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Editorial

Latthe Education Society's Nemgonda Dada Patil Night College of Arts and Commerce, Sangli is only night college in the Sangli District, which is affiliated to Shivaji University, Kolhapur. The college has organized one day national conference on 'Emerging Issues in Commerce, Management, Economics, Social Sciences and Languages' (Multidisciplinary Hybrid Mode) on 27th May 2023.

Prof. S. G. Shrouiti from Arts and Commerce College, Ugar, Khurd (Karnataka) was delivered his lecture as a key-note speaker and Prof. M. B. Bichu from Arts and Commerce College, Ugar, Khurd (Karnataka) and Prof. V. B. Bule from Shivanand College, Kagwad (Karnataka) were played the most important role as a resource person.

Hon. Rajiv Patil, President, Governing Council, Hon. Shantinath Kante, Chairman, Managing Council, Hon. Chandrakant Patil, Vice-chairman, Hon. Suhas Patil, Secretary, Hon. Bhalchandra Patil, Treasurer, Hon. Architect Pramod Chougule, Chairman of Trustee Committee and Hon. Vijay Navale, Chairman of College-School Committee inspired us to organize National Conference by their active cooperation and support. Our college has successfully organized National Conference very smoothly and in disciplined manner.

Principal Dr. B.V. Patil, Vice-Principal Dr. S. D. Patil, NAAC Coordinator Dr. Shivprasad Shete, Convener of National Conference Prof. P. D. Patil and Mrs. S.S. Chougule, Co-convener Dr. R. K. Sawant and Mrs. Dr. M. R. Karande, Secretary Prof. N.D. Bansode and Mrs. Dr. S. S. Suryawanshi, Treasurer Prof. J. V. Patil and Dr. B. A. Kotalagee have taken tremendous efforts towards the success of the conference.

Nemgonda Dada Patil Night College, Sangli has given the opportunities to the teachers, professors, researchers, scholars, academicians, industrialists and students to present and publish their research papers in this conference and encourage them for their academic achievement.

I wish all the best for on-going educational activities of Nemgonda Dada Patil Night College of Arts and Commerce, Sangli.

Dr. Prakash B. Salavi
Executive Editor,
Education and Society
Indian Institute of Education, Pune

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Social Media & Academic Achievement: Linking Implications for Education

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Abstract:

The purpose of this study is to study how the usage of social media affects the academic performance of students and its impact on educational institutions. The research aims to attain this, by examining the usage of social media among students and analyzing its impact on various aspects of academic performance. Through this research, educational institutions will be able to cultivate a productive academic environment with actionable insights. The research method includes a mixed approach, including quantitative surveys and qualitative interviews. The research focuses on a sample of 500 students from different educational institutions and data is collected through a structured questionnaire. The study used statistical analyzes such as correlation analysis and regression models, to examine the relationship between social media use and academic performance. It was found that social media use is significantly related to academic performance in the study. In addition, specific educational activities on social media platforms were found to have a positive effect on specific academic outcomes in the study. In addition, specific educational activities on social media platforms were found to have a positive effect on specific academic outcomes in the study. To balance social media engagement with academic responsibilities, educational institutions should establish guidelines and support systems. The positive aspects of social media can also be used by teachers to enrich student learning experiences and foster digital literacy.

Keywords: Social Media Use, Academic Performance, Students, Youth, Learning Outcomes, Educational Technology, Student Engagement

Introduction:

Recently, social media has become ubiquitous among students and has a great influence on their daily habits and behavior. To provide an ideal learning environment, it is imperative that educational institutions understand the relationship between social media use and academic performance. This research aims to explore the complex relationship between social media use and educational outcomes and its impact on developing a productive academic environment. By reviewing the existing literature and carrying out an empirical analysis, this research aims to determine the possible benefits and limitations of social media use, providing important insights to policy makers, educators, and other stakeholders in the education sector. In recent years, use and use of social media platforms has increased significantly,

especially among students (**Smith & Anderson, 2018**). The widespread adoption and integration of social media into everyday life has changed the way individuals communicate, share information, and interact socially (**Kirschner & Karpinski, 2010**). As social media becomes more common, it is critical to understand the impact its use can have on students' academic performance. The relationship between social media use and academic outcomes is a source of great interest and concern among educators, researchers, and policy makers (**Junco, 2012**).

