

Impact of Social Networking Sites on Academic Performance of Arts and Science College Students in Coimbatore City

Dr.D.Vijayalakshmi

Assistant professor, Department of Commerce, PSGR Krishnammal College for Women, Coimbatore.

ABSTRACT: In the information technology era, Social networking sites, such as, facebook, twitter, you tube, instagram, etc., play an essential role in the education system. It is a powerful media and education tool used for communication, information seeking and sharing. College students are the wide users of social net working sites. It assists them to obtain information regarding academic matters and also to build cordial relationship with teachers and class mates. A sample of 200 respondents from 10 arts and science colleges has been taken for the study by adopting convenience sampling technique. The statistical tools, such as, percentage analysis, Descriptive statistics, ANOVA and t- test have been applied to analyse the data. The study has concluded that the majority of the students are belongs to the age of 20 years and they are using social networking sites daily. The study factors, such as, numbers of years of using social networking sites, usage of social networking sites and usage of social networking sites per day have a significant difference with the students' perception. The proper usage of social networking sites may positively influence the academic performance of the students.

KEY WORDS: Information technology era, powerful media and education tool, Information seeking and sharing,

Date of Submission: 20-04-2019

Date of acceptance: 05-05-2019

I. INTRODUCTION

In the information technology era, Social networking sites, such as, facebook, twitter, you tube, instagram, etc., play an essential role in the education system. In the 21st century, the teachers and the students are forced to learn beyond the classroom through social networking sites. It is a powerful media and education tool used for communication, information seeking and sharing. Among the student community, College students are the wide users of social networking sites. They used to receive, share and update information regarding academic matters and also help them to build cordial relationship with teachers and class mates. The usage of social networking sites may positively or adversely influence the academic performance of the students. It also influences the students to spend extra time on chatting with their friends, uploading photos etc. Therefore, a proper usage of social networking sites helps the student community to enhance their academic performance. In this backdrop, the paper focuses on analyzing the perception of the students regarding social networking sites in arts and science colleges and to examine the impact of social networking sites on academic performance in arts and science colleges.

II. REVIEW OF LITERATURE

Stollak, Mathew J, Vandenberg Amy, Burklund Andie, and Weiss Stephanie (2011) in their research paper entitled "Getting social: The impact of social networking usage on grades among college students" have examined the grade differences among students and time spent by the students in social media. They have taken a sample of 2,100 students from small, Liberal Arts College in the mid west in the fall of 2010. They have applied t-test and ANOVA to analyse the data. The study has concluded that the students have spent more than 30 minutes in accessing the Facebook and they also suggested that the students and teachers should concern about its impact on learning.

Rithika and Sara selvaraj (2013) have conducted a study on "Impact of Social Media on student's academic performance". They have studied the parameters, such as, the popularity of Social Networking Sites among Students community, impact on student's academic performance, purpose of using the social networking sites and the consequences of Social Networking Sites in education system. They have collected data from 100 respondents. They have applied chi-square analysis to analyze the data. They have concluded that the students have to balance and use the socially approved social networking sites.

III. OBJECTIVES OF THE STUDY

The study focuses on the following objectives:

- ❖ To know the demographic profile of the students and their usage level of social networking sites.

- ❖ To analyse the perception of the students regarding social networking sites in arts and science colleges.
- ❖ To examine the impact of social networking sites on academic performance in arts and science colleges.

IV. RESEARCH METHODOLOGY

Source of data

The study is mainly based on primary data. Questionnaire has been designed for the student community who has accessed social networking sites. A sample of 200 students from 10 arts and science colleges (20 students from each college) in Coimbatore city has been taken for the study by adopting convenient sampling technique. Secondary data have also been collected from the journals, books, magazines and websites.

Tools for analysis

The following tools are used for analysis:

- Percentage Analysis
- Descriptive Statistics
- Analysis of Variance and
- t-test

Hypotheses

H₀₁: The demographic profile of the students and usage level of social networking sites do not have a significant difference with the perception of the students regarding social networking sites.

