as its knock-on consequences on individual students' abilities and overall success, was investigated by Rahmi et al. (2015). The overarching goal is to identify the network components that facilitate users' interaction with technology via P2P networks. (According to Redecker et al. 2010)." Social networking platforms mainly allow students to engage in structured (e.g. course studies) and informal learning environments (e.g. quest for knowledge anywhere they are useful). In a more casual setting, students who engage in thought-provoking conversations and share what they've learned with one another might benefit from one other's perspectives (Cheung, 2011; Madge, 2009; Greenhow, 2009). For a variety of reasons, first-year students learn what they need to know to graduate from high school by interacting with faculty and staff, who may provide them with the opportunity to start over academically.

The development of global virtual communities is associated with improved student learning, as Hussain (2012) has also pointed out. Lewis et al. (2018) refers to the participants as "collaborative awareness creators" (p. 112). Furthermore, 300 students at USM's University of Sains Malaysia saw Facebook as an essential and practical tool for enhancing their English language skills (Kabilan, 2010). However, for every Facebook instance that is part of the educational cycle, Mohamadii (2018) suggests raising student awareness and promoting it.

When it comes to education, social media is where it's at. Several researchers, including Haq and Chand (2012), Akhter (2013), Dutta et al., Subbulakshmi (2019), Alsulimani (2019), and others, argue that academics benefit from using social networking platforms. Students learn about a variety of useful tools for school-related communication and networking. Or, alternatively, pupils are able to make good use of these resources. The pupils' ability to work together and get things done is improving. Social media sites like Twitter, LinkedIn, Instagram, etc. allow students to easily communicate with one another, share information, and learn new skills.

However, previous research has shown that social media use may have a detrimental impact on academic achievement (Jacobsen & Forste, 2011; Paul, Baker, & Cochran, 2012). The majority of the arguments against social networking sites have focused on how they prevent kids from focusing on their studies and how they lead to poor performance in school (Junco, 2012; Ahmed & Qazi, 2011). When compared, prior instances of SNSs provide a range of notable experiences regarding student engagement, group learning, and academic performance (Cao & Hong, 20111). This study stands out from others since it investigates the impact of SNSs on students' academic performance.

Positive Impact of Social Networking Sites

There are a number of benefits to students' use of SNSs in the context of their studies. If students want to legally share knowledge with one another, they may join online educational groups that focus on their social networking topic of study. They boost one other's self-assurance and motivation for studying by sharing helpful details regarding these classes.

Teachers may more easily engage with students and share necessary class lessons and research materials via the chance to join social networking groups. In these types of classrooms, students are able to voice their opinions, ideas, and worries to both their peers and instructors. Students are encouraged to actively participate in these communities, which helps them improve their talents. In these communities, professors often provide students with a means to post assignments and other student work. This frees up a ton of resources for students to use toward their studies.

When students use social networks, they are better able to work collaboratively on group projects. They work in tandem. As a result, they are able to communicate and collaborate on the project more efficiently, which saves time and cuts down on resources. In order to hone their existing abilities and develop new ones, students use social networking sites like YouTube, which has a wealth of educational videos. They may inform their students, coworkers, and colleagues of any informative and entertaining films they come across while doing research.

The majority of pupils do not participate in class discussions or school projects on a regular basis. Sometimes people just don't feel comfortable talking to their classmates in person. Participating in online social networking research conversations is easy and comfortable for these students. They are able to get more in-depth knowledge by acquiring particular and practical information. Internships relevant to a student's major could be located via professional networking sites like LinkedIn. As a result, they are better able to acquire the practical skills necessary for academic achievement. To further increase their awareness, pupils should read a variety of instructional blogs.

Deng and Tavares (2013) state that students may improve their critical thinking skills via social networking, which in turn leads to more prudent decision-making in their daily lives. According to Apeanti and Danso (2014), students are able to effectively clarify their credentials when they are able to openly contact lecturers via social media to address any concerns they may have. In 2012, Yunus and Salehi found that the social network made use of students' enhanced language and learning skills. If students use social media responsibly for educational and beneficial goals, it clearly has a positive effect on their progress. Despite the various benefits, students' academic performance might suffer if they don't use SNSs properly and carefully.

Negative Impact of Social Networking Sites

Several studies have shown a clear correlation between students' increased use of social networking sites and a decrease in their academic performance in college. Because of this, the student's overuse of SNSs had an impact on his academic performance as a whole. A lot of students use SNSs for nothing more than social networking and to kill time. Students are

unable to complete their tasks, activities, or projects on time because they lack energy. Their schooling is affected, which in turn restricts their cumulative grade point average. On their social media accounts, students often provide updates on what they've been up to in class. In tests that might hurt them, it diverts their attention and makes them less focused.

It has been noted that pupils are seen to be heavily engaged in social media even when in class. Classroom instruction is seldom given the attention it deserves. Consequently, students may share important information on college projects, tests, and assignments. Their scores are negatively affected by this. Students' writing skills have been negatively impacted by online networking, resulting in the frequent use of too simplistic words or phrases. "K" instead of "okay" or "coz" is one good example. Including such brief forms in assessments or assignments that might lower their rating might not be essential.

Rather than meeting in person with their classmates or teachers, the majority of students choose to participate in online classes or discussions inside social media communities. This bodes poorly for their ability to learn to listen attentively and for their confidence in interacting with their teachers and peers. They run the risk of receiving worse marks in class or community discussions because they are unable to articulate their views to others.

There are many security concerns related to social media addiction. Back pain after using this is one example of such effects. Mood fluctuations, irregular eating habits, eye strain, internal pain, and more, all due to lengthy periods of incorrect or bad posture. Because of the impact on their ability to work, these health issues may result in worse grades. A number of mental health problems, including anxiety, despair, and a lack of connection to reality, may manifest in students who spend too much time on social networking sites. Problems like this significantly impact the future of research and add to its dwindling importance. According to Paul, Baker, and Cochran (2012), students' interest determined the amount of time spent on social networking sites. This is the length of time it takes for pupils to focus on their academics without being disturbed. Students pay closer attention in class when they spend more time on social networking sites. The amount of time students spend on Facebook was strongly associated with their total grade point average, according to Junco (2011). It has been noted by Kirschner and Karpinski (2010) that students' academic performance may be negatively impacted by social networking complacency.

Because it is clearly apparent that kids' academic performance may be positively or negatively impacted by SNSs. We can't do away with the negative effects of SNSs entirely, but we can lessen them. One may also say that there are two ways this influences pupils' performance in the classroom. Thus, students' future performance in university depends on how they use social networking sites (SNSs). When students use SNSs recklessly and without understanding, it affects their academic production overall.

CONCLUSION

This research delves into how well students understand identity platforms on social media. This study deserves serious attention by educational decision makers, academics, students, and teachers. Policymakers are acknowledged as having a substantial role to play in education. When it is appropriate, policymakers make decisions regarding education. This study enables policymakers to disseminate information about the pros and cons of online educational courses, which can change people's perspectives and perceptions of students. Teachers and students alike may benefit from using social media to network and hone their professional abilities. Additionally, educators have a responsibility to caution their pupils against the inappropriate use of social media in the classroom. The purpose of this research was to examine how students enrolled in private institutions in Indore city felt about the influence of social media on their academic performance. Secondly, the target audience for this study consists of first-year students majoring in fields including architecture, engineering, management, and law. In addition, although it's true that students' usage of any number of social media platforms may have an effect on their grades, the research in this study only looked at Facebook, Instagram, Twitter, YouTube, and LinkedIn. Finally, this research evaluated four aspects of study habits: learning motivation, memory, examination, and time planning.

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