

ENGAGEMENT IN SOCIAL MEDIA ACTIVITIES AND IT'S IMPACT ON ACADEMIC ACHIEVEMENT AMONG POST GRADUATE STUDENTS

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ABSTRACT

Social media is experiencing rapid growth among the young generation worldwide. University students are actively engaging with various social media platforms. The goal of the current study is to examine how students use social media for a variety of Using Purposes, Time Spent in social media and the impact on Academic Achievement among postgraduate students. The total number of samples is 80 students, where 40 students selected from Cooch Behar Panchanan Barma University and 40 students selected from the University of North Bengal. In the present study the investigator followed quantitative approach and used descriptive survey method. The researcher should try to ascertain whether there is a significant difference in engagement with social media of postgraduate students on the basis of their Gender, social media Using Purpose and to explore if there are any differences in social media activities between postgraduate students from two Universities and find out the social media impact of two university's students. Also tries to examine Time Spent in engagement with social media and Academic Achievement of the Students. The result show that there is a substantial disparity in the engagement with social media of male and female postgraduate students and engagement with social media have no substantial impact on Academic Achievement. The investigator also found Time Spent in social media have no substantial impact on Academic Achievement.

KEYWORDS: Social media, Engagement with social media, Engagement in online Activities, Academic Achievement.

INTRODUCTION

Social networks have an impact on people's lives as well as communities. They have a number of benefits, but they also have a number of drawbacks, such as a negative impact on students' social lives and academic performance. These are causes for time consumption, people may become addicted to these websites (Ali Aljabry et al, 2017). Kaplan AM & Haenlein M (2010) defined that social media is the "Internet-based applications that allow the creation and modification of content which is user-generated". The term "social media" describes a group of internet content and platforms that let people interact with one another and share thoughts, emotions, and various types of content (Alahmar AT, 2016). Social media typically describes creating collaborative media and sharing it on a large scale because it is based on inputs due to interaction, collaboration, co-creating or sharing of own content. All the web 2.0 or online integrative application or synchronous and asynchronous applications are included in engagement with social media. Social media grew quickly, drastically changing the world in the process. This quick rise may be ascribed to a number of things, including social media's accessibility and simplicity of use and the availability of smartphones and tablets (Owusu-Acheaw & Larson, 2015). Social media offers benefits including easy access to information, quick and effective interpersonal communication, a tool for business promotion, and a collaborative atmosphere (Guedes E, et al, 2016). Additionally, social media plays several roles in education (Al-Khalifa HS & Garcia RA, 2013). We can read books, watch pictures, listen to music, converse with each other even when we're on other countries, and do a lot more things thanks to them. Our lives are simpler now that we are connected to each other through social media (Shensa et al, 2015). Social media gives students a forum for communication and learning. It is essentially an online application that allows students to create and exchange various types of study materials, such as information, files, photos, and videos, as well as create blogs and send instant messages. This serves as a good educational aid so that students can use the information for their projects, homework and research.

Background of the study:

Elias and Mirunalini (2021) performed study to examine how learners at higher secondary schools utilise social media relates to their academic performance. They collected and analysed data, revealing that the average value of social media usage is 60.65. This mean result suggests that the maximum number of pupils did not use social media and that usage did not differ significantly by locality, gender, or type of school administration. According to the correlation the study, there is only a very slight inverse relationship between academic success and higher secondary students' use of social media. David and Muthupandi (2021) conducted a study on "the social media habits of higher secondary students", the researchers found that students are extensively involved in social media

