

The Impact of Social Media on Students' Academic Performance

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ABSTRACT

The purpose of this study is to investigate the impact of social media on students' academic performance. This is accomplished through the study aims which are: to establish the impact of social media on students' academic performance, investigate the type of social media that students are familiar with and how this type is used by students. A random sample of students was selected from the Department of English at Tripoli University, Faculty of Education, Gasser ben Ghashair. Data for this study were collected by administering students' questionnaire consisting of 20 questions. The sample of the study consisted of 31 students: 28 females and 3 males. The results of this study indicated that the social media has a negative impact on students' academic performance. The study recommended that students should be aware of the influence of social media and know how to use it.

المخلص

الغرض من هذه الدراسة هو معرفة مدى تأثير وسائل التواصل الاجتماعي على الأداء الأكاديمي للطلاب. تم التحقق من ذلك من خلال أهداف الدراسة وهي: تحديد تأثير وسائل التواصل الاجتماعي على الأداء الأكاديمي للطلاب، ومعرفة ما هو أكثر تطبيقات التواصل الاجتماعي التي يستخدمها الطلاب وكيفية استخدام هذا النوع من قبل الطلاب. تم اختيار عينة عشوائية من طلاب قسم اللغة الإنجليزية بجامعة طرابلس بكلية التربية قصر بن غشير. تم جمع بيانات هذه الدراسة من خلال إدارة استبيان مكون من 17 سؤالاً. تكونت عينة الدراسة من 31 طالباً: 28 إناث و 3 ذكور. أشارت نتائج هذه الدراسة إلى أن وسائل التواصل الاجتماعي لها تأثير سلبي على الأداء الأكاديمي للطلاب. أوصت الدراسة بضرورة أن يكون الطلاب على دراية بتأثير وسائل التواصل الاجتماعي ومعرفة كيفية استخدامها.

KEYWORDS Social Media, students, academic, performance.

Introduction

Social media is rapidly changing the communication setting of today's social world. The emergent of social media is significantly influencing the academic life of students. Today, social media has been accepted by higher institution making it a platform where students connect with their teachers, fellow students and other higher authorities across the board (Boating & Amankwaa 1). (Abdullahi, Samadi, & Gharleghi 133) agree that in the early 2000's, the web became more personal as social networking websites were introduced and embraced by the masses, social networking sites (SNS) are defined as web-based services that allow individuals to construct a public or semi-public profile. Social media is an innovative idea with a very brilliant opportunity with additional scope for advancements. With the advancements of social media many organizations are making use of this medium to better their practices.

With the use of social networking people can advertise or communicate in a more efficient way, likewise people don't have to rely on the media or TV to get their daily dose of news, it can all be obtained from a social networking site. People can track or get information from all over the world (Akram & Kumar 347). (Boating & Amankwaa 2) claim that

in recent years technology has tried to fulfill its role in helping humanity leading to the substantial medium of interaction in the social world as well as in teaching and learning over the years those in higher education has explore the exciting opportunities, new technologies bring to institutions, educators and students. Technology has changed the way people interact and has brought about the emergence of an open social platform such as social media that allows the inhabitants of this planet earth to connect with each other making the world a global village.

Social media such as Face book, Twitter, Google plus, and Flickr, are being used in learning for the purpose of convenient communication with other students and potentially with others outside the class such as students of the same topic and subject experts. The advent of social media has impacted significantly on how students learn and the mode the teachers teach. Today, in universities setting, social media has influence teachers, students, and others to share with each other on the tasks of knowledge construction in learning and teaching environments. Social media applications can strengthen class material and positively influence discussions collaborative work.

The Aims of the Study:

This study aims to:

Assess the impact of social media on students' academic performance.

Discover the type of social media that students are familiar with.

The Significance of the Study

The understanding of social media and its usage and how it effects students achievements would be great relevance to students, teachers, parents, and all the various bodies that come to play when talking of social media and school life. This study will help to strategize and reconstruct their attitude regarding the use of social media. It will also push people further to identify the exciting opportunities that social media add to human and students life as a whole.

Statement of the Problem

With the explosive growth in the number and use of social media in everyday communication for individuals and organizations, there has been a corresponding increase of its incorporation in learning, this study examines and

assesses the impact of social media on students it be positive or negative.

Research Questions

This study asks the following questions:

Have social media have positive or negative impact on students' academic performance?

What is the most familiar type of social media students use?

Literature Review

According to research, students who spent the majority of their time communicating on social media had better academic outcomes because they were able to communicate and generate ideas and concepts connected to their studies. They also use these sites for recreational purposes because it is beneficial to their academic work.

