

# [Abstract as the year go on they become](https://assignbuster.com/abstract-as-the-year-go-on-they-become/)

AbstractThe purpose of this study is to see if there isa relationship between the use of social media and academic performance of thestudents of Bloomfield College. Randomly sampling the student 60 was selected. A five-minute questionnaire was used as an instrument for data collections. Previousresearch has shown that social media was helpful. Whereas as other studiesshowed that research on the role of social media and academic performance is stillunclear. Results show that there was no relationship between the use of socialmedia and academic performance. The social media site that caught the attentionof students for this study was Facebook, Youtube, Twitter, Snapchat, andInstagram. IntroductionMany researchers have studied the effects onsocial media and academic performance.

Students are constantly on social mediaand as the year go on they become more and more involved in using social media. There are many advantages and disadvantages of the use of and time spent onsocial media. There are studies that were done that find social media as agreat platform for academic learning potential, while other studiescontradiction those findings. The purpose of this study is to look and see isif there was a relationship between the use of social media and academicperformance. Social media includes Facebook, YouTube, Twitter, Snapchat, etc.

An article written by Stefania Manca and Maria Ranieri investigates the use ofsocial media in teaching practices and the perceptions of these tools. Theteaching and learning process extensively uses the digital media platform thesedays and there a different perception regarding its use in the academics. The authors have provided a literature reviewabout potentials and challenges of social media for teaching and learning. According to them, micro blogging has the ability to expand learning content invarious formal and informal learning settings. It also encouragesparticipation, collaborative learning, reflective thinking, and engagement. Thearticle also deals with the various obstacles related to communication betweenthe students and their professional teachers with respect to their professionalbehaviors. There are certain obstacles such as lack of information about thetools, overburden of information and lurking behavior in the use of social mediafor academics presented by another study that require further investigation. The educators are still uncertain about integrating social media into theiracademics.

The authors provide a briefing on the perceptionof the teachers or faculty towards social media Generally people consider theintensity of social media use only by the students but ignore the teacher’spart about their prior experience in using digital media in the teachingprocess, their views and the way the tools are being associated in the currentpractices. The teachers generally prefer closed platforms like LearningManagement Systems that depends less on student contribution and online socialnetworking.  The article then discusses the various factorsthat affect the use of social media for teaching. The social media adoption inteaching might differ according to the nature of the subject. The faculty ofapplied sciences, social sciences, arts, and humanities are using more socialmedia as compared to the ones teaching natural sciences, mathematics andcomputer science.

Another study discusses that younger faculty use social mediamore often than the older ones. It also discusses the importance of the role ofinstitutional support staff when teachers started using social media and e-learningtools in their methods. The authors carried out their own studyincluding the gender, age, academic discipline, teaching experience, anddesignation. The study also included the factors that motivate the use ofsocial media tools in education, the methods used and the obstacles that mightprevent their use. The authors conducted the study to develop a structure ofthe uses of social media in the professional area of teaching. Thequestionnaire that was selected for this study was the 2012 edition administeredby Pearson and the Babson Survey Research Group. The second study adopted by the authors is therecruitment of the participants and procedure.

The participants were recruitedthrough Ministry of Education website which provides data like names, affiliationsand scientific sector of the Italian university population. The survey wascarried out through LimeSurvey, which is an open platform and the invitationswere sent through email by the software. The next part of the article deals with generallinear models to test the connection of socio-demographics and professionalvariables with the number of times used in teaching. The authors explain themotivations of using social media in teaching with the help of a tablerepresenting the use of Facebook, Twitter, Podcast, LinkedIn, Blog-Wiki, YouTube, ResearchGateAcademia. edu   andslide share in association with the motivation rubrics. The results that wererevealed are that the variable of gender forecasted the frequency of the use ofTwitter and males used it more than the females whereas females used Podcastmore than the males.

However, the use of Facebook, Blog-Wiki, andLinkedIn did not display much difference in the use of both genders. Whenconsidering the age, the findings were that people who were less than 55 yearsof age used Twitter and Facebook more frequently. When the academic title wastaken into consideration then social media platforms like LinkedIn, Podcast, Blog-Wiki and YouTube were used frequently by Assistant Professors, AssociatedProfessors, and Full Professors.

The article highlights the combination offactors, including some socio-demographic variables, institutional issues, pedagogical views, pragmatic reasons and values that seem to be slowing downthe adoption of social media in current teaching practices. Despite itslimitations, it emerges that Social Media is playing a marginal role inacademic life. Another article written by Ainin, S.