activities throughout various stages. They concluded that engagement with social media offers numerous advantages for academic activities. People may interact and communicate with his/her friends and relatives through social media. It allows students to understand something about learning, interact with classroom and laboratory, and enjoy learning process more. According to Rawath et al (2019), social media has both beneficial and harmful affects on our youth. This study investigates how social media affects students. The findings indicated that 20% of respondents claimed they had learned advantages/positive impacts from social media, while another 20% found advantages of engaging with friends on social media, 28% found benefits in enjoyment and entertainment, and 18% discovered job opportunities. Such advantages were obtained. The studies also show that social media causes health issues and culture is also affected by this. When using social media, users should keep cultural values and societal norms in mind. Aljabry et al (2017) conducted a research intended to ascertain the effect of social media on social interactions, academic achievement, and various aspects related to social media usage patterns. The result of the study show that Facebook was the most frequently visited website (53%), with 65.9% of learners who have been using social media for longer than three years and 58.5% spending two to four hours each day on them. When it came to Facebook and WhatsApp use, gender was a key role. The only significant difference across academic years was observed with WhatsApp, primarily utilised by fourth-year students (46.1%). Study intensity was influenced by both the quantity of hours and the use of social media during lectures. Bulu et al. (2016) looked at a number of sociodemographic variables, including class, gender, parents' academic backgrounds, socioeconomic status, memberships in social media communities, and tools used to connect social media accounts, in order to better understand the general attitudes of students towards using social media. The investigation's findings demonstrated that there were differences between the group's usage patterns of social media and the amount of time spent there. Additionally, studies showed that pupils had optimistic and upbeat attitudes toward using social media. Sarsar et al. (2015) undertook a single case study during the Autumn Semester of 2012–2013 in order to ascertain the opinions of 18 doctorate students at Ege University about how social media platforms are used in the process of teaching and learning. The result showed that every student completed the course to the expected standard and that they all had a good outlook on Facebook use. Only 50% of students, however, believed that Blogger was a helpful tool for the assignments. Mathew (2015) conducted research on social media and its impact on students' performance. According to the report, all social networking sites are highly known and accessible to higher secondary students. According to the research, notwithstanding their benefits, social networking sites are harmful for students, since their attention is more focused on talking, uploading images and comments, posting status, and so on, while their academic activities are ignored and harmed. Tariq et al (2012) found that using social media negatively effects on children's and teens' life and education. Thompson et al (2008) and Kirschner & Karpinski (2010) show that Student lives, academic performance, and the length of their studies are all impacted by social media.

NEED FOR THE STUDY

Social media are suitable for the academic and long-term learning functions in our information society. It is a virtually interactive digitally implemented technology which gives the opportunity to creation and exchange of information, knowledge, skills and various types of activities through the Internet in a virtual community and networks. The Usage or application of social media may vary from one person to another person, vary from one place to another place, also depend on class, gender, location of the university, use purpose, availability of computers or laptop, smart phone, internet accessibility, using time, types of social media, depends on use place and many more. But sometimes students use it various purpose just instead of academic purpose.

This study holds significance on multiple fronts. Firstly, it fills a gap in the existing literature by exploring the engagement of postgraduate students in social media activities and its influence on academic achievement. The lack of substantial research in this area makes the findings of this study valuable in expanding our comprehension of social media's impact on educational settings. Secondly, this study examines how social media use affects academic accomplishment, encompassing various types of usage purposes. As one of the initial studies to investigate this relationship comprehensively, it lays the foundation for further exploration and understanding of the multifaceted effects of social media on Academic Achievement. Overall, the study's findings are anticipated to shed light on the complex dynamics between social media engagement and Academic Achievement among postgraduate students, offering insights that can inform educational practices and policies in the digital age.

OBJECTIVES

The present research objectives are as follow:

1. To examine the difference in engagement with social media of postgraduate students on the basis of their Gender.
2. To identify the distinction between social media activity between Completed and Pursuing students of University of North Bengal(NBU) and Cooch Behar Panchanan Barma University(CBPBU).

3. To find out the difference between students of NBU and CBPBU in engagement with social media.
4. To examine the Using Purpose of engagement with social media between Pursuing and Completed students of NBU and CBPBU.
5. To assess the Effects of engagement with social media on Academic Achievement based on the groups of students who use it for Academic and Non-academic purposes.
6. To examine the difference in Academic Achievement of the Students with the respect of Time Spent in engagement with social media.