According to a comparable study, online social media had improved the communication between a university members and students that improve understanding and the development of ideas and courses by facilitating the sharing of accurate information. Based on the data gathered, it is clear that using social media during class time is not encouraged. Social networking sites such as Facebook,

Twitter, and Orkut. Students spend more time on social media than on corporate email. Despite the loss of privacy and security, social media allows users to interact with friends, classmates, and people who share common interests. Today's student should prioritize their education and future profession. Many students, on the other hand, rely on social media for information. That means less emphasis on learning and remembering facts. The popularity of social networking sites among students is also highlighted in the survey. (Rithikan & Selvarag 637).

Students divide their attention among multiple media sources even in academic contexts or in settings where they are studying. Two-thirds of first-year college students said they used electronic media while in class, studying, or completing homework, according to one research (Jacobsen & Forste 2). Another study indicated that while doing schoolwork, college students regularly searched for non-course-related content, accessed Facebook, emailed, talked on their phones, and texted (Junco & Cotten 98).

Students who utilized Facebook during a lecture performed considerably lower on assessments on lecture topics than those who were solely allowed to take notes manually, according to Wood et al. College students' lack of focus had

a negative effect on their grades (Mastrodicasa & Metellus 22).

Students who spent the majority of their time on social media had favorable academic outcomes because they were able to communicate and generate ideas and concepts connected to their studies. They also utilize these sites for entertainment since they are useful in their academic work. (Amin & Mansour 1).

During their study, (Mensah & Nizam 15) found that social media platforms had a considerable impact on students' academic performance in Malaysian universities. Nonetheless, time appropriateness and health addiction had a larger significant influence on students' academic performance than the other six variables considered in their study. This is because time management is so important in deciding an individual's success or failure. As a result, students who struggle with time management are vulnerable to the harmful effects of social media. In terms of health and addiction, students who are absorbed in social media platforms skip meals, which has a negative impact on their health.

Methodology

This chapter presents the method and procedure that was applied in this study. It was organized under the following

sub-headings: design of the study, the participants, time and place of the study, time and place of the Study, and instrument of the study.

Design of the Study:

The purpose of this study is to investigate the impact of social media on Libyan students. The nature of this research is quantitative.

The Participants:

The participants in this study are the students at Tripoli University, Faculty of Education, Gasser ben Ghashair, Department of English. Those students are selected because they use social media a lot, especially inside the classrooms. The participants are 31 students, 28 females and 3 males, females represented 90% and males represented 10% of the sample. Their ages ranged between 18 to 25 years old. All the participants are Libyan.

Time and Place of the Study

The study was conducted in May, 2022 at Faculty of Education, Qasser ben Ghashair.

Instrument of the Study

To investigate the impact of social media on students' performance, the researcher used a students' questionnaire, it starts with background information about the

participants including: name, gender, age. Nationality. It contains 16 items. The questionnaire takes 15 minutes to apply.

Data Analysis, Results, and Discussion:

Results of the Questionnaire:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	1	3.2	3.2	3.2
	20-22	23	74.2	74.2	77.4
	more than 22	7	22.6	22.6	100.0
	Total	31	100.0	100.0	

Table (1) shows the age of the students

The table shows the age of the students, 3.2% are between 18-20. 74.2% are between 20-22, and 22.6% are more than 22 years old.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	27	87.1	87.1	87.1
	male	4	12.9	12.9	100.0
	Total	31	100.0	100.0	

Table (2): represents the gender of the students

The table shows the gender of the students. 87.1% are females and 12.9% are males.

Table (3) represents nationality of the sample:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Libyan	31	100.0	100.0	100.0

The table shows the nationality of the sample, 100% of the participants are Libyan.

Table (4)Q1. Which of these social networks are you a member of?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	26	83.9	83.9	83.9
	YouTube	4	12.9	12.9	96.8
	Google+	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Table (4) shows that 83.9% of the participants use Facebook, 12.9% use YouTube, and 3.2% use Google+.

Table (5) Q2.Which ONE do you use most? (Please choose ONE from those specified above)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	25	80.6	80.6	80.6
	YouTube	6	19.4	19.4	100.0
	Total	31	100.0	100.0	

Table (5) shows that 80.6% of the participants use Facebook, and 19.4% use YouTube.

Table (6) Q3.How long have you been using social media?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under 2 years	3	9.7	9.7	9.7
	3-4 years	8	25.8	25.8	35.5
	more than 5 years	20	64.5	64.5	100.0
	Total	31	100.0	100.0	

Table (6) shows that 9.7% of the participants use social media under 2 years, 25.8 % use it for 3-4 years, and 64.5 use it more than 5 years.

