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## The Influence of Usage of Social Media Applications on Academic Behavior of Students

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### Abstract:

The purpose of the study is to assess students' use of social media and its impact on Academic Behavior in terms of Learning Behavior, Social Skills, Addiction and Academic Performance of MBA College students. Using descriptive research design, data is collected through a structured questionnaire. 120 MBA students were selected from 22 MBA Colleges in Pimpri Chinchwad Municipal Corporation region in Pune city in India through simple random sampling method. The data is analyzed using multiple regression, paired t-test and Pearson's correlation. Findings reveal that the use of social media sites influences the Academic Behavior of students in terms of Learning Behavior negatively whereas Social Skills and Addiction positively. In addition, it influences Academic Performance negatively. Researcher infers that there is a direct relationship between the use of social media sites and academic behavior. The study recommends that the Students should be encouraged to limit the time spent on their social media accounts per day and advise them to rather substitute those hours to read relevant books online to improve knowledge. This study shall enormously contribute to realize the potential advantages and disadvantages of social media sites use by students academically and shall be of benefit to students, colleges and university administration to ascertain policies for social media use.

**Keywords:** Social Media Sites, Academic-Behavior, Academic-performance, Learning Behavior, Social Skills, Addiction etc.

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### 1. Introduction:

Web 2.0 is "Web applications that facilitate interactive information sharing, interoperability, user-centered design, and collaboration on the World Wide Web" (www.epa.gov). A basic part of web 2.0, Social media is ever-growing as an essential two-way public platform where people "create, co-create, edit, rate, mash, organize, tag and personalize content; share it, bookmark it as well as network at a remarkable rate." Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry (Asur and Huberman, 2010). With the invention of social media, young men and women now exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate. As per a study by Shabnoor Siddiqui, Tajinder Singh, (2016), 90% of college students use social media websites.

According to Antonson & Christopher (2014) Social media platforms vary from Web blogs, to micro sharing platforms, to lifestreams to social networks and much more. As per Grahl, (2013), Lusk, (2010) & Martn, (2008), Social Media is the use of Facebook, Blogs, Twitter, My Space and LinkedIn for the purpose of communication, sharing photos as well as videos. However, for the purpose of this study, social media is captured within the use of internet through Facebook, Whatsapp, Instagram, Facebook messenger, ShareIt, YouTube, Pinterest, Twitter, Skype, Google Plus, and Blogs for communication, sharing of ideas, sharing of photos, videos, tagging, waving, poking, blogging and micro blogging by users. Social Media Websites has become a social norm and way of life for people from all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007). The horizon of social media use is such that, the number of worldwide users in 2018 is 3.196 billion (Global Digital Report, 2018) and is expected to reach approximately 2.95 billion by 2020, around a third of Earth's entire population. A projected one third of a billion of these users are expected to be from India as per statista website. From 500 million Facebook users (Schneider, 2009) to over 1.79 billion monthly and 1.18 billion daily active Facebook users, according to Facebook's newsroom (2016), 500 million monthly Whatsapp users, 284 million Twitter users and 200 million Instagram users (CNBC, 2016); the

social media platforms have augmented peoples' ability to interconnect and share, providing young-generation a new way to network with each other and communicate with the world. Approximately 85% of undergraduate students are social media users (Schneider, 2009).

Social Media use is affecting ways of social interaction and behavior by changing the way people connect face-to-face; receive information as well as the dynamics of social groups and friendships (Asur and Huberman, 2010). The users now socialize through the social networks supplementing in-person socialization. Communicating through the internet and social networking websites is quite different from communicating in-person-to-person situation. When users communicate through these websites, they use things like instant message (IM) and chatting as well as status or Twitter updates to talk to friends and express themselves (Kaitlin, 2010). Kaitlin (2010) further opines that social networking also affects the way individuals relate and identify themselves, highly affecting the young generation in numerous ways in various aspects of their life.

Several studies conducted on students' use of the social media sites like Sandra Okyeadie Mensah & Dr. Ismail Nizam (2016), Tarek El-Badawy & Yasmin Hashem (2015), Choney (2010), San Miguel, (2009) Enriquez (2010), Karpinski & Duberstein (2009), Khan, (2009), Kubey et al (2010), focused on its impact on academic performance and related factors on students in the developed world. It is against this background that it has become necessary to conduct this research aimed at investigating students' use of social media sites and their impact on academic behavior and academic performance among MBA College students in Pimpri Chinchwad Municipal Corporation region.