HYPOTHESIS

The following hypotheses are proposed by the investigator for the current study:

1. There is no statistically significant difference between postgraduate Male and Female students' engagement with social media.
2. There is no statistically significant difference of engagement with social media between Completed students and Pursuing students.
3. There is no significant difference between University of North Bengal(NBU) and Cooch Behar Panchanan Barma University(CBPBU) students' engagement with social media.
4. There is no statistically significance difference in Using Purpose of engagement with social media between Pursuing student and Completed student.
5. There is no statistically significant difference in engagement with social media between Academic and Non-Academic Using Purpose Groups.
6. There is no statistically significant difference in Academic Achievement of the Students with the respect of Time Spent in engagement with social media.

OPERATIONAL DEFINATION OF THE USED TERMS

Gender: Researcher used the term Gender which means male and female students of the study.

Pursuing and Completed student: By this term researcher means that some of the students who are just doing their PG course and some of the students who are completed their PG course.

University: Researcher used the term university which is mean that the institution where the student pursuing and completed their degree. In the present researcher included two university one is CBPBU and another is NBU.

Academic and Non-academic using purpose Group: Students who utilise social media for educational purposes are included in the academic purpose group. Conversely, the non-academic purposes category consists of students who utilise social media for goals other than academics, such as communication, entertainment, general information, and so on.

Pursuing and Completed students: Pursuing students are those students who are still pursuing their PG course and Completed students are those students who did their Post Graduation course.

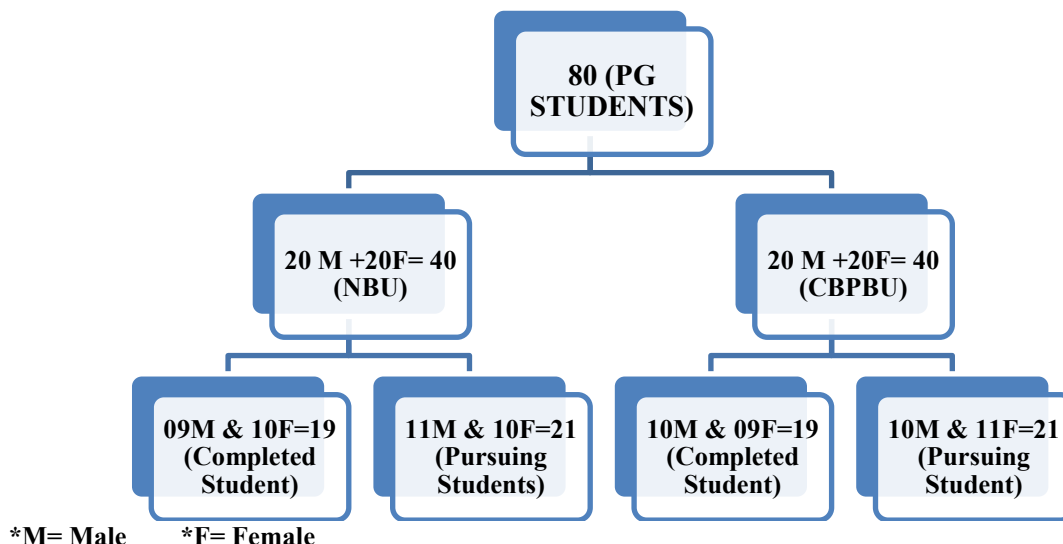
Time Spent: Time spent is defined as the amount of time each of these PG students spends on social media on a daily basis.

METHODOLOGY OF THE INVESTIGATION

Method of the study

In this investigation, the investigator used a survey as a method along with a descriptive research approach, through survey technique researcher using a self-made structured closed ended questionnaire to gather the quantitative data from the representative sample.

