



Social Media Usage and Academic Achievement among Postgraduate Students: A Case Study of Central University of Kashmir

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Abstract

The present study was carried out on postgraduate students of Central University of Kashmir to investigate the impact of social media on their academic achievement. 120 postgraduate students studying in semester third from School of Education Central University of Kashmir selected randomly constituted the sample for study. Self-constructed questionnaire on social media and previous semester academic grades of postgraduate students were taken for data collection. Descriptive analysis including percentage and comparative analysis including t-test were taken as statistical treatments for the study. The study has concluded that majority of postgraduate students were found social media users and the usage of social media has significantly influenced their academic achievement.

Keywords: *Social Media; Academic Achievement; Postgraduate Students*

Received: 15.03.2020 Accepted: 15.04.2020 Published: 30.06.2020

I. INTRODUCTION

The contemporary world is commemorated with digital communication technology. It has widened and broadened the scope of communication. Everyone puts a hawk-eye on global village through information and communication technology (ICT). Usage of ICT has brought out two sides in social life-positive as well as negative. At positive side, people of the digital world have improved their lifestyle. Artificial intelligence and machine learning

are significant tools and techniques in making the life of human beings much easier and accurate. Such technological advancements are going to reduce the human effort and speed up the life processes and tasks along with a guaranteed precision level. In the similar lines, modern technology has transformed the traditional classroom teachings into blended, virtual, flipped, inverted, digital and smart classroom teachings. Amid the covid-19 period, ICT remained the only platform to get interaction with students for learning and teaching process.

Negative aspect of ICT is the internet addiction, hacking of data, cyber bullying, privacy concerns and short-handwriting issues. People often found using social networking services to kill much of their valuable time and mental energy. Most of these addicts are found to have low interpersonal relationships (Lahiry, Choudhury, Chatterjee & Hazra, 2019). Thieves and hackers send malware to personal devices of an individual/group to gain access to corporate networks. With this process, they are able to access almost everything a person has kept on his/her private device. In this way the personal data becomes an illegal property of hackers. Cyber bullying, a serious threat on social media climate, is the usages of hostile or aggressive behaviour intended to discomfort or harm others (Calvete, Orue, Estevez, Villardon & Padilla, 2010; Tokunaga, 2010). Privacy concerns on social networking include receiving fake information posts and calls, displaying one's private information on public domains, harassment by malicious people and difficulty in ascertaining the fake social networking accounts. Use of short-handwriting while chatting on social networking has been replicated by students during their examinations (Obi, Bulus, Adamu and Sala'at, (2012). This way, social networking usage has influenced the writing skill and academic life of students.

Social media is an offshoot of ICT. It allows people to communicate irrespective of regional, national, international and demographic barriers. Social media has provided a platform for sharing cognitive and affective manifestations of behaviour. People are found busy in chatting, updating, sharing photos and videos on various portals of social media. Online marketing, advertising and voicing opinions are common features found on social media. In this way, it has connected potential people and brands together through online as well as offline modes. Social networking services are also used to hone debates and discussions, organize events and workshops, conduct webinars and conferences, display and

seek common interests, follow idols and favourite stars. There are a good number of social media portals such as Facebook, Twitter, Instagram, Whatsapp, YouTube, MySpace, Google Talk, Yahoo, Skype, Google Duo and others. These networking sites are used to communicate and interact with old and new friends as well as with physical and internet friends (Asemah, Okapanchi & Edegoh, 2013). In order to be an active member of social media, an individual ought to be digitally literate. Internet connectivity and owning a portable device are basic ingredients to create a social networking account. After creating an account, a person choicely uploads the profile to grasp the utmost interest of social media users. Virtual communication and sharing of likewise objects are some basic characteristics of social networking. Time spent on social networking is detrimental to academic achievement of students.

