



Impact of Social Media Networks on Academic Performance of Graduate and Postgraduate Students of Library and Information Science, Guru Nanak Dev University, Amritsar, Punjab

Sulekha

Research Scholar, Department of Library and Information Science

Kurukshtera University, Kurukshtera (Haryana)

E-mail- Dhania.7657@gmail.com

Seema Parmar

Assistant Librarian, CCS Haryana Agricultural University, Hisar

Email seemaparmar9@gmail.com

Sukhbir Singh*

Research Scholar, Department of Library and Information Science

Kurukshtera University, Kurukshtera (Haryana)

E-mail- Sukhbirlibrary@kuk.ac.in

(Corresponding author)*

Jyoti

Research Scholar, Department of Library and Information Science

Kurukshtera University, Kurukshtera (Haryana)

E-mail- shimarjm215@gmail.com

Narender Kumar

Deputy Librarian, Dr. Bhim Rao Ambedkar Library

Guru Jambheshwar University of Science &Technology, Hisar (Haryana)

E-mail- Nkcgju2014@gmail.com

Abstract

The present study elicits the impact of social media networks on academic performance. As of now, social media has become a pivotal platform for retrieving and disseminating general information and specific one. Different social media platforms are being used by the students for their academic and research purposes. Some government-funded web platforms are meant to offer solutions to academic problems. Even, it won't be an exaggeration to say that they are exclusive and devoted to academic activities. The present paper revealed that most of the youngsters are using social media. Moreover, WhatsApp is the most popular one and is being used to share information. The analysis shows that 91.66% of respondents agree that social media has an impact on the academic performance of students. Further, respondents have agreed



social media platforms are very significant and good prompt platforms/sources to receive, disseminate and share information globally but the students need to be very careful while using the same because social media platforms give many options like chatting, glee, entertainment advertisements and many others which may lead and distract the end users.

Keywords: Social Media, Academic, Performance, Students, WhatsApp

Introduction

According to Merriam-Webster, social media is defined as “forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos).” (Website of Merriam Webster dictionary,2023) According to Britannica “social media, a form of mass media communications on the Internet (such as on websites for social networking and microblogging) through which users share information, ideas, personal messages, and other content (such as videos). Social networking and social media are overlapping concepts, but social networking is usually understood as users building communities among themselves while social media is more about using social networking sites and related platforms to build an audience.” (Website of Britannica, 2023) Social media can help students with their education in a variety of ways. Social media provides a platform for quick and easy access to a wealth of educational tools and information. Students can stay up to speed on their subjects of interest by following educational pages, groups, and channels and engaging in discussions with classmates and professionals. Social media allow for collaborative learning and networking. Not only students from various backgrounds and regions can establish study groups, share notes, and exchange ideas but they participate in online educational events, webinars, and workshops, broadening their knowledge outside of typical classroom settings. However, students must use social media responsibly and ensure that their online activities contribute favourably to their academic advancement.

Review of Literature

Kutu, Olajide & Kutu (2022) studied postgraduate students' social media usage during the COVID-19 pandemic at UKZN. They found that 96% of respondents used smartphones for academic purposes. The study highlights the importance of social media in academic settings and



suggests suggestions for better-informed usage. Hamal (2021) found that social media negatively impacted students' academic performance, but most believed it should continue. The study suggests that students should be aware of its benefits and drawbacks, and universities should involve students in online teaching and learning activities. Borgohain & Gohain (2020) studied the impact of social media on students' academic performance at state universities in Assam. The study used Google Forms to collect data, from post-graduation, research scholars, and graduation course students. The most common reasons for using social media were staying in touch, interactions, entertainment, and work-related activities. WhatsApp was the most popular social media site, followed by Facebook. The study found that social media has significantly improved students' lives, enabling them to advance in the scientific age and continue their education while at home. Adekonojo, Ajiboye, and Adekonojo (2019) found that undergraduate students in Ogun state are familiar with most social media sites, with WhatsApp being the most popular. Facebook, WhatsApp, and email were the most frequently used. Students use social media for self-expression, academic purposes, and making friends. The study suggests that excessive use is time-wasting and addictive, and lecturers should support students in using social networking sites purposefully.

Sharma and Madhusudhan (2017) report that LIS students in Central institutions in Uttar Pradesh, India, use mobile devices for over three hours daily, with smartphones being the most popular. They use productivity tools like Gmail, WhatsApp, Google, Adobe Reader, and PDF Viewer for document creation. However, obstacles like poor network coverage, expensive data plans, slow load times, and slow internet speed hinder their use. The findings can help manufacturers, administrators, and librarians understand respondents' usage and advise on effective mobile device usage. Madhusudhan (2015) showed that mobile apps are widely used for accessing social networking sites (SNSs), with e-newspapers being the most specific application. Most respondents use mobile devices for searching Web OPAC, connecting with other research scholars and discussing with peers in groups. However, mobile devices are not widely used for exchanging ideas with research supervisors about research activities, which is the main issue addressed by this study. The primary goal of using academic SNSs is to connect with other researchers and converse with peers in groups.