Sample: The universities were selected using the purposive sampling method, which are NBU and CBPBU, and 80 postgraduate students were selected randomly from these two universities. Among these 80 students, 40 were collected from NBU, where 20 were males and 20 were females, and 40 were collected from CBPBU, where 20 were males and 20 were females. Total male and female students are also categorized into two groups: one is the Pursuing Group and another is the Completed Group, where 09 male and 11 female students were chosen from NBU in the Completed Group, 11 male and 10 female students were chosen from NBU in the Pursuing Group, 10 male and 09 female students were chosen from CBPBU in the Completed Group, and 10 male and 11 female students were chosen from CBPBU in the Pursuing Group who are pursuing the PG course and completed the PG course from these two universities. These two universities are situated in the northern part of West Bengal.



Tools used in this study: In this study the researcher used a Social Media Usage Questionnaire for data collection, which was standardized by the expert and to measure the academic achievement of the students, researcher used the last year evaluation (final exam) score of the samples.

Statistical techniques: To analyze the collected data researcher used Mean, S.D and ‘t’ test and ANOVA as a statistical technique for this study. Here the researcher used ‘t’ test to know the difference between the two group mean.

Data analysis and interpretation:

Table-1: Activities on social media between two universities

Variables	Category	N	Most usable Social Media			
			Facebook	Youtube	Instagram	Whatsapp
			%	%	%	%
Gender	Male	40	65.00	57.50	52.50	90.00
	Female	40	70.00	75.00	50.00	97.50
Types of Students	Pursuing student	42	75.00	79.17	58.33	95.83
	Completed student	38	66.67	83.33	41.67	95.83
University	NBU	40	80.00	85.00	45.00	97.50
	CBPBU	40	52.50	72.50	50.00	90.00

*NBU= North Bengal University, *CBPBU=Cooch Behar Panchanan Barma University.

Interpretation: Table 1 indicates the percentage of most usable social media application which is used all the PG the students of NBU and CBPBU. Where we see most of the student use facebook, youtube, instagram, whatsapp and the maximum usable application is whatsapp.

Figure 1 shows how these two universities’ students use social media in various social media Platform.

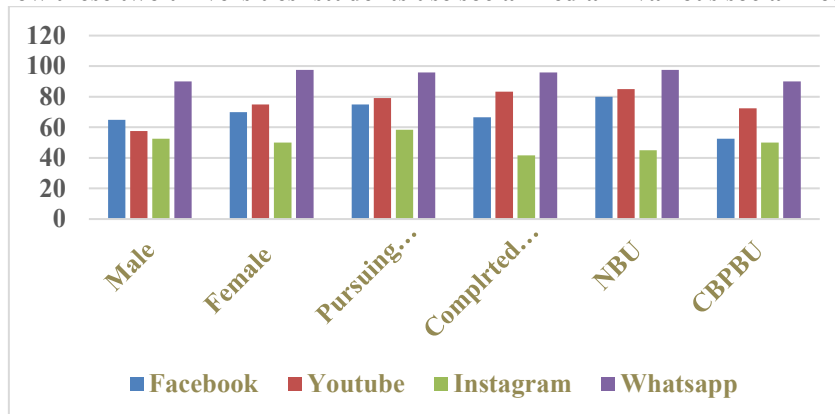


Table-2: Various social Media activities among post graduate students and with their concerning set of variables

Hypothesis	Variables	Sub-variables	N	Mean	SD	P-value	t-value	Observation at 5% level
H0₁	Gender	Male	40	66.25	16.645	1.99	6.154	S
		Female	40	73.125	19.512			
H0₂	Types of Students	Pursuing Students Group	42	77.082	15.403	2.02	2.519	S
		Completed Students Group	38	71.875	23.412			
H0₃	University	NBU	40	76.875	22.488	1.99	8.275	S
		CBPBU	40	66.25	18.763			

**S= Significant*

Interpretation: Table 2 firstly demonstrates that the engagement with social media differs in Post Graduation students on the basis of their gender. In this case the computed ‘t’ value (6.154) is more than the p-value (1.99) at the 0.05 level. Thus, the null hypothesis H0₁ is rejected. As a result, there is a substantial disparity in the engagement with social media of male and female postgraduate students like facebook, youtube, instagram, whatsapp etc.