Academic achievement acts as an index or yardstick of academic scores obtained by a particular student who is enrolled for a particular educational programme in a specific educational institution. Usually it measures the knowledge attaining ability of a student in a particular subject or a group of subjects and is usually expressed in grades or marks (Mir, 2018; Pandey, 2008; Kohli, 1975; Good, 1973; Crow & Crow, 1969; Mehta, 1969). Academic achievement significantly determines the status and adjustment of a student in a classroom, job opportunities in the market, social approval, economic status and emotional intelligence (Mir, 2019; Bhat & Mir, 2018). The present study is an attempt to investigate the impact of social media on academic achievement of postgraduate students of Central University of Kashmir. No such study has been found in the literature. The study is hoped to help the teachers to know about the influence of social media usage on students' academic achievement so as to create awareness and enlighten students about the possible negative and positive effects of social media usage. Parents can serve as watch-dog on their wards for the efficient usage of social networking. With this significant background, the investigators decided to make a humble effort in this direction.

II. RELATED WORK

Omachonu & Akanya (2019) examined social media and academic achievement of students. The study established that social media usage is negatively correlated with the academic achievement of students.

Mir & Bhat (2018) studied internet usage and academic achievement of 10th class students. The study revealed that urban internet user students have high academic achievement than rural internet user students.

Mir & Paray (2018) investigated internet usage and academic performance of students. The study has concluded that internet users have comparatively high academic performance than internet non-users.

Paray & Mir (2018) conducted a study on smart phone usage and academic performance of students. The finding of the study supported that smart phone user students have high academic performance than smart phone non-user students.

III. OBJECTIVES

1. To identify social media user and social media non-user postgraduate students of Central University of Kashmir.
2. To study the extent usage of social media portals by postgraduate school students of Central University of Kashmir.
3. To study the academic achievement of social media user and social media non-user postgraduate students of Central University of Kashmir.
4. To compare the academic achievement of social media user and social media non-user postgraduate students of Central University of Kashmir.

IV. HYPOTHESIS

1. There is a significant difference between social media user and social media non-user postgraduate students of Central University of Kashmir on various grades of academic achievement.

V. METHODOLOGY AND PROCEDURE

Sample: The present study was conducted on a questionnaire based survey. The Central University of Kashmir was selected by convenience sampling. A total number of 120 postgraduate students studying in semester third from School of Education, Central University of Kashmir were selected by using randomization. Out of 120 subjects, 104 have responded the questionnaire fully and 16 respondents have responded partially. The research was carried out with those respondents who have answered fully to the questionnaire.

Tool: A structured questionnaire was used to collect the data from respondents. The questionnaire had four sets of questions: (i) General profile, (ii) Academic achievement

profile (iii) Usage and familiarity with social networking services, and (iv) Time spent on social media.

VI. ANALYSIS AND INTERPRETATION

Table 1: Distribution of Respondents.

S. No.	Category	Number	%age
1.	Full Respondents	104	86.7
2.	Partial respondents	16	13.3
Total		120	100

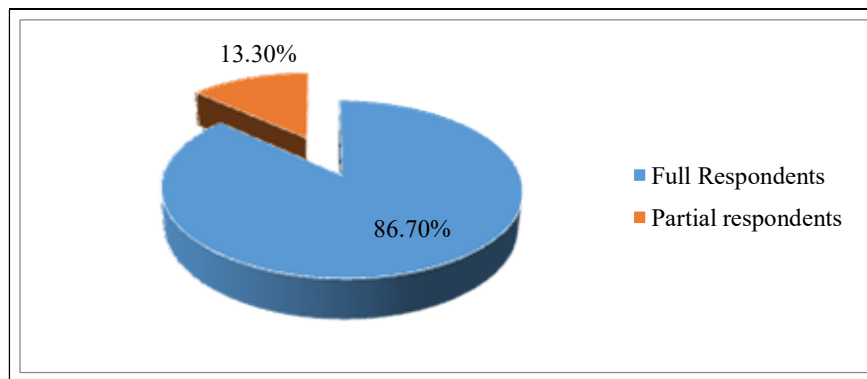


Figure 1: Distribution of Respondents.

Table 1 and figure 1 depict that 104 were fully respondents and 16 were partial respondents. In this way, 86.7% respondents have responded fully and 13.3% respondents have been nullified in the study.

