

# **IMPACT OF SOCIAL NETWORKING SITES ON THE UNDERGRADUATE MANAGEMENT STUDENTS OF M.K. BHAVNAGAR UNIVERSITY, BHAVNAGAR, GUJARAT**

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## **Abstract**

With technical advancements over the last few decades, the digital era of integrated communication technologies has made significant development throughout the world. In this regard, social networking sites, or SNSs, have had a significant impact. The purpose of this article was to examine experimentally the overarching enormous influence of social networking sites on the student community, which has altered their ways of learning and socializing and provided them with a collective advantage. The study looked into the areas such as academically, socially, and behaviour effect of undergraduate students of management faculty. A structured questionnaire was prepared to collect the data to find out which aspects of social networking sites have an influence on college students. A sample of 250 students as respondent was selected from the different colleges of affiliated to M. K. Bhavnagar University, Bhavnagar of Gujarat State.

## **Keywords**

Social Networking Sites (SNSs); Undergraduate Management Students; Academic, social Networking and behavioral aspects; M.K. Bhavnagar University.

## **Introduction**

Now a day's social network sites are mostly used to communicate with each other. According to Marshall McLuhan, a great philosopher said that "the new electronic independence will recreate the world in the image of a global community." Internet plays a crucial and important role to the electronic independence. It has left an indelible mark on the lives of individuals all around the world through remaining connected, sharing knowledge, and honing talents. As a result, people become global citizens. When we look at today's student community, we can see how recent technology advancements have influenced their daily lives in a variety of ways - the ways they think, communicate, behave, and collaborate. Now students are known as the digitally native. Students are doing lot many things online like digital discussion, SMS, professional learning, networking, blogs and much more. In such a condition, Social Networking Sites provides platform for view expression, study, learning, connecting and creating academic skill. A survey conducted by Pew Research Centre stated that 78% of the college students spent time on Facebook, Twitter, and Instagram (Pew Research Internet Project, 2013). The world of social networking sites has evolved in such a manner that the

modifications have shown an intriguing pattern. As per Chandel, Sethi, and Mishra (2017), India's Internet user population will surpass 500 million by 2018, making it the world's second-largest Internet user population. In today's world, social networking sites have emerged as an interactive communication tool that allows friends and a broad audience to connect (Yadav, 2017). Social image can be created with the help of social networking sites by creating impression management and quick transfer of WOM interactions (Shimpi, 2018). Consciousness has been increase by the students about their career and higher studies. Books and materials are easily available, but apart from that they tried to work on participative learning style. In research, sharing appears to be an important criterion. As a result, the importance of SNSs has increased. SNSs, on the other hand, are likely to have negative consequences. Too much reliance on these sites gives them quick access to a variety of things, limiting their ability to study and investigate. Students' significant time spent on the sites results in a decline in academic performance and attention on their studies. Students are on the approach of displacing human relationships, resulting in a reduction in human growth.

## **Literature Review**

Today's students are more accepting of social media, which is viewed as an efficient communication tool for learning and conducting interactive sessions at the same time. According to studies, social media has had a substantial influence on improving education. Four significant benefits of social media on higher education have been identified through studies and views. Greater relationships, increased learning motivation, the opportunity to obtain tailored course materials, and improved collaboration abilities are just a few of the benefits.

Usman (2015), in his study, Students were keen to utilize social networking sites, or SNS, as a tool to boost their educational pursuits, according to statistics. SNSs had a good influence on exchanging information among students via audio conferencing and online conferencing, according to the research. Even some educational games had an influence on how they shared their information. Students were zealous in sharing their ideas and opinions through online group discussions, instant messaging, and group chats, according to his research.

Timm and Perez (2010) found that students rely heavily on social networking sites to communicate and share information with their online peers. Social media has helped the students in knowledge creation (Dabbagh & Kitsantas, 2011). Students have developed a sense

of teamwork and sharing as a result of social networking, which has helped to improve and upgrade their educational quality. Students in higher education are heavily influenced by social media. It is frequently utilised by higher education institutions since it helps substantially to their academic growth through collaborative work, information sharing, productive conversations, and developed professional contacts that allow them to pursue employment possibilities (Boateng & Amankwaa, 2016).