H₀₂: The demographic profile of the students and usage level of social networking sites do not have a significant difference with the impact of social networking sites on academic performance of the students.

V. ANALYSIS AND FINDINGS OF THE STUDY

Table 1 shows the demographic profile of the students

Table 1-Demographic profile of the students

Demographic Factors		No. of Respondents	Per cent
Age	19 years	22	11.0
	20 years	164	82.0
	21 years	14	7.0
Sex	Male	94	47.0
	Female	106	53.0
Course	Arts	49	24.5
	Science	66	33.0
	Commerce & Management	85	42.5
Family structure	Joint Family	38	19.0
	Nuclear Family	162	81.0
Students doing part time job	Yes	35	17.5
	No	165	82.5
Monthly income of the family	Less than Rs.10000	48	24.0
	Rs.10001-Rs.20000	98	49.0
	Rs.20001-Rs.30000	25	12.5
	Rs.30001-Rs.40000	13	6.5
	Above Rs. 40000	16	8.0
Total		200	100.0

College students play a vital role in accessing the social networking sites. Table 1 reveals that, out of 200 college students, 82 per cent of the students are belongs to the age of 20 years, 53 per cent of the students are female, 42.5 per cent of the students are undergoing commerce and management programme, 81 per cent of the students are living in nuclear family, 17.5 per cent of the students are doing a part time job and 49 per cent of the students have a monthly income of Rs.10, 001-20,000.

Usage of Social Networking Sites

The study factors, such as, Number of years of using social networking sites, usage of social networking sites, usage of social networking sites per day, and the number of times of accessing social networking sites per day have been presented in the table 2

Table 2- Usage of Social Networking Sites

Study factors- Usage of Social Networking Sites	No.	Per cent	
Number of years of using social networking sites	Less than 1 year	36	18.0
	1-3 years	100	50.0
	3 -5 years	35	17.5
	more than 5 years	29	14.5
Usage of social networking sites	Daily	154	77.0
	Weekly	23	11.5
	Fortnightly	4	2.0
	Monthly	4	2.0
	Very rarely	15	7.5
Usage of social networking sites per day	Less than 1 hour	45	22.5
	1 hour	49	24.5
	2 hours	37	18.5
	3 hours	21	10.5
	More than 3 hours	48	24.0
Number of Times of Accessing social networking sites per day	1-5 times	77	38.5
	6-10 times	50	25.0
	11- 15 times	28	14.0
	More than 15 times	45	22.5
Total	200	100.0	

Table 2 depicts that 50 per cent of the students have used social networking sites for 1 to 3 years, 77 per cent of the students are using social networking sites daily, 24.5 per cent of the students are using social networking sites one hour per day, and 38.5 per cent of the students are using social networking sites 1-5 times per day.

Students’ Perception regarding Social Networking Sites

The following table shows the perception of the college students regarding social networking sites

Table 3 - Students’ Perception regarding Social Networking Sites Descriptive Statistics

Students’ Perception	N	Minimum	Maximum	Mean	S.D
It helps to connect globally	200	1.00	5.00	4.2400	.90359
It allow users to share ideas and interest within their individual networks	200	1.00	5.00	4.2300	.80644
It is used as a source of information for various fields	200	1.00	5.00	4.1200	.93808
It is an effective mode of communication	200	1.00	5.00	4.0250	1.00969
It is an effective e-learning tool	200	1.00	5.00	3.9900	.98220
It is an effective medium to enhance learning and to acquire skills	200	1.00	5.00	3.9400	.96491
Social Media advertisements are interactive, informative and attractive	200	1.00	5.00	3.7900	1.10089
It is an ideal tool for the business people to interact with the customer	200	1.00	5.00	3.9650	1.02422
It is a platform to reduce stress	200	1.00	5.00	3.1850	1.21992
It is a good platform for relaxation	200	1.00	5.00	3.4150	1.22895