## 2. Literature Review:

### 2.1 Social Media Use and Academic Behavior

"Social Media is a collection of internet websites, services and practices that support collaboration, community building, participation, and sharing", (Junco et. al., 2010). As per Yasmin Hashem (2015) Social media is no more just a virtual medium but is gradually becoming a reality for people and their inclination towards adopting new behaviors (Mária Töröcsik et. al., 2014) such as collaborating with society, building relationship, participation, sharing, self-image building, networking through posting, tweeting, tagging, liking, poking, using smilies, blogging, waving, listening, watching, commenting, following etc. to fit themselves socially, cannot be over-emphasized. Today's generation "Homo Zappiens" (Kirschner & Karpinski, 2010) born in the digitalized era show difference in behavioral patterns compared to previous generations (Mária Töröcsik et. al., 2014) like they are technologically advanced, capable of using electronic devices efficiently, multi-tasking, learning at a faster rate, also getting distracted at a faster pace (Karpinski & Duberstein, 2009).

Victoria Rideout (2012) in Yasmin Hashem (2015) states that the time young generation spends on social media is "more than twice the average amount of time spent in school each year." She also adds that an "American youngster spends on average seven and a half hours a day just for having fun on the media and multi-tasking between all the different media they use. Since social media is seven days a week, unlike college or having a full-time job, over the years the amount of time one could spend over the social media has exploded" which has affected the students' behavior in several ways (Azizi Yahaya, et. al., 2015, Tugberk Kaya and Huseyin Bicen, 2016) influencing their academic behavior too.

June Ahn (2011) discusses in her research a theory called 'Signalling Theory', this theory refers to "how individuals on social network sites behave, present themselves, and develop their identities and build trust with others. According to Azizi Yahaya, ET. al., (2015) there is a significant impact of social networking on behavior development among Students and found that there is a significant impact of social networking sites use on various behavioral factors of students like self-esteem, social skills, loneliness, social anxiety, social influences, and addiction and learning behaviors. "Learning Behavior emphasizes the crucial link between the way in which children and young people learn and their social knowledge and behavior. In doing this they focus is upon establishing positive relationships across three elements of self, others and curriculum (Northhampton center for Learning Behavior)." Azizi Yahaya, ET. al., (2015) emphasized that various social media sites contribute to development or practice of different behaviors like online Instant Messenger contributes to self-esteem, learning behaviors and social skills. "Social Skills are socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses and assist in avoiding negative responses (Elliott 1984)." Cook, Gresham, Barreras, Thornton, and Crews (2008) described "Social Skills as involving learned behaviors that involve interactions with others which enable individuals to function competently at social tasks." Tugberk Kaya and Huseyin Bicen (2016) examined the effects of social media on student's behaviors and found that there is a positive relationship between confidence, social media participation and social media related behaviors. There are several adverse aspects of social media use as Karpinski and Duberstein (2009) in their study mentioned that social media creates distraction and is a major distraction of current generation. One of the worrisome

threats posed by social media use is 'Internet dependency' (Kubey et al., 2010) and 'Internet addiction' which consequently gave rise to internet usage within the last couple decades. Nalwa and Anand (2008) recommended that addicted users prefer using internet setting back their responsibilities which ultimately leads to poor academic performance.

For the purpose of this study, the researcher considers Learning Behavior as students' attentiveness and distraction during class lectures or study hours plus retention of learned knowledge; Social Skills as communication and interpersonal relations; and Addiction as frequent use of social media sites daily.

### **2.2 Social Media Use and Academic Performance**

Paul Kirschner and Aryn Karpinski (2010) define "social network sites as an online directory that allows people to find their friends, family and colleagues through looking them up on social network sites." Today, the use of social media among the youth is heightened. It is a way to make connection not only on campus, but with friends outside of college and develop a feeling of belongingness. Due to its increased popularity, researchers are investigating whether social media use affects academic performance of students (Choney, 2010).