Research Methodology

This study's primary focus is towards the impact of social media networks on the academic performance of Graduate and Postgraduate Students of Library and Information Science, at Guru Nanak Dev University, Amritsar, Punjab. A well-structured questionnaire was designed & used to collect the data from the selected sample group of the study. A total of 50 questionnaires were distributed out of which 48 filled-out questionnaires were received back. Collected data has been evaluated and presented in tabular form.

Respondents	Questionnaire Distributed	Questionnaire Received
BLIS	35	34
MLIS	15	14

Scope of the Study

The scope of the study is delimited to Bachelor of Library and Information Science(BLIS) students and Master of Library and Information Science (MLIS) students of Guru Nanak Dev University (GNDU), Amritsar.

Objectives of the Study

1. To know the awareness and use of social media networks among students of Library and Information Science, GDNU, Amritsar.
2. To know about the different social media networks use by students of Library and Information Science.
3. To know and explore the preferred ways of accessing social media networks.
4. To know the purpose of using social media networks.
5. To show the impact of social media networks on academic performance .
6. To identify problems faced by respondents while accessing social media networks .

Data Analysis and Interpretation

Table 1: Gender-Wise Distribution of Respondents

Gender	Respondents	%
Male	24	50
Female	24	50
Total	48	100

The table shows the distribution of respondents based on gender. A total number of 48 students responded to the questionnaire out of which 24 were male (50%) and 24 were female (50%).

Table 2: Age-Wise Distribution of Respondents

Age-wise distribution	Respondents	%
18-20	00	00
21-23	17	35.42
24-26	24	50
>26	07	14.58

Age group distribution of respondents is reflected through above table. It is very apparent from the table that no student of LIS discipline fell between the age group of 18-20 years, the majority of respondents of LIS were aged between 21-23 years making up 35.42%. There were 24 respondents aged between 24-26 years comprised 50% share of the total participants. Only 7 students (14.58%) were aged above 26 years. It is a clear finding in the above table that the majority of LIS students were between the age group of 21-23.

Table 3: Use of Social Media Platforms/Network

Use of Social Networks	Respondents	%
Yes	48	100
No	00	00

Respondents were asked regarding the use of different social media platforms or networks in the present study. The data in the above table shows a very interesting finding that all the students of LIS as respondents were using different types of social media platforms or networks.

Table 4: Different Social Media Platforms/Networks Used by Students

Social Networks	Respondents	%
WhatsApp	46	95.83
Facebook	26	54.17
Instagram	36	75
Blog	4	8.33
Twitter	9	18.75
YouTube	32	66.67

In the era of ICT, a variety of social media platforms/networks are used by students and teachers in academic scenarios. A lot of e-resources and other academic material is shared between academic fraternity through different social media platforms or networks. The table reveals that among all social media platforms/tools WhatsApp was used by the majority of LIS students (95.83%) followed by Instagram (75%), YouTube (66.67%) and Facebook (54.17%). Twitter was used by only 18.75% whereas a few students (8.33%), mentioned that they used blogs.

Table 5: Preferred Way of Accessing Social Media Platforms/Networks

Ways	Respondents	%
Mobile	48	100
Laptop	20	41.67
PC	05	10.42
Any other	00	00

Social media platform or tools are used by the academic community through different channels like mobiles, laptops, computers, tabs, etc. Through the present table, effort has been made to show the different channels used by students of BLISC and MLISC to use social media platforms. It was found that all LIS students used social media platforms through their mobile devices. More than 40 percent (41.67%) opted to use the platforms through their laptops while only 5 respondents (10.42%) preferred using these platforms through Personal computers.

Table 6: Frequency of Using Social Media Platforms

Frequency	Respondents	%
Several times a day	40	83.33
Once a day	03	6.25
Twice a day	04	8.33
Once in two days	00	00
Once a week	00	00
Occasionally	00	00

The table shows how frequently people use social media networks. There were 83.33% of students used social media networks several times a day indicating that they were highly active on these platforms. A smaller proportion (6.25%) accessed social networks once a day. Additionally, 8.33% used social networks twice a day. Interestingly, no respondents reported using social networks only once in two days or once a week, showing that their usage is more frequent. Moreover, no respondents mentioned using social networks only occasionally.

