

Abstract as the year  
go on they become



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The purpose of this study is to see if there is a relationship between the use of social media and academic performance of the students of Bloomfield College. Randomly sampling the student 60 was selected. A five-minute questionnaire was used as an instrument for data collections.

Previous research has shown that social media was helpful. Whereas as other studies showed that research on the role of social media and academic performance is still unclear. Results show that there was no relationship between the use of social media and academic performance. The social media site that caught the attention of students for this study was Facebook, Youtube, Twitter, Snapchat, and Instagram. Introduction Many researchers have studied the effects on social media and academic performance.

Students are constantly on social media and 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 on social media. There are studies that were done that find social media as a great platform for academic learning potential, while other studies contradict those findings. The purpose of this study is to look and see if there was a relationship between the use of social media and academic performance. Social media includes Facebook, YouTube, Twitter, Snapchat, etc.

An article written by Stefania Manca and Maria Ranieri investigates the use of social media in teaching practices and the perceptions of these tools. The teaching and learning process extensively uses the digital media platform these days and there is a different perception regarding its use in the academics. The authors have provided a literature review about potentials and challenges of social media for teaching and learning. According to them,

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micro blogging has the ability to expand learning content in various formal and informal learning settings. It also encourages participation, collaborative learning, reflective thinking, and engagement. The article also deals with the various obstacles related to communication between the students and their professional teachers with respect to their professional behaviors. There are certain obstacles such as lack of information about the tools, overburden of information and lurking behavior in the use of social media for academics presented by another study that require further investigation. The educators are still uncertain about integrating social media into their academics.

The authors provide a briefing on the perception of the teachers or faculty towards social media. Generally, people consider the intensity of social media use only by the students but ignore the teacher's part about their prior experience in using digital media in the teaching process, their views and the way the tools are being associated in the current practices. The teachers generally prefer closed platforms like Learning Management Systems that depend less on student contribution and online social networking. The article then discusses the various factors that affect the use of social media for teaching. The social media adoption in teaching might differ according to the nature of the subject. The faculty of applied sciences, social sciences, arts, and humanities are using more social media as compared to the ones teaching natural sciences, mathematics and computer science.

Another study discusses that younger faculty use social media more often than the older ones. It also discusses the importance of the role of institutional support staff when teachers started using social media and e-learning tools in their methods. The authors carried out their own

study including the gender, age, academic discipline, teaching experience, and designation. The study also included the factors that motivate the use of social media tools in education, the methods used and the obstacles that might prevent their use. The authors conducted the study to develop a structure of the uses of social media in the professional area of teaching. The questionnaire that was selected for this study was the 2012 edition administered by Pearson and the Babson Survey Research Group. The second study adopted by the authors is the recruitment of the participants and procedure.

The participants were recruited through Ministry of Education website which provides data like names, affiliations and scientific sector of the Italian university population. The survey was carried out through LimeSurvey, which is an open platform and the invitations were sent through email by the software. The next part of the article deals with general linear models to test the connection of socio-demographics and professional variables with the number of times used in teaching. The authors explain the motivations of using social media in teaching with the help of a table representing the use of Facebook, Twitter, Podcast, LinkedIn, Blog-Wiki, YouTube, ResearchGateAcademia.edu and slide share in association with the motivation rubrics. The results that were revealed are that the variable of gender forecasted the frequency of the use of Twitter and males used it more than the females whereas females used Podcast more than the males.

However, the use of Facebook, Blog-Wiki, and LinkedIn did not display much difference in the use of both genders. When considering the age, the findings were that people who were less than 55 years of age used Twitter and

Facebook more frequently. When the academic title was taken into consideration then social media platforms like LinkedIn, Podcast, Blog-Wiki and YouTube were used frequently by Assistant Professors, Associate Professors, and Full Professors.

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

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

It has been used as a way of communication for a long time. Some people say that using Facebook can have a negative effect on the academic performance while some say that it has no effect. The authors have addressed these issues with the help of a preliminary literature review where they have explained the correlation between Facebook usage and academic performance. It is necessary to understand the terms input (antecedents), process (Facebook usage) and output in relation to the Facebook application. The authors have developed their hypothesis mainly on the Social Learning theory. Social learning theory gives an explanation of three factors which are peers and

situations, individuals' learning outcomes and individual learners. Social learning theory is also known as social cognitive learning. It investigates the importance of learning with the help of observation and modeling.

The article further explains that individual learning outcome is affected by factors like individual interactions with peers, social support from peers and the way they understand the situations. They further explain that peer interaction and online social networking creates a positive feeling, affective development, self-esteem development, health and nurturing satisfaction with academic success. This creates more employment opportunities for students. In the further section, the authors have explained the importance of socialization as an input and the relationship between Socially Accepted and Facebook Usage Intensity. It means that higher social acceptance leads to higher Facebook Intensity. Peers can help the students in analyzing the situations with more than one perspective and provide many learning opportunities for them.

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

According to them, students want to be seen as more acculturated because of which they will be using more Facebook. Acculturation is the change in 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's Registrar, and the used CGPA was reported by the students themselves.

They were supposed 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 studies that stated higher Facebook usage intensity decreased the academic performance of the students. It mainly finds that Social Acceptance does influence Facebook usage and Acculturation does not. Methods For this study, we collected our data from students who are currently attending Bloomfield College. In order to collect our data, we asked 40 participants to fill out a survey. The survey consists of fourteen questions about the participant's social media usage and their academic habits and will take about five minutes to fill out. We went around campus asking students if they would like to participate in our study, if they agreed we then proceeded to hand them the consent form followed by the survey. Afterward, we explained the purpose of the study.

Results Our research shows that most college students would prefer to use social media. However, after surveying 40 participants, we found that there is no relationship between social media and GPA. The data did show that female participants spent more time on social media, than male participants.

We also found that there was a correlation between procrastination and GPA. It also shows that there is a correlation between Twitter, Instagram, and Snapchat. This indicates that there is a relationship between the times that participants spent on each of those Social Medias.



Conclusion Although our correlational study showed that there is no relationship between the use of social media and academic performance. The other above studies show that research on the role of social media and academic performance is still unclear. A lot of the research created more questions than answers. Some of the research has found social media helps students as far as academic use goes. Therefore further research in this area is required, to determine ways social media is either harmful or helpful towards student academic performance.