According to Lenhart et al., (2010), about 57% of social media users are 18-29 years old and have a personal profile on multiple social media websites. In a study by Pempek, Yermolayeva, and Calvert (2009), the amount of time spent daily on social media sites varied greatly. More than 50% of college students go on a social networking sites several times a day (Sheldon, 2008; Quan-Haase and Young 2010). Younger students tended to use Facebook more frequently than older students to keep in touch with friends from high school or from their hometown (Pempek et al., 2009). However, Curtis (2013) states that teens all over the world are starting to lose interest in the use of Facebook and are using Snapchat, Twitter and Instagram.

Nielsen Media Research study conducted in June 2010 stated that almost 25% of students' time on the internet is spent on social media sites. Many researchers such as Choney (2010), San Miguel (2009) and Enriquez (2010) who studied students' use of the social media sites revealed a negative effect of the use of social media sites on students' academic performance. The American Educational Research Association conducted a research and declared at its annual conference in San Diego California (2009) that social media users study less and generates lower grades.

Karpinski and Duberstein (2009), Choney (2010) and San Miguel (2009), focused on the relationship between time spent on Facebook and the academic performance of students. The overall findings indicated "more time on Facebook equals slightly lower grades". Also, the average social media user studied for 1 to 5 hours per week, while the non-user would study 11 to 15 hours per week. Enriquez (2010) revealed that students who multi-task between social media sites and home work are likely to have 20% lower grades than a student who do not shuffle between using social media sites and academic work. He stressed that even running a social media site on the background on a student's PC while studying or doing homework could lower a student's grade. Similarly, Englander et al., (2010), posit that social media is negatively associated with academic performance of students and is a lot more momentous than its advantages.

However, other studies like Ahmed and Qazi (2011), Hanqittai and Hsich (2010), Pasek and Hanqittai (2009) and University of New Hampshire (2010) conducted on the same topic revealed no correlation between social media and students' academic performance. A study conducted at Whittemore school of Business and Economic on 1127 students revealed that there is no correlation between time spent on social media and grades (Martin, 2009).

Based on the literature, it can be understood that several studies have been conducted on social media and its impact on academic performance across the world, majority of which focus only on Facebook and rarely consider other social media sites. In addition, only few empirical studies have been conducted on impact of social media sites on academic behavior of MBA college students in India and worldwide. Hence, the study is undertaken to find out the impact of use of social media sites on academic behavior and academic performance of MBA students in Pimpri Chinchwad Municipal Corporation region in Pune city in India.

### **3. Statement of problem:**

The rapid advancement of media technology has a great impact on the way people communicate and behave on a daily basis. There is a growing popularity of social media among the youth. It is a way to make connections, not only on campus but with friends outside of college. Tugberk Kaya ET. al., (2016), Yasmin Hashem (2015), MehMood ET. Al., (2013), Jacobsen & Forste, (2011), believe that the use of social media is one of the most important factors that can influence academic behavior and performance of students positively or adversely as students spend hours using social media sites daily. It is against this background that this research is being conducted to ascertain the impact of students' use of social media

sites on their Academic Behavior in terms of Learning Behavior, Social Skills and Addiction. Furthermore, use of social media sites' impact on Academic Performance.

#### 4. Objectives of the Study:

1. To study the pattern of social media sites use amongst the students.
2. To examine the influence of social media sites use on academic behavior of the students.
3. To study the relationship between Academic Behavior and Academic Performance

#### 5. Hypotheses:

1. **H<sub>01</sub>:** There is no significant impact of the use of Social Media sites on Learning Behavior, Social Skills, Addiction and Academic Performance.
2. **H<sub>02</sub>:** There no significant difference between the before and after use of Social Media Sites on Academic Performance.

#### 6. Research Methodology:

Descriptive research design is used and data has been collected through a structured questionnaire. 120 students were selected from 22 MBA colleges affiliated to Savitribai Phule Pune University in Pimpri Chinchwad Municipal Corporation area with 1750 student intake as a sample by using Simple Random Sampling. The data is analyzed using multiple regression, paired t-test and Pearson's correlation.

