

Attitude of Undergraduate Students towards Social Networking Sites for Their Academic Achievement

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Key words: *Attitude, Undergraduate students, Social networking sites etc.*

Abstract

The purpose of the study was to examine the attitude of undergraduate students towards using social networking sites for their academic development in Odisha India. One hundred twenty undergraduate students participated in this study. The research was carried out using the mixed method approach, combining qualitative and quantitative research instruments. The research instrument used was the "Attitude towards Social networking sites" questionnaire. The results indicated a high percentage of respondents reporting stronger attitude towards social networking sites for fun, pleasure and chatting with friends. In contrast, a low percentage of respondents reported stronger attitude towards social networking sites for academic purpose. Further, there is a significant difference in attitude.

Introduction

The use of social networking sites has been widespread in each and every field. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry (Asur and Huberman, 2010). In the last one decade, the digitized world has changed dramatically by exchanging feeling, ideas, personal information and videos among people at a rapid rate. According to social media statistics of 2014, 100 million people of India adding in social media since 2014. Twenty three percentage of teens consider Instagram as their favorite social network, Weekends are the most popular

time to share vines, Number of Snaps send per day on Snap Chat is 400 Million and 40% of Youtube traffic comes from mobile (Social Media Statistics of 2014).

Social networking sites are now being investigated by numerous social science researchers and an increasing number of academic commentators are becoming more and more interested in studying Face book, Twitter, and other social networking services, because of their probable impact on academic performance. In a study by Akyildiz and Argan (2011) revealed that all students of Turkey have facebook account and this network is used for social and daily activity-rather than educational and social related purposes. It is to encourage new ways to communicate and share information, so many students always log in to their account on Face book, Twitter, etc. as a part of their everyday routine but they are away from the study.

Today, technology provides a lot of opportunities for education that can be accessed by everyone around the globe. The educational field has completely transformed ever since the Internet and technology are included in the equation. Due to the growth in social networking websites, educators are looking for their potential for use in education, having the conscious that social networking sites may have the ability to endorse both collaboration and active learning. Thus, the affirmative effects of social networking in education are perceptive. In a study by Helou (2014) revealed that majority of university students agreed that social networking sites have a positive impact on their academic performance and simultaneously provide opportunities for communication between administrators and teachers (Sahoo, 2018). Social networking sites are considered as an ideal source that helps us to widen our knowledge. Recent survey says that millions of people accessing social networking sites for their educational requirements. Thus, the field of education has undergone a drastic shift and hence gained a new dimension of digital technology in the field of education. So it is important to assess the views, attitude and perception of students towards it is urgent need.

The purpose of this study was to examine attitude of undergraduate students towards social networking sites for their academic development.

Research Questions:

1. What is the attitude of undergraduate students towards social networking tools for their academic development.

2. What are the difference attitude of students towards social networking sites with respect to genders, stream and type of courses.

Research effort in these areas

AkyildizAndArgan (2011) found that almost all students have a Facebook account and this network is used .for social and daily activities rather than educational and school related purposes. In a study by a **Tiryakiogiu and Erzurum (2011)**revealed that 74% instructors have a Facebook account and they spend less than half an hour per day on Facebook. The main purpose of using Facebook is to communicate with friends. They also observe that Facebook can provide important contributions to social interactions among students as well as to communications between instructors and students.Furhter, in a study by **Lim (2010)** found that Facebook does have the potential to draw distance learners to engage in meaningful academic conversations but the quantity and quality of posts very much depends on the timing as well as the topics of discussion. A study carried by **Roblyer (2010)** found that students are more likely to use Facebook for communication with friends and favour to support classroom work rather than faculty. As compared to students, faculty favour in using email technology.**Xia (2009)** found that the success of Facebook Groups can be controlled by the active organization of librarians and by using more general topics to keep discussions alive. It also finds that Facebook Groups should target not only students but also faculty and staff in support of their research and-teaching.In addition, Boogart and Robert (2006) declared that use of SNSs and Facebook have detrimental impacts on academic performance of student users. Subsequently, Dickson and Holley (2010) examined the use of the Social Networking Sites in academics in the USA in order to examine the concerns about their use both from students and teachers. The study finds that Social Networking Sites can be an effective method of student outreach in academic performance.The study of Brady (2010) found out that education based upon social networking sites can be used effectively in distance education courses. They are an excellent technological tool for improved online communications among students in higher distance education courses. However, a study conducted by **Bowers-Campbell (2008)** stated that Social Networking Sites were used as a tool for improving academic motivation among university students enrolled in a developmental readincourse.