Table 3 reveals that the mean rating is found to be high (4.2400) for the statement “It helps to connect globally”, followed by “It allow users to share ideas and interest within their individual networks” (4.2300), “It is used as a source of information for various fields” (4.1200), “It is an effective mode of communication” (4.0250), “It is an effective e-learning tool” (3.9900), “It is an ideal tool for the business people to interact with the customer” (3.9650), “It is an effective medium to enhance learning and to acquire skills” (3.9400), “Social Media advertisements are interactive, informative and attractive” (3.7900), “It is a good platform for relaxation” (3.4150) and “It is a platform to reduce stress” (3.1850).

Demographic Factors Vs Students’ Perception

ANOVA/t-test has been applied to test whether the scores obtained for students’ perception regarding social networking sites has differed significantly among the students classified based on ‘Demographic’ factors with the following null hypothesis:

H₀: Students’ perception score does not differ significantly among the demographic factors

Table 4 – Demographic Factors Vs Students’ Perception

Demographic Factors		Students’ Perception						
		Mean	S.D	No.	F Value	t value	Table value	sig
Age	19 years	36.86	7.52	22	1.735	-	3.042	Ns
	20 years	39.20	5.28	164				
	21 years	38.64	4.94	14				
Sex	Male	39.64	4.84	94	-	1.779	1.972	Ns

	Female	38.25	6.07	106				
Course	Arts	39.14	5.25	49	.350	-	3.042	Ns
	Science	39.21	5.53	66				
	Commerce & Management	38.52	5.79	85				
Students doing part time job	Yes	38.09	4.33	35	-	0.954	1.972	Ns
	No	39.07	5.78	165				
Monthly Income of the family	Less than Rs.10000	39.04	4.78	48	.323	-	2.418	Ns
	Rs.10001-Rs.20000	39.09	5.88	98				
	Rs.20001-Rs.30000	37.92	4.77	25				
	Rs.30001-Rs.40000	38.15	6.32	13				
	Above Rs. 40000	39.44	6.58	16				

Table 4 reveals that the maximum mean score value (39.20) has been found for the students belongs to the age of 20 years and the minimum mean score value (36.86) has been found for the students belongs to the age of 19 years. The F value (1.735) shows that there is no significant difference in the students' perception regarding social networking sites. Hence, the null hypothesis is accepted.

The Mean value (39.64) is found to be high for male students than female students (38.25).The t value (1.779) shows that there is no significant difference in the students' perception regarding social networking sites. Hence, the null hypothesis is accepted.

The science students have a high perception score (39.21) than arts (39.14) and commerce and management students (38.52). The F value (.350) discloses that there is no significant difference in the students' perception regarding social networking sites. Hence, the null hypothesis is accepted.

The highest mean perception score (39.07) has been found for the students who are not doing part time job and the lowest mean perception score (38.09) has been found for the students doing part time job. The t-value (0.954) reveals that there is no significant difference in the students' perception regarding social networking sites. Hence, the null hypothesis is accepted.

The Students with a family monthly income of above Rs. 40,000 has the highest mean perception score (39.44) and the lowest mean score (37.92) has been found for the students with a monthly income of Rs.20,001-Rs.30,000. The F-Value (.323) shows that there is no significant difference in the students' perception regarding social networking sites. Hence, the null hypothesis is accepted.