#### 7. Results and Discussion:

##### 7.1 Descriptive statistics:

Out of 120 respondents, 100% responded that they use smart phones regularly and 98% have internet facility on their phones. Moreover, 100% respondents have knowledge of social media sites and 88% use the internet to communicate and socialize with friends. As per the frequency of usage, respondents ranked their favorite social media sites as Facebook with 53.4%, WhatsApp with 27.9%, Instagram with 7.2%, YouTube with 5.3 %, Twitter with 3.9 % and Pinterest having 2.3% respectively. The analysis shows that Facebook is the most favorite social media site. 75.3 % respondents spent 30 minutes to 1 hour on their social media sites, whereas 22.2% respondents spent between two to three hours and 2.5% respondents spent between four to five hours a day on the social media sites. 84.9% respondents affirm that they use social media to chat with friends, 10.7% use it to download music and video and 4.4% respondents use it for academic work. The analysis indicates an overwhelming majority of the respondents 95.6% do not use the social media sites for academic work.

Out of 120 respondents, 82.5% respondents say that the use of the social media affects their academic work, out of which 65.7% responded in negative when asked if the use of social media had improved their academic work, 29.5% responded positively, while 4.6% were not sure whereas 17.5% responded that use of the social media does not affects their academic work. 92% respondents responded positively that using social media affects their social skills whereas 5% responded negatively and 3% were unsure. Also, 82.3% respondents responded positively that using social media helped improve class friendships whereas 17.7% responded negatively.

In tune with this 89.1% respondents feel positive that social media use has improved their communication whereas 10.9% responded do not feel so. Furthermore 87.8% respondents responded positively that they need to use social media sites daily and 91.6% stated that they can't function without using it whereas only 12.2% and 8.4% stated in negative respectively. 82.5% respondents stated that using social media affects their attentiveness in class whereas 17.5% responded negatively. 93% respondents also stated that social media notifications distract them while in class or during study hours while didn't distract 7% of them.

In addition, only 69.7% respondents are positive that they are able to retrieve answers when asked in class or during exams whereas 30.3% face the problem of retaining. This was because it was confirmed in the study that most of the respondents use the social media sites for other purposes rather than academic work. The implication is that the use of social media may likely not bring any improvement in the academic work of respondents.

**Table (1) Relationship between Academic Performance and Learning Behavior, Social Skills and Addiction**

Variables				
Academic Performance	1.000			
Addiction	-0.489	1.000		
Social Skills	0.216	-0.030	1.000	
Learning Behavior	0.399	-0.025	0.015	1.000

Table shows the Pearson's correlation is used to test the relationship between the Academic Performance and Learning Behavior, Social Skills and Addiction. The Academic performance and Learning behavior shows positive relationship as the coefficient of correlation is 0.399. The association between Academic Performance and social skills is 0.216 which means there is a positive relationship between the two variables Whereas the coefficient of correlation between Academic Performance and Addiction is -0.489 which shows negative association between the variable. Hence, it is concluded that there is positive relationship between Academic Performance and Social Skill and Learning Behaviour but there is negative relationship between Academic performance and Addiction.

The interrelationship between Addiction and Learning behavior and social skills is negative whereas Learning behavior and confidence is positively correlated.

### 7.2 Testing of Hypotheses

**H<sub>01</sub>:** There is no significant impact of the use of Social Media sites on Learning Behaviour, Social Skills, Addiction and Academic Performance.

**Table (2a) Model Summary**

R-Squared	Adj. R-Sqr.	Std. Err. Reg.
0.323	0.299	0.649

The value of R<sup>2</sup> in table (2a) explains the total variation in dependent variable can be explained with the help of independent variable.

**Table (2b) Analysis of Variance**

Source	Df.	Sum Sqrs.	Mean Sq.	F	P-value
Regression	4	23.095	5.774	13.691	0.000
Residual	115	48.497	0.422		
Total	119	71.592			

The ANOVA table (2b) explains how the data fits in regression equation i.e. predictor of the dependent variable. Regression model predicts the dependent variable significantly. This shows the statistical significance of the regression model that was used. Here,  $p < 0.000$ , which is less than 0.05, and indicates that, overall, the statistically significance of regression model predicts the outcome variable (i.e., it is a good fit for the data).