Academic practitioners and college administrators have pushed education to new heights. They have concentrated on the advantages of social media in terms of assisting students in developing new ideas, skills, and concepts. Social networking platforms give a forum for students to express their thoughts and ideas. It enhances their educational efforts and leads to a better degree of learning engagement (Srivastava, 2012). SNSs are an effective instrument for students to reinforce the educational system. They help students socialise and network while also delivering a unique learning experience. They've also proved to be an efficient way to connect and collaborate with others. Students have used SNSs to establish groups without regard to time or location, allowing them to communicate with one another, clear their doubts, collaborate on research projects, and become more integrated (Mhunpiew & Purayidathil, 2015).

Graduates were eager to utilise social networking sites that supplied extra material for their curriculum and were of high use, according to Goel and Singh (2016). Students had a good attitude toward social networking sites in terms of enhancing academic achievement, according to the study. Students agreed that SNSs had aided them enough in their studies, but there were other elements that influenced their academic success, according to Morollo (2014). Junco, Heiberger, and Loken (2011) found that students who used Twitter had higher GPAs and test scores than students who did not use Twitter.

According to Amin, Mansoor, Hussain, and Hashmat (2016), students and universities regularly utilised Facebook and Twitter to prepare assignments, and it had become a normal job to visit the sites, which positively affected their academic performance. Students expanded their reach by emailing the questionnaire to additional people while organising a research project; they communicated and exchanged information and resources on a regular basis; and they improved their learning abilities. Additionally, communication about changes in class schedules, academic activities, and alerts kept students informed and connected.

According to a report, 94 percent of recruiters use LinkedIn to locate qualified applicants for their organisations. Organizations are increasingly using YouTube to provide information about themselves, with the majority of films showcasing the personality of their workplaces. Users are much more likely to share a video than words. If businesses can persuade people to share their films, they will be able to reach even more potential employees (Hada & Gairola, 2015). In the current era of strategic learning and practises, there has been a substantial shift in teaching and learning activities. SNSs have become a popular way for students and teachers to collaborate not just inside a set time frame, but also outside of that time frame. Facebook and other social media sites are pervasive in everyday life, seeping into educational settings, and leaving educators with no choice but to figure out how to best integrate social media tools into teaching and learning (Madge, Meek, Wellens, & Hooley, 2009).

Teachers were sometimes observed participating in SNSs and groups in order to be a part of the learning culture and to nurture and build the student group. Researchers discovered that in an online learning environment, a sense of community linked to student motivation and enhanced learning (Rovai, 2002). Interactions are very directly linked to a sense of community. Researchers have also discovered that having a sense of community reduces feelings of loneliness and aids learning by increasing the number of resources accessible in the form of other students who can help. Although social networking sites facilitate cooperation, collaboration, and involvement, they can limit relationships. People using smart phones typically choose to engage with others online rather than call or speak with them in person.

People appear to enjoy the procedure since it appears to be straightforward, easy, and effective. As users spend more time on social networking sites, their interactions with other offline material decreases, implying that the majority of their mingling and socialising takes place in the glow of a computer or phone screen (Pew Research Internet Project, 2013). The rise of social networking sites has resulted in major changes in users' personal life. People are expressing their feelings and judgments through electronic communication rather than in person as a result of social media sites (Wang, Chen, & Liang, 2011).

Gross and Acquisti discovered risks emerging from personal information published on social media sites in a 2005 analysis of 4000 Facebook accounts of Carnegie Mellon University students. This information might be utilised to uncover sensitive information and estimate a

person's social security number. SNSs have made it simple to target one another. With the rise of social networks, a new emphasis on social elements of trust has emerged. Individual connection has been encouraged through social networks, which have enabled people to customise their own communities (Sherchan, Nepal, & Paris, 2013).

SNSs provide young people a place to sort out their identities and statuses, decipher cultural clues, and navigate public life. Young people's articulation and expression of many aspects of their identity to their peers and others, free of adult restriction, promote essential peer-based sociality (Boyd, 2007). In her study, Livingstone (2008) found that youth-centered social networks, which comprise of self-created sites, are an essential part of controlling their own identity, lifestyle, and social interactions. She also said that such SNSs have aided in the development of self-confidence in an autonomous and socially recognised ego identity.