Table 7: Best Convenient Time for Using Social Networks

Time	Respondents	%
Morning	00	00
Afternoon	04	8.33
Evening	10	20.83
Night	16	33.33
Anytime	24	50

The table shows that half of the students (50%) preferred to use social networks "Anytime" during the day. Following this, "Evening" time was found the second most comfortable time to use social media platforms by 20.83% of students. "Afternoon" time was found comfortable by 8.33% of students while 33.33% of students thought "Night" was a suitable time. Interestingly, no respondent mentioned using social networks during the "Morning" hours.

Table 8: Time Spent on Social Networks

Time Spent	Respondents	%
0-15 minutes	05	10.41
15-30 minutes	04	8.33
30-45 minutes	10	20.83
45-60 minutes	17	35.41
Above 60 minutes	12	25

The table shows the time people spend on social networks. 10.41% of the respondents spend 0-15 minutes, and 8.33% spend 15-30 minutes. Around 20.83% of the participants use social networks for 30-45 minutes, while 35.41% spend 45-60 minutes. The remaining 25% of respondents use social networks for more than 60 minutes.

Table 9: Purpose of Using Social Networks

Purpose of using social networks	Respondents	%
To connect with friends/ classmates	34	70.83
Question related to coursework	29	60.41
To chat with friends	21	85.41
To download music and video	17	35.41
To search for a job	34	70.83

The table reveals that the most common purpose for using social networks is to connect with friends or classmates, with 34 respondents 70.83% of the group. The second most popular reason is for questions related to coursework, with 29 respondents 60.41% of the participants. Chatting with friends is another prevalent purpose, chosen by 21 respondents, accounting for 85.41%. However, downloading music and videos seems to be less common, as only 17 respondents (35.41%) use social networks for this purpose. Similarly, the same number of respondents (70.83%) are utilizing social networks to search for job opportunities.

**Table 10: Impact of Social Platforms/Networks on Academic Performance**

Impact on Academic Performance	Respondents	%
Yes	44	91.66
No	4	8.33

The data presented in the table indicates a significant majority of respondents i.e. 91.66%, hold the perspective that social networks play a role in influencing their academic performance. Conversely, a minority, representing 8.33% of the total cohort, subscribes to the viewpoint that social networks lack a noticeable impact on their academic achievements.

Table 11: Impact of Social Networks on Academic Performance among Students

Impact of Social Networks	SA	A	N	D	SD	Mean	S.D.
Social networks positively affected my study timings in my routine life	17	22	02	02	01	4.18	01
Use of social networks does not affect the timing of my assignment submission	04	09	20	09	02	3.09	02
Enhance academic performance	12	19	09	02	02	3.84	02
Wastage of time	05	11	18	9	01	3.23	01
SNSs are affecting the way of speaking or writing in students' life	03	24	07	08	02	3.41	02
Causes Distraction	09	21	07	05	02	3.68	02
Reduces learning and research capability	05	08	16	07	08	2.89	08
Addiction to social media	10	17	11	02	04	3.61	04

The above table shows that most of the students are strongly agreed or agreed that social networks helped them manage study timings effectively. A large number of students were neutral that Social media network enhanced their academic performance, networks do not affect the timing of my assignment submission, waste of time, SNSs affect the way of speaking or writing in students' lives, cause distraction and Addiction to social media. However, a large number seemed neutral or dissatisfied with the view that it Reduced learning and research capability.

Table 12: Problems Faced by Respondents While Accessing Social Networks

Problems	Respondents	%
Lack of time	12	25
Internet speed	39	81.25
Lack of technical knowledge	07	14.58
Restricted Access	07	14.58

The above table depicts the challenges encountered by respondents in their attempts to access social networks. Among the total respondents, 12 individuals (25%) indicated encountering obstacles stemming from time constraints. Notably, a substantial number of 39 participants (81.25%) expressed significant concerns related to internet speed. Furthermore, a subset of 7 respondents, equivalent to 14.58% of the surveyed group, reported facing difficulties attributed to a lack of technical proficiency. Similarly, an additional 7 participants, accounting for the same percentage of 14.58%, confronted issues associated with limited accessibility to social networks.

Conclusion

Social media has become an essential part of life. Different kinds of platforms are playing a significant role in academic and research activities. Even, social media helps in increasing the citations and research metrics score. As of now, research metrics are very important to show the efficiency of particular research. Further, social media is a source of instant and seamless information which is relevant for promoting academic activities.

Hence, such kinds of studies help to understand the role of social media. Otherwise, we generally feel that social media is meant for sharing family and personal photos and chatting only. This study also shows, how much it is important for scholars and how it is an authentic platform to get the right information in the minimum possible time.

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