Usage of Social Networking Sites Vs Students' Perception

ANOVA/t-test has been applied to test that whether any significant difference exists between usage of social networking sites and students' perception regarding social networking sites with the null hypothesis:

H₀: Students' perception score does not differ significantly among the usage of social networking sites

Table 5 – Usage of Social Networking Sites Vs Students' Perception

Usage of Social Networking Sites		Students' Perception			F Value	t value	Table value	sig
		Mean	S.D	No.				
Number of years of using Social Networking Sites	Less than 1 year	36.53	7.00	36	4.436	-	3.883	**
	1-3 years	38.78	5.13	100				
	3 -5 years	39.71	4.54	35				
	more than 5 years	41.28	5.15	29				
Usage of Social Networking Sites	Daily	39.49	5.13	154	2.503	-	2.418	*
	Weekly	37.65	6.26	23				
	Fortnightly	35.25	2.22	4				
	Monthly	39.00	5.72	4				
	Very rarely	35.67	7.77	15				
Usage of Social Networking Sites per day	Less than 1 hour	37.24	5.97	45	2.931	-	2.418	*
	1 hour	38.00	5.14	49				
	2 hours	39.05	5.74	37				
	3 hours	40.52	4.62	21				
	More than 3 hours	40.54	5.36	48				
Number of Times of Accessing Social Networking Sites per day	1-5 times	38.21	5.97	77	1.284	-	2.651	Ns
	6-10 times	38.64	5.61	50				
	11- 15 times	39.18	4.93	28				
	more than 15 times	40.20	5.06	45				

(Source: Computed Ns – Not Significant * - Significant at 5% level ** - Significant at 1% level)

The table 5 shows that the mean score is found to be high (41.28) for the students who have accessed social networking sites for more than 5 years, followed by 3-5 years (39.71), 1-3 years (38.78) and the low mean score has been found for less than 1 year (36.53). The F value (4.436) shows significant differences in the students' perception regarding social networking sites classify based on the number of years of using social

networking sites. Hence, the null hypothesis is rejected at 1 per cent level of significance.

The students who are using social networking sites on daily basis has the highest mean score of 39.49, followed by monthly (39.00), weekly (37.65), very rarely (35.67) and the lowest mean score is found for fortnightly (35.25). The F-value (2.503) has shown a significant difference in the students' perception regarding social networking sites classify based on usage of social networking sites. Hence, the null hypothesis is rejected at 5 per cent level of significance.

The highest mean score (40.54) has been found for the students accessing social networking sites per day for more than three hours, followed by 3 hours (40.52), 2 hours (39.05), 1 hour (38.00) and the least score of 37.24 for less than 1 hour. The F value (2.931) shows significant differences in the students' perception regarding social networking sites classify based on usage of social networking sites per day. Hence, the null hypothesis is rejected at 5 per cent level of significance.

The students accessing social networking sites for more than 15 times in a day has the highest mean score of 40.20, followed by 11-15 times (39.18), 6-10 times (38.64), and 1-5 times (38.21). The F Value (1.284) shows that there is no significant difference in the students' perception regarding social networking sites classify based on Number of Times of Accessing social networking sites per day. Hence, the null hypothesis is accepted.

Impact of Social Networking Sites on Academic Performance

The Table 6 depicts the Impact of social networking sites on academic performance

**Table 6 – Impact of Social Networking Sites on Academic Performance
Descriptive Statistics**

Impact of Social Networking Sites on Academic Performance	N	Minimum	Maximum	Mean	S.D
It assist me to obtain information for my studies	200	1.00	5.00	4.3900	.78804
It helps me to get assistance from my professors, classmates and other college students	200	1.00	5.00	4.2100	.77388
It facilitates me to discuss and share my learning experience with the professors	200	1.00	5.00	4.0650	.95674
I am able to download tutorial videos, material for projects and search for internships	200	1.00	5.00	4.3400	.88221
It helps me to form groups and engage in discussion with my classmates and friends	200	1.00	5.00	4.1400	.87993
Interacting with my class mates makes me to learn more and competitive	200	1.00	5.00	4.1350	.92251
It improves my learning skills and helps me in preparing for exams easily	200	1.00	5.00	4.2000	.98736
It enhances my technical skill and also develops new skills required for my studies and career	200	1.00	5.00	4.1600	.89353
I am able to get more information's about job opportunities and government examination.	200	1.00	5.00	4.2050	.98378
It makes my learning as an enjoyable one	200	1.00	5.00	4.0400	.96074
It builds teacher student relationship	200	1.00	5.00	3.8300	1.12581
It facilitate and strengthen the informal learning	200	1.00	5.00	4.0150	.90491