Table 2: Distribution of Social Media User and Social Media Non-User Postgraduate Students.

Social Media	Number	%age
Users	78	75
Non-Users	26	25
Total	104	100

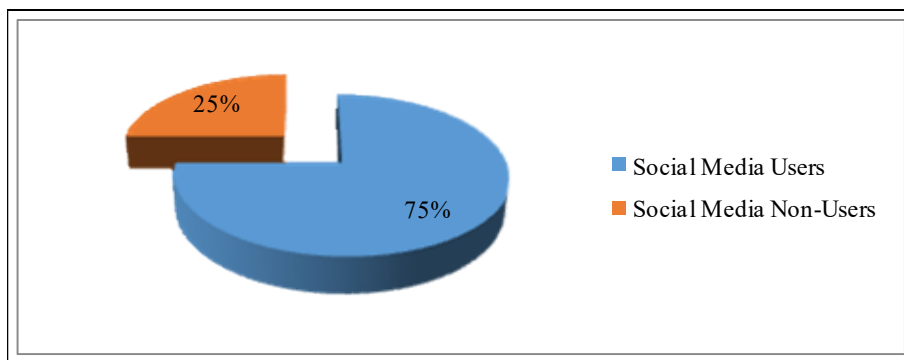


Figure 2: Distribution of Social Media User and Social Media Non-User Postgraduate Students.

Table 2 and figure 2 represent that 75% are social media user and 25% are social media non-user postgraduate students. In this way objective number 1 has been realised.

Table 3: Distribution for Preferred usage of various Social Media Portals by Postgraduate Students.

Rank	Usage of Social Media Portals	Number	%age
1.	Facebook	53	50.9
2.	Whatsapp	28	26.9
3.	YouTube	10	9.7
4.	Twitter	06	5.8
5.	Instagram	03	2.9
6.	MySpace	03	2.9
7.	Other Portals	01	0.9
Total		104	100

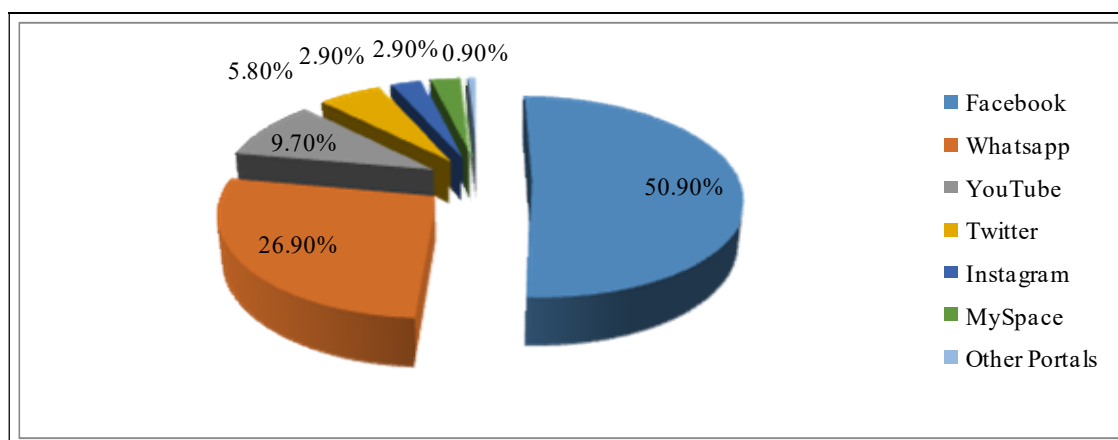


Figure 3: Distribution for Preferred usage of various Social Media Portals by Postgraduate Students.

Table 3 depicts that majority of postgraduate social media users preferred to use Facebook followed by Whatsapp, YouTube and Twitter portals. In this way objective number 2 has been realised.

Table 4: Description of Time Spent on Social Media by Postgraduate Students.