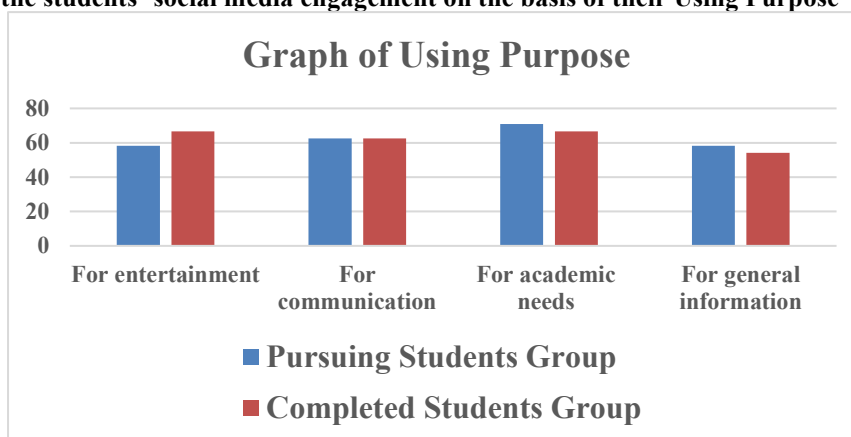
Secondly indicate that the engagement with social media differs between Completed Students Group and Pursuing Students Group. Here the computed ‘t’ value is 2.519 which is more than 2.02 at 0.05 level. Thus, the null hypothesis H0₂ is disproved. As a result, there is a substantial disparity in the engagement with social media between completed students and pursuing students of NBU and CBPBU.

Finally, demonstrates that the engagement with social media differs between NBU and CBPBU students. In this case the computed ‘t’ value (8.275) is more than the p-value (1.99) at the 0.05 level. Thus the null hypothesis H0₃ disproved. We may therefore say that there is a considerable disparity in social media activity between NBU and CBPBU students.

Table-3: Types of post graduate students in social media activities on the basis of Using Purpose

Variable	Category	N	Using Purpose			
			For entertainment (%)	For communication (%)	For academic needs (%)	For general information (%)
Types of Student	Pursuing Students Group	42	58.33	62.50	70.83	58.33
	Completed Students Group	38	66.67	62.50	66.67	54.16

Figure-2 show the students’ social media engagement on the basis of their Using Purpose



Interpretation: Table 3 indicates that types of Post Graduate students' engagement with social media on the basis of Using Purpose. The Pursuing Group use social media for entertainment purpose 58.33%, for communication purpose 62.50%, for academic purpose 70.83% and for general information purpose 58.33%, In the case of Completed Students group use of social media for entertainment purpose 66.67%, for communication purpose 62.50%, for academic purpose 66.67% and for general information purpose 54.16%.

Table-4: Pursuing Student and Completed Student in social media activities on the basis of Using Purpose.

H0 ₄	Variable	Sub-category	N	Mean	SD	P-value	t-value	Observation at 5% level
	Types of Student	Pursuing student	42	62.497	5.892	2.07	0.004	NS
		Completed student	38	62.50	5.897			

**NS= Not Significant*

Interpretation: Table 4 tries to illustrate that there exists any significant difference or not and after analyze the data researcher found that there exists no significance difference of Using Purpose of social media activities between Pursuing Student and Completed Student. In this case the computed 't' value (0.004) is less than the p-value 2.07) at the 0.05 level. Thus, the null hypothesis H0₄ is accepted. As a result, it is reasonable to draw the conclusion that there is no visible difference in Using Purpose of Completed Students and Pursuing Students' (who are still pursuing their PG degree) engagement with social media.