People who are engaged online are more inclined to participate in group activities, according to studies. According to the Pew Research Center, 80% of Internet users participate in groups, and students make good use of it. There were more broadcast-based information sharing activities in crisis circumstances like the Haiti earthquake or the Mumbai attacks, when users pushed information out to a large number of users rather than one individual user (Hughes & Palen, 2009). In their study, Revere and Kovach (2011) found that social online networking sites offered pupils with a "constant stream of knowledge." Students may use social media to keep up with professional groups and organisations.

According to Kuppuswamy and Narayan (2010), social networking sites (SNSs) drew students' full attention and concentration, diverting their time to non-educational and improper activities, as well as time killing through random searching. In a survey of students from several institutions, Olowu and Seri (2012) discovered that students' use of social media sites bordered on obsession. They made this their 'top priority,' and they became more attached to it in order to be pleased.

According to Dau (2015), students at Nigerian higher institutions spend too much time on social media, which harmed their productivity. He concluded that the dangers of disclosing too much personal information online cannot be overstated, and that students should exercise caution.

## Research Gap

The literature study reveals that there have been insufficient researches undertaken in India pertaining to the use of empirical analysis to determine the influence of social networking sites on college students. The majority of researches have focused on the effects of social networking sites on demographic profiles. Researchers have previously stressed distinct dimensions in various circumstances in their study; however, none of the research highlighted all of the study's significant aspects.

## Objectives:

1. To know the usage of SNSs by the students
2. To know the impact of SNSs on academic performance
3. To know the impact of SNSs on networking facilities
4. To know the impact of SNSs on the difficulties faced by students
5. To know the Overall impact of SNSs

## Hypotheses:

1. There is no relation of time consumed on SNSs with academic performance.
2. There is no relation between SNSs and Networking Facilities.
3. There is no relation between SNSs and Socialization.
4. There is no relation time consumed on SNSs with difficulties faced by the students.
5. There is no relation between SNSs and Effective Communication.

## Research Methodology

In this study, primary data were used to collect the information. For the collection of the primary data the structured questionnaire were used. Measurement of the respondents done through the 5-point Likert Scale. First and foremost, the colleges were chosen using simple random sampling and then the sample elements from each college were chosen using a systematic random sampling. A sample of 250 students as respondent was selected from the different colleges of affiliated to M. K. Bhavnagar University, Bhavnagar of Gujarat State.

## Analysis and Interpretation

**TABLE-1: Reliability of Data:** The total reliability of expectations and observations is measured here using cronbach's alpha. It is 0.878 which tells that the data are reliable.

Cronbach's Alpha	N of Items
.850	19

**TABLE-2: Time Spent and Academic Performance:** The value of the Anova analysis is .911 which shows there is no significance difference of academic performance among the time spent groups.

Time	N	Mean	Std. Deviation	Std. Error	F
1-2 Hours	166	14.4819	6.80350	.52805	.911
3-4 Hours	61	15.8689	7.04149	.90157	
4 or more than 4 Hours	18	14.8333	6.78450	1.59912	
Total	245	14.8531	6.85945	.43823	

**TABLE-3: Time Spent and Networking Facilities:** The value of the Anova analysis is .627 which shows there is no significance difference of Networking Facilities among the time spent groups.

Time	N	Mean	Std. Deviation	Std. Error	F
1-2 Hours	166	6.9398	2.76931	.21494	.627
3-4 Hours	61	7.1311	3.09556	.39635	
4 or more than 4 Hours	18	7.7222	3.39213	.79953	
Total	245	7.0449	2.89609	.18502	

**TABLE-4: Time Spent and Socialization:** The value of the Anova analysis is .597 which shows there is no significance difference of Socialization activities among the groups.

Time	N	Mean	Std. Deviation	Std. Error	F
1-2 Hours	166	12.3072	4.69773	.36461	.597
3-4 Hours	61	12.6557	4.85759	.62195	
4 or more than 4 Hours	18	13.5556	5.67992	1.33877	
Total	245	12.4857	4.80488	.30697	



**TABLE-5: Time Spent and Difficulties:** The value of the Anova analysis is .096 which shows there is no significance difference of difficulties faced by the students among the time spent groups.