Table 6 shows that the mean rating is found to be higher for the statement “It assist me to obtain information for my studies” (4.3900), followed by “I am able to download tutorial videos, material for projects and search for internships” (4.3400), “It helps me to get assistance from my professors, classmates and other college students” (4.2100), “I am able to get more information's about job opportunities and government examination.” (4.2050), “It improves my learning skills and helps me in preparing for exams easily” (4.2000), “It enhances my technical skill and also develops new skills required for my studies and career”(4.1600), “It helps me to form groups and engage in discussion with my classmates and friends”(4.1400), “Interacting with my class mates makes me to learn more and competitive” (4.1350), “It facilitates me to discuss and share my learning experience with the professors”(4.0650), “It makes my learning as an enjoyable one” (4.0400) “It facilitate and strengthen the informal learning” (4.0150), and It builds teacher student relationship (3.8300).

Demographic factors Vs Impact of Social Networking Sites on Academic Performance

ANOVA/t-test has been applied to test whether the scores obtained for Impact of Social Networking Sites on Academic Performance has differed significantly among the students classified based on 'Demographic' factors with the following null hypothesis:

H₀: Impact of Social Networking sites on Academic Performance does not differ significantly among the demographic factors

Table 7 – Demographic factors Vs Impact of Social Networking Sites on Academic Performance

Demographic factors		Impact of Social Networking Sites on Academic Performance						
		Mean	S.D	No.	F Value	t value	Table value	sig
Age	19 years	51.45	5.95	22	1.026	-	3.042	Ns
	20 years	49.41	7.03	164				
	21 years	50.79	6.86	14				
Sex	Male	49.97	6.36	94	-	.458	1.972	Ns
	Female	49.52	7.39	106				
Course	Arts	50.78	6.80	49	1.224	-	3.042	Ns
	Science	50.02	6.23	66				
	Commerce & Management	48.91	7.44	85				
Students doing part time job	Yes	49.69	8.60	35	-	0.042	1.972	Ns
	No	49.74	6.53	165				
Monthly Income of the family	Less than Rs.10000	50.52	7.55	48	.860	-	2.418	Ns
	Rs.10001-Rs.20000	49.94	6.29	98				
	Rs.20001-Rs.30000	49.84	6.26	25				
	Rs.30001-Rs.40000	47.85	10.57	13				
	Above Rs. 40000	47.44	5.98	16				

Table 7 reveals that the maximum mean score value (51.45) has been found for the students belongs to the age of 19 years and the minimum mean score value (49.41) has been found for the students belongs to the age of 20 years. The F value (1.026) shows that there is no significant difference in the impact of social networking sites on academic performance classify based on age. Hence, the null hypothesis is accepted.

The Male students have a higher average value of 49.97 than female students (49.52).The t value (.458) shows that there is no significant difference in the impact of social networking sites on academic performance classify based on sex. Hence, the null hypothesis is accepted.

The Arts students have shown a high mean score of 50.78 and the low mean score of 48.91 for commerce and management students. The F value (1.224) reveals that there is no significant difference in the impact of social networking sites on academic performance classify based on course. Hence, the null hypothesis is accepted.

The highest mean score (49.74) has been found for the students who are not doing part time job and the lowest mean score (49.69) has been found for the students doing part time job. The t-value (0.042) reveals that there is no significant difference in the impact of social networking sites on academic performance. Hence, the null hypothesis is accepted.

The Students with a family monthly income of less than Rs. 10,000 has the highest mean perception score (50.52) and the lowest mean score (47.44) has been found for the students with a monthly income of above Rs.40, 000. The F-Value (.860) shows that there is no significant difference in the impact of social networking sites on academic performance classify based on family monthly income. Hence, the null hypothesis is accepted.