S. No.	Time Spent in hours	Number	%age
1	Less than 1 hour a Week	0	0.0
2	2-4 hours a Week	2	2.6
3	5-7 hours a Week	8	10.2
4	8-10 hours a Week	11	14.1
5	11-15 hours a Week	14	17.9
6	16-20 hours a Week	26	33.4
7	More than 21 hours a Week	17	21.8
Total		78	100

Table 4 elaborates that maximum number of postgraduate students are connected to social media between 16-20 hours a week's time. 21.8% postgraduate students have been found using more than 21 hours a week's time on social media.

Table 5: Distribution of Social Media User and Social Media Non-User Postgraduate Students on Academic Achievement (Composite Score=104).

Score Range	Grade	Social Media				Total %age
		Users		Non-Users		
		No.	%age	No.	%age	
81-100	A	3	2.88	10	9.61	12.5
61-80	B	12	11.54	38	36.54	48.1
41-60	C	09	8.65	25	24.04	32.7
33-40	D	02	1.93	05	4.81	6.7
Total		26	25	78	75%	100

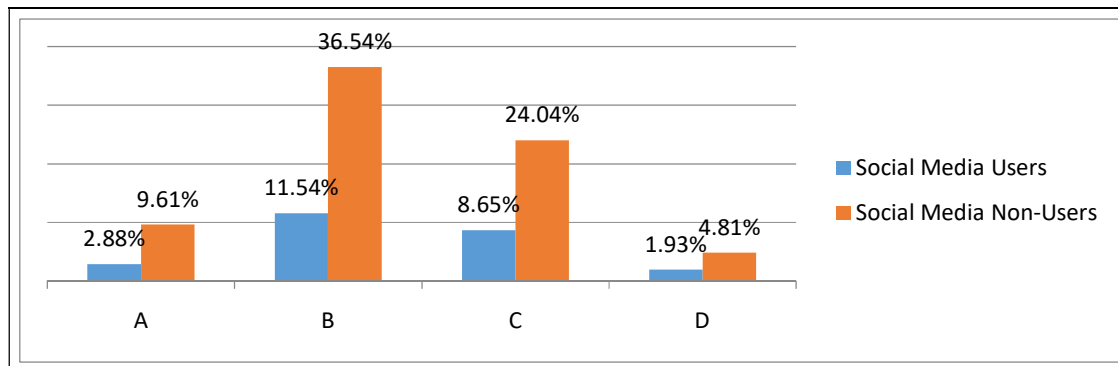


Figure 4: Distribution of Social Media User and Social Media Non-User Post graduate Students on various grades of Academic Achievement.

Table 5 and figure 4 illustrate that social media non-users have high academic achievement grades than social media users. In this way, objective number 3 has been realised.

Table 6: Mean Comparison between Social Media User and Social Media Non-User Postgraduate Students on Academic Achievement.

Variable	Group	Mean	SD	SED	t-value	Significance Level
Academic Achievement	Social Media User	62.25	19.83	4.06	3.11	Significant at 0.01 level
	Social Media Non-User	74.89	17.26			

It is interpreted from the above given table that social media non-user postgraduate students have outscored social media user postgraduate students on various grades of academic achievement. The t-value of 3.11 is enough to support that there is a significant difference between social media user and social media non-user postgraduate students on academic achievement.

VII. DISCUSSION AND CONCLUSION

33.4% postgraduate students of Central University of Kashmir were found connected on social media between 16-20 hours a week's time. This way they are wasting their lot of study time on social media. This over involvement on social media has weakened their academic achievement. Such finding corresponds with the findings of Kirschner & Karpinski (2010). A significant difference between social media users and non-users has been explored on academic achievement. Social media not only kills the time of students but also results in their displacement of scholastic and non-scholastic activities. It dislocates their library and laboratory sessions, emotional intelligence and family relationships. Hence social media is said to be a helpful servant but a harmful master. It is, thereby, recommended that usage of cell phones inside the university campus should be strictly banned and also higher institutions need to establish e-learning centers where academic assignments of students get uploaded so that students spend time over academic activities more than on social media.

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