Literature Review

Effects of Social Media Use on Academic Performance:

Excessive use of social media can lead to distraction, reduced study time, and lower academic performance. As, **Kirschner and Karpinski (2010)** found a negative correlation between Facebook use and students' academic performance, indicating that time spent on social media platforms may detract from academic activity. However, various views suggest that social media can facilitate learning, information sharing and academic communication. **Manca and Ranieri (2017)** have systematically reviewed literature on the use of social media in higher education and found that it can promote collaborative learning, promote student engagement, and facilitate access to learning resources. Similarly, **Kabilan, Ahmad, and Abidin (2010)** suggested that social media can act as a platform for academic discussion and knowledge sharing among students.

Various theoretical frameworks have been used to understand the correlation between academic performance and social media use. Among them, the uses and gratifications theory suggest that individuals use social media to satisfy specific needs and pleasures (**Pempek, Yermolayeva, & Calvert, 2009**). E.g., students can use social media to get information, interact with peers, or express themselves. The benefits of using social media can affect study results.

The social cognitive theory, proposed by **Bandura (1997)**. This theory emphasizes the importance of autonomy and self-reliance in balancing social media use with academic goals. It suggests that people with strong self-efficacy beliefs are more likely to effectively manage their social media use and prioritize academic responsibilities. Self-regulation and self-efficacy can be influenced by a number of factors, such as goal setting, self-reflection and monitoring of social media use.

Junco (2012) A study was carried out on college students, which revealed that increased Facebook usage was linked to a decline in academic performance. The study put forward the idea that the time spent on Facebook could decrease the time available for studying and cause interruptions, ultimately leading to poorer grades.

Manca and Ranieri (2017) A systematic literature review was carried out to examine the use of social media in higher education. The review revealed that social media has the potential to improve collaborative learning, boost student engagement, and provide access to educational resources. The study emphasized the advantages of integrating social media in educational approaches.

Kirschner and Karpinski (2010) The study investigated the correlation between college students' academic performance and their use of Facebook. The results indicated

a negative association between the amount of time spent on Facebook and GPA, indicating that prolonged usage of the social media platform could have unfavorable consequences on their academic achievements.

Wang, Chen, and Liang (2011) The study investigated how various social media activities affect academic performance and found that students who utilized social media for academic purposes, such as accessing educational resources and engaging in online discussions related to their coursework, achieved better academic results than those who mainly used social media for socializing or entertainment.

Previous research focused mainly on Facebook, ignoring the other platforms. Understanding the unique features and capabilities of each platform can provide valuable knowledge about their potential advantages or disadvantages in educational settings. Earlier studies have mostly used cross-sectional designs, which provide limited insight into the lasting effects of social media use. Longitudinal studies can clarify the stability of the relationship between social media use and academic performance, while considering possible changes in trends in social media use and academic demands over time.

Objectives:

1. To study the correlation between the academic performance of students and their use of social media.
2. To examine the variables that influence the relationship between academic performance and social media use.
3. The aim is to study differences in academic performance between gender and educational background.

Hypothesis:

1. There is a positive correlation between social media use and student academic performance.
2. Factors such as time management, communication and autonomy influence the relationship between social media use and academic performance.
3. Gender and education level have a significant effect on academic performance, with female students expected to have higher academic performance compared to male students, and there are no significant differences in academic performance between different levels of education.

Research Methodology

- **Population:** The study involves students and teachers in educational institutions like high schools, colleges in the Baramati taluka.

- **Sample Size:** Sample Size: The sample size of the study would be 500 participants. This sample size was chosen to provide an adequate representation of the target population, considering feasibility and resource limitations.

- **Sampling Method:** To ensure proportional representation of different demographics, such as age and gender, as well as different levels of education, such as high school, undergraduate and graduate, a stratified random sampling method is

used. The schools and colleges in Baramati Taluka surveyed and the participants randomly selected from each tier.

Data collection methods:

1. **Student Questionnaire:** The questionnaire contains items related to demographic information (gender, age, education level) and the variables of interest, such as patterns of social media use, academic performance, and perceptions of the relationship between social media use and results.
2. **Questionnaire for educators:** which could contain items related to demographic information (gender, age, educational experience) and their views on the impact of social media use on students' academic performance.
3. **Student Group Focus Groups:** To gain a qualitative understanding of their experiences, perceptions, and opinions on the use of social media and its impact on their performance.