, Naqshbandi, M., Moghavvemi, S. and Jaafar, N. addresses the impact of Facebookusage on the academic performance of the students and the impact ofsocialization on Facebook usage intensity. Facebook has been defined as anonline dictionary, which connects people across colleges and universities.

Ithas been used as a way of communication for a long time. Some people say thatusing Facebook can have a negative effect on the academic performance whilesome say that it has no effect. The authors have addressed these issues withthe help of a preliminary literature review where they have explained thecorrelation between Facebook usage and academic performance. It is necessary to understand the terms input(antecedents), process (Facebook usage) and output in relation to the Facebookapplication. The authors have developed their hypothesis mainly on the Sociallearning theory. Social learning theory gives an explanation of three factorswhich are peers and situations, individuals’ learning outcomes and individuallearners. Social learning theory is also known as social cognitive learning. Itinvestigates the importance of learning with the help of observation andmodeling.

The article further explains that individual learning outcome isaffected by factors like individual interactions with peers, social supportfrom peers and the way they understand the situations. They further explainthat peer interaction and online social networking creates a positive feeling, affective development, self-esteem development, health and nurturingsatisfaction with academic success. This creates more employment opportunitiesfor students. In the further section, the authors haveexplained the importance of socialization as an input and the relationshipbetween Socially Accepted and Facebook Usage Intensity. It means that highersocial acceptance leads to higher Facebook Intensity. Peers can help thestudents in analyzing the situations with more than one perspective and providemany learning opportunities for them.

Therefore, Facebook proves to be a goodsocial platform for people who need assistance. This proves the hypothesisFacebook Usage Intensity is positively related to social acceptance. The second hypothesis developed by the authorsis that and Facebook usage intensity has a positive relationship withacculturation.

According to them, students want to be seen as more acculturatedbecause of which they will be using more Facebook. Acculturation is the changein a person’s behavior, values, and attitude because of experiencing a newcultural context. After the development of the hypothesis forinput, the authors have studied about the Facebook usage intensity (process).

It explains the popularity of Facebook amongst the students. It was found that50% of the students use social networking site several times a day. This numberincreased to 80% when a new research was carried out. Facebook Intensity can bemeasured by the number of friends a person has and the how actively he used thesocial networking site.

The article makes another statement that studentsprimarily use Facebook to maintain their previous contacts rather than makingnew ones. After the process, the authors explained theimpact social media on academic progress by developing a hypothesis thatFacebook usage connects the relationship between socialization and academicperformance. According to the researchers, social media platform like Facebookdevelops interpersonal relationships and guides a person who is not familiarwith the social environment.    Thus, itcan have a great impact on the academic outcomes due to its popularity andacademic interest.

According to a research, Facebook is also considered as arecreational activity that hinders the academic performance of the students. There is an argument on this point. There was a study where they stated thatusage and Academic Performance had no connection. The authors have explainedthe above points with the help of a model, which displays the relationshipbetween input-process-output. The authors adopted the survey questionnairemethod to collect the empirical data for their study. The study was conductedby using the students actual CGPA, which was received from the University’sRegistrar, and the used CGPA was reported by the students themselves.

They weresupposed to answer the items using 5 points Likert scale which ranges from 1 = strongly disagree to 5 = strongly agree.  The study is a contradiction to the past studiesthat stated higher Facebook usage intensity decreased the academic performanceof the students. It mainly finds that Social Acceptance does influence Facebookusage and Acculturation does not. MethodsFor this study, we collected our data fromstudents who are currently attending Bloomfield College. In order to collectour data, we asked 40 participants to fill out a survey. The survey consists offourteen questions about the participant’s social media usage and theiracademic habits and will take about five minutes to fill out. We went aroundcampus asking students if they would like to participate in our study, if theyagreed we then preceded to hand them the consent form followed by the survey. Afterward, we explained the purpose of the study.

ResultsOur research shows that most college studentswould prefer to use social media. However, after surveying 40 participants, wefound that there is no relationship between social media and GPA. The data didshow that female participants spent more time on social media, than maleparticipants.

We also found that there was a correlation betweenprocrastination and GPA. It also shows that there is a correlationbetween Twitter, Instagram, and Snapchat. This indicates that there is arelationship between the times that participants spent on each of those SocialMedias.

ConclusionAlthough our correlational study showed thatthere is no relationship between the use of social media and academic perform. The other above studies show that research on the role of social media andacademic performance is still unclear. A lot of the research created morequestions than answers. Some of the research has found social media helpstudents as far as academic use goes. Therefore further research in this areais required, to determine ways social media is either harmful or helpfultowards student academic performance.