Time	N	Mean	Std. Deviation	Std. Error	F
1-2 Hours	166	18.5241	4.27778	.33202	.096
3-4 Hours	61	18.7869	4.09925	.52485	
4 or more than 4 Hours	18	18.4444	4.40884	1.03917	
Total	245	18.5837	4.22790	.27011	

**TABLE-6: Time Spent and Total:** The value of the Anova analysis is 1.082 which shows there is no significance difference of total time spent by the different groups.

Time	N	Mean	Std. Deviation	Std. Error	F
1-2 Hours	166	52.2530	10.82572	.84024	1.082
3-4 Hours	61	54.4426	11.82022	1.51342	
4 or more than 4 Hours	18	54.5556	9.90675	2.33504	
Total	245	52.9673	11.02377	.70428	

**TABLE-7: Gender:** The value of the Anova analysis is .759 which shows there is no significance difference of academics, networking, socialization, constraints among the different gender.

	Gender	N	Mean	Std. Deviation	t
<b>Academics</b>	Female	180	15.0500	6.86524	.747
	Male	65	14.3077	6.86687	
<b>Networking</b>	Female	180	7.0333	2.88494	-.104
	Male	65	7.0769	2.94909	
<b>Socialization</b>	Female	180	12.3389	4.53560	-.795
	Male	65	12.8923	5.50035	
<b>Constraints</b>	Female	180	18.8667	3.79856	1.751
	Male	65	17.8000	5.19074	
<b>total</b>	Female	180	53.2889	9.73704	.759
	Male	65	52.0769	14.03712	

**TABLE-7: Age**

	Age	N	Mean	Std. Deviation	
<b>Academics</b>	17-20 Years	159	15.1447	6.95177	.538
	21-23 Years	66	14.1061	6.43340	
	24-27 Years	20	15.0000	7.62268	
	Total	245	14.8531	6.85945	
<b>Networking</b>	17-20 Years	159	6.9434	2.75875	.638
	21-23 Years	66	7.3788	3.19983	
	24-27 Years	20	6.7500	2.97135	
	Total	245	7.0449	2.89609	
<b>Socialization</b>	17-20 Years	159	12.0629	4.70347	2.105
	21-23 Years	66	13.5000	5.20429	
	24-27 Years	20	12.5000	3.84571	
	Total	245	12.4857	4.80488	
<b>Constraints</b>	17-20 Years	159	18.5535	4.32339	.044
	21-23 Years	66	18.5758	4.21375	
	24-27 Years	20	18.8500	3.64583	
	Total	245	18.5837	4.22790	
<b>Total</b>	17-20 Years	159	52.7044	12.00978	.141
	21-23 Years	66	53.5606	8.69328	
	24-27 Years	20	53.1000	10.04149	
	Total	245	52.9673	11.02377	

The value of the Anova analysis is .759 which shows there is no significance difference of academics, networking, socialization, constraints among the different gender.

## Discussion & Conclusion

As per the literature review some of the studies found the negative impact of the Social Networking Sites on the overall performance of the students and some the studies gave the positive review for the Social Networking Sites on the academic performance of the students and socializations of the students. But the findings of the this study reveals that there is no significance relation between the Social Networking Sites and Academic Performance, constraints faced by the group and even in the socialization activities among the territory selected and under graduate management students of the M.K. Bhavnagar University of Bhavnagar.



## Limitations and Scope of the Study

When drawing conclusions from the study paper's findings, keep the following limitations in mind: This study employed a few academic publications that were not experimentally proven. In addition, we may have overlooked some essential publications published in this topic. The prejudice and hesitant attitudes of respondents may have an influence on the research outcomes. Several future study scopes might encompass a variety of previously undiscovered areas, such as:

1. Following an exhaustive literature analysis, researchers can identify some more relevant aspects with associated variables that may have an impact on the research model developed in our study.
2. This survey research can also be carried out in other parts of India. Researchers can also create a model that compares two locations.
3. On a pan-India basis, further research might focus on the model addressing the influence of social networking sites on pupils. It is also possible to do research on school students.
4. Using the perspectives of parents and teachers as responders, a distinct model may be built.
5. The study model may also be expanded by evaluating the effects of social networking sites on other demographic sectors such as housewives, service personnel, self-employed individuals, and so on.

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