The Impact of Social Media on Student Engagement and Academic Performance

Haribansh Prasad Singh, Jai Ranjan Das

Teachers' Training College Barari

ABSTRACT

Social media has become integral to students' lives, influencing various aspects of their academic experiences. This paper examines the impact of social media on student engagement and academic performance, analyzing both positive and negative effects. Through a comprehensive review of recent studies and data, the paper explores how social media can enhance student learning and engagement while also posing potential challenges to academic success.

ARTICLEINFO

Article history:

Received 05 May 2022 **Received** in revised form 03 Jun 2022

Accepted 27 Jul 2022

Keywords: Social Media, Student Engagement, Academic Performance, Educational Technology, Online Learning.

Hosting by Innovatus Publishing Co. All rights reserved. © 2023

Introduction

Social media platforms such as Facebook, Twitter, Instagram, and LinkedIn have become ubiquitous in students' lives, offering new avenues for communication, collaboration, and information sharing. While these platforms can enhance student engagement and provide educational benefits, they also raise concerns about potential distractions and negative impacts on academic performance. This paper explores the dual role of social media in education, investigating how it influences student engagement and academic outcomes.

Social Media and Student Engagement

Definition and Scope: Student engagement refers to the degree of attention, curiosity, interest, and passion that students exhibit in the learning process. Social media can facilitate engagement by providing interactive and collaborative platforms for learning.

Positive Impacts of Social Media on Engagement:

- 1. Collaborative Learning: Social media enables collaborative learning through discussion forums, group projects, and peer feedback (Dabbagh & Kitsantas, 2012).
- 2. Access to Resources: Platforms like YouTube and academic forums provide access to a vast array of educational resources, enhancing learning opportunities (Manca & Ranieri, 2016).
- 3. Student-Teacher Interaction: Social media facilitates informal communication between students and educators, fostering a supportive learning environment (Greenhow & Lewin, 2016).

Negative Impacts of Social Media on Engagement:

- 1. Distractions: Excessive use of social media can lead to distractions, reducing students' focus on academic tasks (Junco, 2012).
- 2. Time Management Issues: Social media can interfere with time management, affecting students' ability to balance academic and personal responsibilities (Kirschner & Karpinski, 2010).

European Journal of Innovation in Nonformal Education Volume 2, No 07 | Jul - 2022 | Page | 110 http://innovatus.es/index.php/ejine

Social Media and Academic Performance

Definition and Scope: Academic performance is typically measured by grades, test scores, and overall academic achievement. Social media's influence on academic performance is multifaceted, encompassing both positive and negative aspects.

Positive Impacts of Social Media on Academic Performance:

- 1. Enhanced Learning Opportunities: Social media provides access to educational content and expert opinions, aiding in academic research and learning (Wang et al., 2011).
- 2. Peer Support: Online study groups and academic communities offer peer support and knowledge sharing, which can improve academic performance (Hamid et al., 2015).

Negative Impacts of Social Media on Academic Performance:

- 1. Reduced Academic Focus: Excessive social media use can detract from study time, negatively impacting grades and academic achievement (Karpinski et al., 2013).
- 2. Sleep Disruption: Late-night social media use can disrupt sleep patterns, leading to decreased academic performance due to fatigue (Levenson et al., 2017).

Methodology

This research employs a mixed-methods approach, combining quantitative analysis of survey data with qualitative insights from case studies. Data sources include academic journals, educational reports, and surveys conducted among university students.

Findings

Impact of Social Media on Student Engagement

Positive Influences:

- ➤ Collaborative Learning: A study involving 600 university students found that 68% reported increased engagement in group projects facilitated through social media platforms (Hamid et al., 2015).
- Resource Accessibility: 72% of students surveyed indicated that social media helped them access educational resources and stay updated with academic content (Manca & Ranieri, 2016).

Negative Influences:

- ➤ Distractions: In a survey of 1,000 students, 60% admitted that social media frequently distracted them from their academic tasks (Junco, 2012).
- ➤ Time Management: 54% of students reported difficulties in managing their study time due to social media usage (Kirschner & Karpinski, 2010).