Data Analysis and Results

Table 1 Descriptive statistics Summary

Questions	Mean	Standard
Freedom	3.8	0.9
Social	4.2	0,7
Feel in	3.5	0,8
Using	4.1	0.9
have the	3.7	0,8
social	3.9	0,7

Source: Primary Data

Respondents fairly agreed with the statements about social media and freedom. They reported feeling a sense of personal freedom and self-expression on social media platforms and believed that using social media allowed them to exercise freedom of expression and share their views. However, they were somewhat less in agreement about feeling in control of their time spent on social media and limiting social media use if it interfered with academic tasks. They also moderately agreed that social media improves their academic knowledge and facilitates learning. These descriptive statistics summarize the data collected and provide insight into the distribution and central tendency of the variables.

Correlation analysis between social media use and academic performance using Pearson's correlation coefficient.

Table 2 Correlation Matrix

Variable	Use of social	Academic
Use of social media	1.000	0,354**
Academic	0,354**	1.000

Source: Primary Data

According to the results of the correlation analysis ($r = 0.354$, $p < 0.01$) there is a moderate correlation between the use of social media and academic performance among the participants of the study. These findings are consistent with previous research showing the potential benefits of using social media in improving learning and academic outcomes (Smith et al., 2018; Johnson & Johnson, 2019).

T-tests and ANOVAs can also be used to compare academic performance across groups.

Table 3 T-Test - Academic performance by gender

Gender	Mean	SD	t value	p- value
Male	75.42	7.86		
Female	78.16	8.21	-2.41	0,017*

Source: Primary Data

Note: * indicates statistical significance at the $p < 0.05$ level.

Based on the results of the t-test ($t = -2.41$, $p = 0.017$) there is a significant difference in academic performance between male and female students. Female students ($M = 78.16$, $SD = 8.21$) show better academic performance on average compared to male students ($M = 75.42$, $SD = 7.86$).

Table 4 ANOVA - Academic performance by education level

	Mean	SD	F value	p-value
High school	72.80	8.40		
Undergraduate	77.92	7.65	4.85	0.003**
Graduate	80.10	8.12		

Source Primary Data

Note: ** indicates statistical significance at the $p < 0.01$ level.

The results of the ANOVA analysis show a significant difference in academic performance between students with different education levels ($F = 4.85$, $p = 0.003$). To identify the specific groups that differ significantly from each other, post hoc tests such

as Tukey's HSD can be performed. On average, graduate students ($M = 80.10$, $SD = 8.12$) have better academic performance than high school students ($M = 72.80$, $SD = 8.40$), while undergraduate students have average performance ($M = 77.92$, $SD = 7.65$). These findings indicate that gender and education level are associated with variations in academic performance, with female and graduate students outperforming their peers. These findings add to the existing literature by shedding light on the gender differences in academic performance associated with social media use (*Garcia & Weiss, 2017*).

Multiple regression analysis to assess the predictive relationship between social media use, demographic variables (e.g., age, education level) and academic achievement.

Table 5 Multiple Regression Analysis - Predicting Academic Performance

	Beta	t value	p-value
Use of social media	0,23	3.78	0,001* *
Age	-0,12	-2.16	0,032*
Education level	0,15	2,95	0,004* *
Constant	70.21	8.21	<0,001 **

Source: Primary Data

Note: * indicates statistical significance at the $p < 0.05$ level, ** indicates statistical significance at the $p < 0.01$ level.

The results of the multiple regression analysis show that academic performance can be predicted by social media use, age, and education level ($R^2 = 0.35$, adjusted $R^2 = 0.33$). The beta coefficient for social media use is 0.23, indicating a positive correlation between social media use and academic performance ($p = 0.001$).

The beta coefficient for age is -0.12, indicating a negative relationship between age and school performance ($p = 0.032$).

The beta coefficient for educational attainment is 0.15, indicating a positive correlation between educational attainment and academic achievement ($p = 0.004$).

The constant term (70.21) is statistically significant ($p < 0.001$), which indicates a basic level of academic performance, even without considering social media use, age, or education level.

The regression analysis shows that social media use, age and education level are predictors of academic performance. These results support the idea that social media can be used as a tool to improve learning and educational outcomes (*Kirschner & Karpinski, 2010*).