**Table (2c) Coefficient Estimates**

Variable	Coefficient	Std. Err.	t-Stat.	P-value
Constant	2.496	0.412	6.058	0.000
Learning Behaviour	-0.205	0.071	-0.029	0.017
Social Skills	0.424	0.057	7.373	0.000
Addiction	0.292	0.054	-0.355	0.023
Academic Performance	-0.176	0.074	1.017	0.031

The regression result in table (2c) shows that the impact of Social media use on academic behavior of MBA students of PCMC (N=120). To identify the influence of social media use on learning behavior, social skills, addiction and academic performance; multiple linear Regressions Models were used. The results of regression model indicated a significant impact where  $p < 0.05$  and summary of model explained that the coefficient for learning behavior is -0.205, so every unit increase in social media use, -0.205 decrease in learning behavior is predicted, keeping all other variables constant. The coefficient for social skills 0.424, so every unit increase in social media use, 0.424 increase in social skills is predicted, keeping all other variables constant. The coefficient for addiction is 0.292, so every unit increase in social media use, a 0.292 increase in addiction is predicted, keeping all other variables constant. The coefficient for academic performance is -0.176, so every unit increase in use, a -0.176 decrease in academic performance is predicted, keeping all other variables constant. Hence, social media use has significant impact on learning behavior, social skills, addiction and academic performance.

$$\text{Social Media Use (Y)} = 2.496 - 0.2051 * X_1 + 0.424 * X_2 + 0.292 * X_3 - 0.176 * X_4$$

Y= Social Media Use

X<sub>1</sub>= Learning Behavior

X<sub>2</sub>= Social Skill

X<sub>3</sub>= Addiction

X<sub>4</sub>= Academic Performance

**H<sub>02</sub>:** There no significant difference between the before and after use of Social Media Sites on Academic Performance.

**Table No. 3(a) Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
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Pair 1	Before SM useperf – After SM useperf	2.12	120	.976	.216
	Before SM useperf - After SM useperf	3.88	120	1.176	.261

Table No. 3(b) Correlations

Pair 1	BeforeSMuseperf – AfterSMuseperf	N	Correlation	Sig.
		120	-.088	.713

Table No. 3(c) Paired Samples Test

Pair	BeforeSMuseperf – afterSMuseperf	Paired Differences					t	df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1		-1.800	1.575	.325	-2.288	-1.062	-5.107	119	.000

The paired 'T' Test is used to compare the difference between the academic performance (before and after) uses of Social Media Sites (SMSs) by the sample. The results shows that  $p < 0.05$ , at 5 percent level of significance. Hence, the null hypothesis is rejected (Table 3(c)).

### 8. Conclusion:

The study was conducted to examine the impact of students' use of social media sites on their academic behavior in terms of learning behavior, social skills, addiction, and academic performance. The study revealed that there is significant impact of students' use of social media sites on their academic behavior. The study depicted that the majority of the students use smart phones with internet facility to surf social media sites as a routine activity for 30 minutes to 3 hours daily. It is established that there is positive relationship between Academic Performance and Social Skill and Learning Behavior but there is negative relationship between Academic performance and Addiction. In addition, the study reveals that the use of social media sites has low negative impact on learning behavior and academic performance, which means increase in use of social media sites, decreases the students' academic growth. On the other hand, use of social media sites has positive impact on social skills and addiction, which means increase in use of social media sites, increases the social skills of students and addiction to social media sites. Further, the study confirms that there is a relationship between the use of social media sites and academic behavior. The hypothesis  $H_01$  and  $H_02$  tested on the impact of use of social media sites on academic behavior and impact on academic performance before and after use of social media sites revealed the impact of social media sites use at significant level of 0.05%. The study further revealed that most students use the social media sites for the purpose of chatting and entertainment than for academic purposes.

### 9. Recommendations:

Students with smart phones having internet facility should be encouraged to use it to supplement their studies rather than the usual surfing or unproductive use of social media sites. Students should be advised to limit the time spent on social media sites per day and must be encouraged to rather substitute those hours to read relevant material and books to improve their knowledge. Since the study confirms that the use of social media sites has affected the learning behavior and academic performance of students negatively, there is an urgent need to introduce the students to the availability of knowledge-oriented content like books, audios, videos and other such mediums on the internet and social media sites that can help them academically and professionally. It is further recommended that students must be advised about the risks of addiction to social media sites. They should be introduced to sites that can add values to their academic work, research and professional life.

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