One Indian studies carried out by **Haneefa&Sumitha (2011)** found that majority of the students are aware about these sites and used for communication purpose with

friends. Orkut is the most used site among the respondents. The students' activities on these sites are sending messages and meeting new friends. Lack of security and privacy is the main hindrance in using these sites. Further, **Kuppuswamy And Narayan (2010)** studied the impact of social networking on both positive as well as negative impact on the education of youth, depending on one's interest to use it in a positive manner for his or her education and vice versa,

Interpretation of the result

Table-1

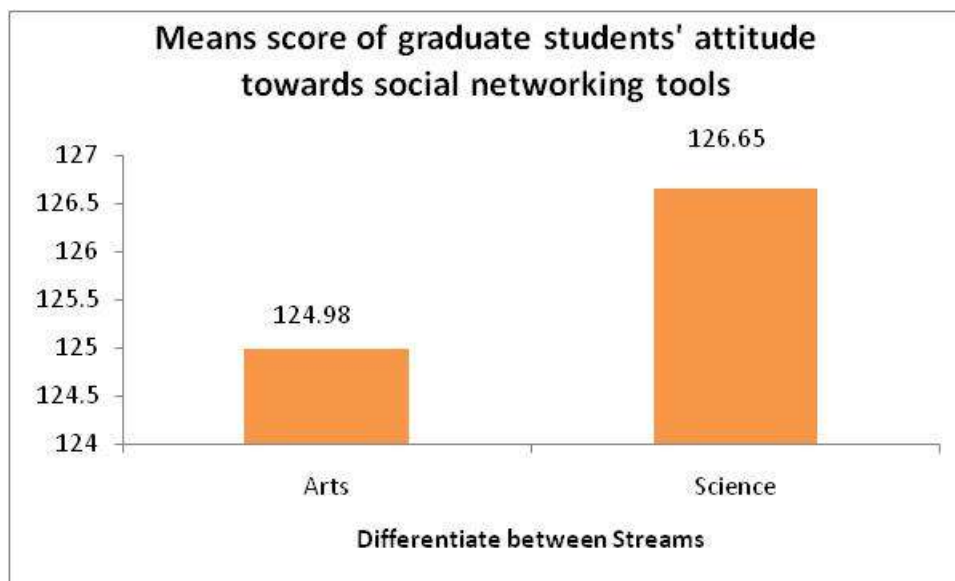
Significance of difference in attitude between arts and science graduate students towards social networking tools

Variable	Group	N	Mean	S.D.	S.Ed.	t-test	Level Significance
Attitude towards social networking tools	Arts	62	124.98	6.96	1.15	1.45	N.S
	Science	58	126.65	5.68			

TV at .05 and .01 level: 1.96 and 2.58

It is revealed from the Table No-1 that the mean scores of arts and science graduate students towards social networking tools are 124.98 and 126.65 with SDs 6.96 and 5.68 respectively. The t-ratio came out from above two groups is 1.45, which is not significant at any level of significance. That means there is no significant difference between arts and science graduate students on perception towards social networking tools. Further, the mean score of science graduate students is higher than the arts students on attitude towards social networking tools, it indicates that science graduate has better and positive attitude towards social networking tools than their arts counterparts. Thus, the hypothesis (H1) that, 'there exist a significant difference between arts and science graduate students in attitude towards social networking tools' is retained.

The mean score of arts and science graduate students is also presented in fig.1.

**Table-2**

Significance of between boys and girls graduate students in perception towards social networking tools.