Impact of Social Media on Academic Performance

Positive Influences:

- ➤ Enhanced Learning: A survey of 700 students found that 65% believed social media enhanced their understanding of academic subjects through access to online resources and discussions (Wang et al., 2011).
- ➤ Peer Support: 70% of students reported that social media study groups positively impacted their academic performance by providing peer support and collaborative learning opportunities (Hamid et al., 2015).

Negative Influences:

- Academic Focus: A study of 800 students revealed that those who used social media excessively had an average GPA 0.3 points lower than their peers who used it moderately (Karpinski et al., 2013).
- ➤ Sleep Disruption: 62% of students indicated that social media use before bedtime negatively affected their sleep, leading to lower academic performance (Levenson et al., 2017).

Study	Participants	Key Findings	Source
Hamid et al.	600 students	68% reported increased engagement in group	Hamid et al., 2015
(2015)		projects via social media	
Manca & Ranieri	500 students	72% indicated social media helped access	Manca & Ranieri,
(2016)		educational resources	2016
Junco (2012)	1,000	60% admitted social media distracted them	Junco, 2012
	students	from academic tasks	
Kirschner &	1,000	54% reported difficulties managing study	Kirschner &
Karpinski (2010)	students	time due to social media usage	Karpinski, 2010
Wang et al.	700 students	65% believed social media enhanced	Wang et al.
(2011)		understanding of academic subjects	

Table: The table shows the of Students and their engagement in social media

Discussion

Benefits of Social Media in Education

- ➤ Collaborative and Interactive Learning: Social media fosters collaborative learning environments, encouraging student interaction and knowledge sharing.
- Access to Educational Resources: Platforms provide students with easy access to a variety of educational materials, enhancing their learning experiences.
- Flexible Communication: Social media facilitates communication between students and educators, providing a supportive and accessible learning environment.

Challenges and Considerations

- ➤ Distractions and Time Management: Social media can be a significant source of distraction, impacting students' ability to focus on their studies and manage their time effectively.
- ➤ Balancing Use: Educators and students need to find a balance between beneficial and detrimental use of social media to maximize its positive impacts on academic performance.

Conclusion

Social media plays a complex role in student engagement and academic performance. While it offers significant benefits by enhancing collaboration, resource accessibility, and peer support, it also presents challenges related to distractions and time management. Effective use of social media in educational contexts requires a balanced approach, ensuring that its advantages are harnessed while mitigating potential negative impacts. Future research should focus on developing strategies to integrate social media effectively into educational practices and understanding its long-term effects on academic outcomes.

References

- 1. Dabbagh, N., & Kitsantas, A. (2012). Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and Higher Education*, 15(1), 3-8.
- 2. Greenhow, C., & Lewin, C. (2016). Social media and education: reconceptualizing the boundaries of formal and informal learning. *Learning, Media and Technology*, 41(1), 6-30.
- 3. Hamid, S., Waycott, J., Kurnia, S., & Chang, S. (2015). Understanding students' perceptions of the benefits of online social networking use for teaching and learning. *The Internet and Higher Education*, 26, 1-9.
- 4. Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers in Human Behavior*, 28(1), 187-198.
- 5. Karpinski, A. C., Kirschner, P. A., Ozer, I., Mellott, J. A., & Ochwo, P. (2013). An exploration of social networking site use, multitasking, and academic performance among United States and European university students. *Computers in Human Behavior*, 29(3), 1182-1192.

- 6. Kirschner, P. A., & Karpinski, A. C. (2010). Facebook® and academic performance. *Computers in Human Behavior*, 26(6), 1237-1245.
- 7. Levenson, J. C., Shensa, A., Sidani, J. E., Colditz, J. B., & Primack, B. A. (2017). The association between social media use and sleep disturbance among young adults. *Preventive Medicine*, 85, 36-41.
- 8. Manca, S., & Ranieri, M. (2016). "Yes for sharing, no for teaching!": Social Media in academic practices. *The Internet and Higher Education*, 29, 63-74.
- 9. Wang, Q., Woo, H. L., Quek, C. L., Yang, Y., & Liu, M. (2011). Using the Facebook group as a learning management system: An exploratory study. *British Journal of Educational Technology*, 43(3), 428-438.