Usage of Social Networking Sites Vs Impact of Social Networking Sites on Academic Performance

The following ANOVA table reveals that whether any significant difference exists between usage of social networking sites and impact of social networking sites on academic performance with the null hypothesis: H_0 : Impact of Social Networking Sites on Academic Performance does not differ significantly among the usage of Social Networking Sites

Table 8 – Usage of Social Networking Sites Vs Impact of Social Networking Sites on Academic Performance

Usage of Social Networking Sites		Impact of Social Networking Sites on Academic Performance						
		Mean	S.D	No.	F Value	t value	Table value	sig
Number of years of using Social Networking Sites	Less than 1 year	50.39	6.62	36	.698	-	2.651	Ns
	1-3 years	49.03	7.67	100				
	3 -5 years	50.63	5.96	35				
	more than 5 years	50.24	5.49	29				
Usage of Social Networking Sites	Daily	49.96	6.97	154	1.194	-	2.418	Ns
	Weekly	49.83	7.43	23				
	Fortnightly	53.00	6.68	4				
	Monthly	44.25	7.27	4				
	Very rarely	47.80	4.86	15				
Usage of Social Networking Sites per day	Less than 1 hour	48.00	6.65	45	1.504	-	2.418	Ns
	1 hour	50.02	5.97	49				
	2 hours	49.05	8.37	37				

	3 hours	51.71	6.22	21				
	More than 3 hours	50.71	6.95	48				
Number of Times of Accessing Social Networking Sites per day	1-5 times	48.71	7.64	77	1.401	-	2.651	Ns
	6-10 times	50.10	6.08	50				
	11- 15 times	49.36	5.70	28				
	more than 15 times	51.29	7.04	45				

The table 8 shows that the mean score is found to be high (50.63) for the students who have accessed social networking sites for 3 to 5 years, followed by less than 1 year (50.39), more than 5 years (50.24) and low mean score has been found for less than 1 - 3 years (49.03). The F value (.698) shows that there is no significant difference in the impact of social networking sites on academic performance classify based on the number of years of using social networking sites. Hence, the null hypothesis is accepted.

The students who are using social networking sites on fortnightly has the highest mean score of 53.00, followed by daily (49.96), weekly (49.83), very rarely (47.80) and the lowest mean score is found for monthly (44.25). The F-value (1.194) has shown that there is no significant difference in the impact of social networking sites on academic performance classify based on usage of social networking sites. Hence, the null hypothesis is accepted.

The highest mean score (51.71) has been found for the students using social networking sites per day for three hours, followed by more than 3 hours (50.71), 1 hour (50.02), 2 hours (49.05) and the least score of 48.00 for less than 1 hour. The F value (1.504) shows that there is no significant differences in the impact of social networking sites on academic performance classify based on usage of social networking sites per day. Hence, the null hypothesis is accepted.

The students accessing social networking sites for more than 15 times in a day has the highest mean score of 51.29, followed by 6-10 times (50.10), 11-15 times (49.36), and 1-5 times (48.71). The F Value (1.401) shows that there is no significant difference in the impact of social networking sites on academic performance classify based on Number of Times of Accessing social networking sites per day. Hence, the null hypothesis is accepted.

VI. CONCLUSION

Social networking sites have made the students to realize that learning is a part of everyday life. It helps the student community to enhance their knowledge and skill through online platform. The proper usage of social networking sites may positively influence the academic performance of the students. The study has revealed that the majority of the students are belongs to the age of 20 years and they are using social networking sites daily. The study factors, such as, numbers of years of using social networking sites, usage of social networking sites and usage of social networking sites per day have shown a significant difference with the students' perception.

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Dr.D.Vijayalakshmi" Impact of Social Networking Sites on Academic Performance of Arts and Science College Students in Coimbatore City" International Journal of Business and Management Invention (IJBMI), vol. 08, no. 04, 2019, pp 33-39