Variable	Group	N	Mean	S.D.	S.Ed.	T-Test	Level Significance
Attitude towards social networking tools	Boys	54	125.42	7.24	1.2	0.24	N.S.
	Girls	66	125.71	5.61			

TV at .05 and .01 level: 1.96 and 2.58

It is revealed from the Table No-2 that the mean scores of boys and girls graduate students towards social networking tools are 125.42 and 125.71 with SDs 7.24 and 5.61 respectively. The t-ratio came out from above two groups is 0.24, which is not significant at any level of significance. That means there is no significant difference between boys and girls graduate students on apperception towards social networking tools. Further, the mean score of graduate girl-students is higher than

the boys (students) on attitude towards social networking tools, it indicates that graduate girls have better and positive attitude towards social networking tools than their boys counterparts. Thus, the hypothesis (H1) is 'there exist a significant difference between boys and girls graduate students in attitude towards social networking tools' is retained.

The mean score of arts and science graduate students is also presented in fig.2.

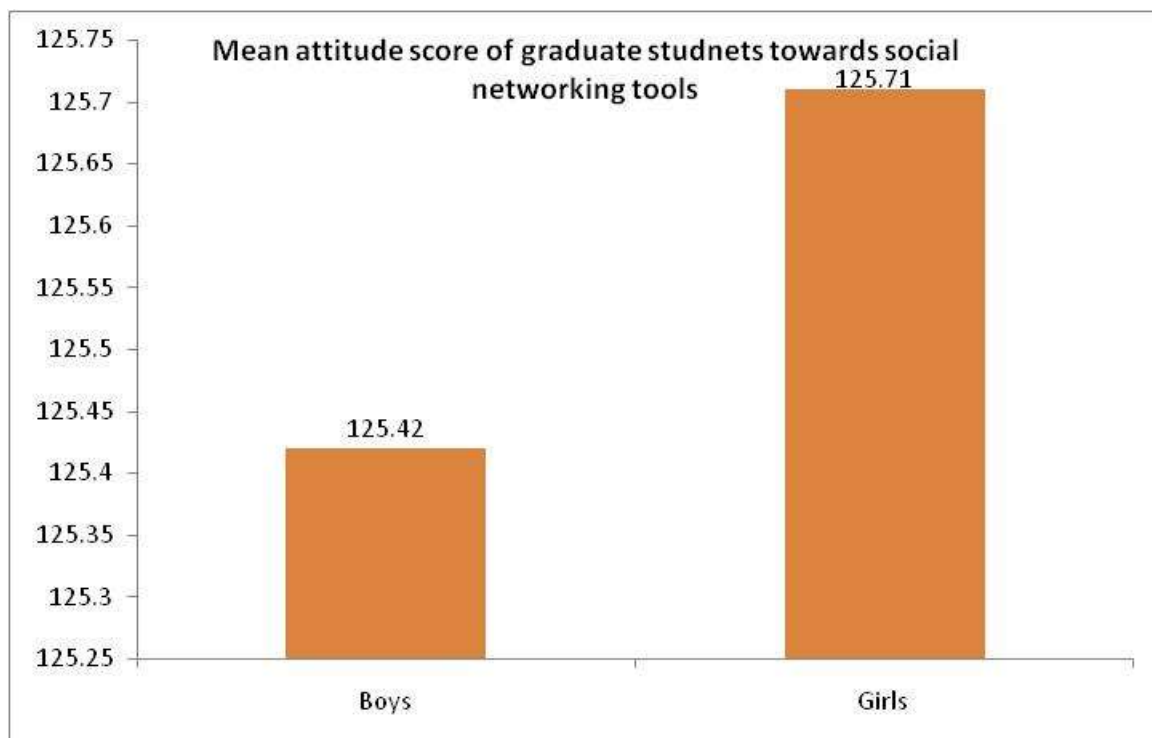


Table-3

Significance of difference in attitude between Professional and General Course Graduate Students towards social networking tools