Table-5: Academic Using Purpose Group and Non-academic Using Purpose Group in social media engagement

H0 ₅	Types Student	N	Academic Achievement (Mean)	SD	P-value	t-value	Remark at 5% level
	Academic Using Purpose Group	26	48.69	35.04	2.01	0.464	NS
	Non-academic Using Purpose Group	26	49.71	34.99			

**NS= Not Significant*

Interpretation: Table 5 try to illustrate that Academic Using Purpose Group and Non-academic Using Purpose Group in social media engagement. Here the researcher creates this group on the basis of academic using purpose, one who are use social media platform for the academic purpose fall Academic Using Purpose Group and on the other hand one who are not use social media platform for the academic purpose fall Non-academic Using Purpose Group. These two groups were created from those 80 samples, where 26 students used social media for academic purposes. That's why they fell into the Academic Using Purpose Group, and another 26 students were randomly selected from the remaining 54 students who did not use social media for academic purposes. That's why they fell into the Non-Academic Using Purpose Group. On the basis of objective-5, researchers attempted to determine whether or not there is a difference between Academic Using Purpose Group and Non-academic Using Purpose Group in terms of social media engagement and found that Academic and Non-Academic Purpose Groups do not significantly differ from one another. In this case the computed 't' value (0.464) is less than the P-value (2.01) at the 0.05 level. Hence the null hypothesis H0₅ is accepted. As a result, we may conclude that engagement with social media have no substantial effect on Academic Achievement.

Table-6: Time Spent on engagement with social media and Academic Achievement of the Students.

H0-6	Time Spent	N	Academic Achievement (Mean)	SD	P-value	F-value	Remark at 5% level
	As needed/Day	22	73.88	7.59	2.33	0.620	NS
	1-2 Hours/Day	32	70.89	13.79			
	3-5 Hours/Day	26	73.15	7.24			

**NS== Not Significant*

Interpretation: Table-6 try to illustrate that Time Spent on engagement with social media and Academic Achievement of the Students. Here the researcher creates three groups on the basis of Time Spent on

engagement with social media. The first one is who were use social media when they need to use social media according to his/her personal requirement in a day. This kind of sample fall in As Needed/Day Group and the size of this group is 22. Second one is who were engagement with social media 1 to 2 hours in a day. This kind of sample fall in 1-2 Hours/Day Group and the size of this group is 32. Last one is who were engagement with social media 3 to 5 hours in a day. This kind of sample fall in 3-5 Hours/Day Group and the size of this group is 26.

On the basis of objective-6 researcher attempted to examine the difference in Academic Achievement of the Students with the respect of Time Spent in engagement with social media. After analyze the data the investigator found the F-value 0.620 which is less than the P-value (2.33) at 5% level. As a result, we may conclude that there was no difference in Academic Achievement among these three groups and Time Spent in social media have no substantial impact on Academic Achievement.

MAJOR FINDINGS

This study tries to examined the engagement with social media and its impact on Academic Achievement. The results indicated that the maximum number of students utilize social media like whatsapp, facebook, instagram and youtube for their daily life. Female students are used the social media maximum than the male students. In the present study also revealed that the mean score 77.082 of Pursuing Student and the mean score 66.67 of Completed Students are significantly differ to each other and they are use social media in their own way. In the case of two universities the researcher found that the mean score 76.875 of NBU students and the mean score 66.25 of CBPBU students are also significantly differ from each other and both the universities students use social media for their own way but in the case of Using Purpose there are no significant differences, they mostly utilize social media for the same reasons, such as amusement, communication, academic needs, and general information. Both the university students do not affect by their Academic Using Purpose of the social media. Lastly there was no difference in Academic Achievement on the basis of Time Spent.

CONCLUSION

In present day every student use or involved with social media activity. This is the great revolution in our society which is greatly influenced of our every aspect of social life. Social media are a repository of various type of information. Every student can get their required information via various types of social media like facebook, unacademy, youtube, linkedin, slideshare, blogs etc. Students can create a learning environment each other where they can share their knowledge and skills and gain knowledge and skills. It is one of the best board platform that student can connect with anyone in the world. Social media is a great place to interact with student to student, student to teacher, teacher to teacher for their academic and others purpose.

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