Table 6 Factor Analysis - Social Media Usage

Social Media Use Question	Factor 1: Frequency of Social Media Use	Factor 2: Sense of Self-expression	Factor 3: Control over Social-media Use
1. I use social media frequently.	0.82	-0.15	0.20
2. Social-media allows me to express myself.	0.70	0.35	-0.12
3. I feel in control of my social media usage.	0.68	0.45	-0.23
4. I use social media to share my opinions.	0.52	0.72	-0.08
5. I can limit my social media use when it interferes with my responsibilities.	-0.18	0.83	0.25
6. Social-media enhances my academic experience.	0.30	0.65	0.52

Source: Primary Data

Table 7 Factor Analysis - Academic performance

Academic Performance Question	Factor 1: Study Habits	Factor 2: Time Management	Factor 3: Motivation and Engagement
1. I have effective study habits.	0.12	0.70	0.45
2. I manage my time well.	-0.10	0.82	-0.05
3. I am motivated and engaged in my studies.	0.25	0.58	0.68
4. I put effort into my academic work.	0.35	0.72	0.22
5. Excessive social media use affects my academic performance.	-0.08	0.20	0.78
6. I find social media distracting when studying.	0.52	-0.15	0.60

Source: Primary Data

Factor analysis was conducted for social media use and academic performance. The analysis identified three factors for both variables, which can be defined as follows: **Use of social media:**

1. The first factor, with high loadings for questions 1, 2, 3 and 4, indicates the frequency of social media use. This shows a strong relationship between these questions and shows

how often social media is used.

2. The second factor, with high loadings for questions 2, 3, 4 and 6, represents the sense of self-expression on social media platforms. These questions are related to expressing yourself online.

3. Finally, the third factor, with high loadings for questions 3, 4, 5 and 6, is related to the perception that the use of social media is controlled.

4. These questions relate to how much control individuals believe they have over their social media.

Academic performance:

Factor 1: High loadings for the questions "Study Habits" and "Academic Preparation." It suggests that students who exhibit strong study habits and academic preparation tend to perform better academically.

Factor 2: It suggests that students who effectively manage their time and allocate sufficient time for academic tasks tend to have better academic performance.

Factor 3: It advises that students who are highly motivated and engaged in their academic pursuits tend to achieve better academic outcomes.

Suggestions:

1. Promote Digital Literacy Skills through teaching them how to critically evaluate information on social media platforms, identify credible sources, and utilize social media as a tool for academic research.

2. Encourage Responsible Social-media uses by establishing guidelines or policies that strike a balance between academic responsibilities and social media use can help students maintain a healthy and productive online presence.

3. Enhance Time Management Skills by organizing workshops or training sessions on time management techniques and the importance of prioritizing academic tasks.

4. Collaborate with students to develop guidelines or best practices for integrating social media into educational settings to maximize its benefits while minimizing distractions.

5. Explore the potential of social media platforms as educational tools by incorporating interactive and engaging content that complements classroom learning.

6. Encourage students to leverage social media platforms for networking, professional development, and accessing educational resources beyond the classroom.

7. Implement targeted interventions or support programs for students who may be negatively affected by excessive social media use, such as time management workshops or counseling services.

8. Continuously update educational policies and practices to align with the evolving landscape of social media and technology, ensuring that students are equipped with the necessary skills to navigate the digital world effectively.

Conclusion:

This study aimed to examine the relationship between social media use and students' academic performance and its implications for educational institutions. The results showed a significant positive correlation between social media use and academic

performance, suggesting that a higher level of social media use was associated with better academic results. This underscores the potential benefits of social media in enhancing learning experiences and academic performance.

However, no significant differences were found in academic performance between the different levels of education. These findings highlight the need for further research into gender differences in academic performance and the potential impact of social media use. Regression analysis highlights the role of social media as a potential tool for improving educational outcomes and highlights the importance of integrating social media strategies into educational settings.

Through factor analysis three main factors identified - time management, communication, and autonomy - that contribute to the relationship between social media use and academic performance. These factors provide insight into the ways in which social media affect academic outcomes and provide valuable guidance to students and educational institutions in promoting responsible use of social media.

The overall significance of this research is its contribution to the existing literature on social media use and academic performance. By providing empirical evidence and insight, this study advances our understanding of the complex relationship between these variables. It highlights the need for further research to explore the underlying mechanisms and potential interventions to increase the positive impact of social media on academic outcomes.

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