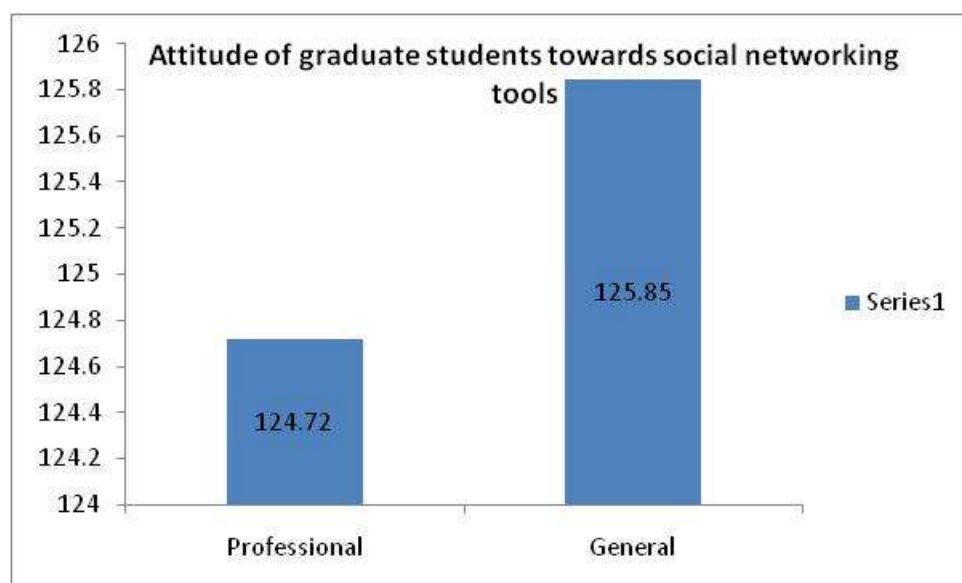
Variable	Group	N	Mean	S.D.	S.Ed.	T-Test	Level Significance
Attitude towards social	Professional Course Students	29	124.72	5.52	1.23	0.91	N.S.

netowrking tools	General Course Students	91	125.85	6.64			
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TV at .05 and .01 level: 1.96 and 2.58

It is revealed from the Table No-3 that the mean scores of professional and general graduate students towards social networking tools are 124.72 and 125.85 with SDs 5.52 and 6.64 respectively. The t-ratio came out from above two groups is 0.91, which is not significant at any level of significance. That means there is no significant difference between professional and general course graduate students on attitude towards social networking tools. Further, the mean score of general course graduate students is higher than the professional course students on attitude towards social networking tools, it indicates that general course has taken by the graduate has better and positive attitude towards social networking tools than their professional counterparts. Thus, the hypothesis (H1) is, 'there exist a significant difference between professional and general course graduate students in attitude towards social networking tools' is retained.

The mean score of professional and general course graduate students is also presented in fig.3.



Discussion and Conclusion

As a result of the researchers close observations and findings from the results of this survey, it could be inferred that undergraduate students spend a higher percentage of their time daily by surfing the net chatting with peer groups on non-academic related issues along with academic issues. There is no significant difference exists between in stream, gender and types of courses in using social networking sites. However, science and professional courses students used social sites for educative purpose more as compare to their counterparts. However, the researcher found three basic activities common to all students involved in using Social Networking Sites for academic purpose as; communicating with the faculty and university/college authority, communicating with lecturers and supervisors, making academic discussions with classmates and chatting with friends in respect to topics of educational interest. Although considering results from participant's responses, majority informed that the use of Social Networking Sites does not impact negatively on their academic performance.

The best advice to educational policy makers is that they should device a methodology to officially incorporate the use of social networking sites in the teaching and learning processes of the universities and other institutions of learning as this will encourage the students to use the social networking sites positively in such a manner that will benefit their academic pursuit. Also parents and guardians have a responsibility to monitor and know what their wards are doing on the internet with the aim of guarding and advising them appropriately, as charity they say begins at home. Government should make concerted effort to ensure there is availability of high speed internet connectivity and steady electricity supply for the learners, as this will go a long way to enhance academic activities among youths and prevent them from engaging in other social services.

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