Table (7) Q4.What are your uses for social media? (Please tick all that apply)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Social	27	87.1	87.1	87.1
	Games	2	6.5	6.5	93.5
	Professional	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Table (7) shows that 87.1% of the participants use social media for social purpose, 6.5% use it for games, and 6.5% use it for professional.

Table (8) Q5.How many hours a day do you spend on social networking activities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-1 hours	2	6.5	6.5	6.5
	2-3 hours	13	41.9	41.9	48.4
	4-5 hours	10	32.3	32.3	80.6
	5-6 hours	1	3.2	3.2	83.9
	more than 6 hours	5	16.1	16.1	100.0
	Total	31	100.0	100.0	

Table (9) shows that 6.5% of the participants spend 1 hours using social networking activities, 41.9% spend 2-3 hours, 32.3% spend 4-5 hours, 3.2% spend 5-6 hours, and 16.1% spend more than 6 hours a day.

Table 10: Q6.Social media provides a useful platform for academic group work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	9.7	9.7	9.7
	neither disagree or agree	7	22.6	22.6	32.3
	Agree	18	58.1	58.1	90.3
	strongly agree	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

Table 10 shows that participants response is 9.7% disagree that Social media provides a useful platform for academic group work. 22.6% is neither disagree or agree, 58.1% is agree, and 9.7% is strongly agree.

Table 11Q7.I use social media to communicate with lecturers for academic purposes.

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	strongly disagree	2	6.5	6.5	6.5
	Disagree	2	6.5	6.5	12.9
	neither disagree or agree	3	9.7	9.7	22.6
	Agree	21	67.7	67.7	90.3
	strongly agree	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

Table 11 indicates that 6.5% of the participants are strongly disagree that they use social media to communicate with lectures for academic purpose. 6.5% are disagree, 9.7% are neither disagree or agree, 67% are agree, and 9.7% are strongly agree.

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Table 12: Q8.I use social media to share work collaboratively (with my peers) for academic purposes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9.7	9.7	9.7
	Disagree	1	3.2	3.2	12.9
	neither disagree or agree	2	6.5	6.5	19.4
	Agree	20	64.5	64.5	83.9
	strongly agree	5	16.1	16.1	100.0
	Total	31	100.0	100.0	

Table 13 indicates that 9.7% of the participants strongly disagree that they use social media to share work collaboratively (with their peers) for academic purposes. 3.2% are disagree, 6.5% are neither disagree or agree, 64.5 are agree, and 16.1% are strongly agree.

Table 14: Q9.Lectures should increase and encourage the use of social networking sites in the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	6.5	6.5	6.5
	Disagree	7	22.6	22.6	29.0
	neither disagree or agree	7	22.6	22.6	51.6
	Agree	8	25.8	25.8	77.4
	strongly agree	7	22.6	22.6	100.0
	Total	31	100.0	100.0	

Table 14 shows that 6.5% strongly agree that lectures should increase and encourage the use of social networking sites in the classroom, 22.6% are disagree, 22.6% are neither disagree or agree, 25.8% are agree, and 22.6% are strongly agree.

Table 15:Q10.Social media leads to procrastination

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9.7	9.7	9.7
	Disagree	12	38.7	38.7	48.4
	neither disagree or agree	7	22.6	22.6	71.0
	Agree	7	22.6	22.6	93.5
	strongly agree	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Table 15 indicates that 9.7% strongly disagree that social media leads to procrastination, 38.7% are disagree, 22.6% are neither disagree or agree, 22.6% are agree, and 6.5% are strongly agree.

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Table 16: Q11.Sharing notes or information about lectures via social networking sites leads to many students thinking they do not have to attend lectures.

		Frequenc y	Percent	Valid Percent	Cumulat ive Percent
Valid	strongly disagree	2	6.5	6.5	6.5
	Disagree	7	22.6	22.6	29.0
	neither disagree or agree	3	9.7	9.7	38.7
	Agree	17	54.8	54.8	93.5
	strongly agree	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Table 17:Q12.Using social media while doing assignments negatively affects the quality of your work.

		Frequenc y	Percent	Valid Percent	Cumulati ve Percent
Valid	strongly disagree	3	9.7	9.7	9.7
	Disagree	9	29.0	29.0	38.7
	neither disagree or agree	6	19.4	19.4	58.1
	Agree	9	29.0	29.0	87.1
	strongly agree	4	12.9	12.9	100.0
	Total	31	100.0	100.0	

Table 18 indicates 9.7% of the participants strongly disagree that Using social media while doing assignments negatively affects the quality of your work, 29% are disagree, 19.4% are neither disagree or agree, 29% are agree, and 12.9% are strongly agree.

Table 19:Q13.I think that there is significant relationship between student's academic performance and social media adoption and use.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3.2	3.2	3.2
	Disagree	3	9.7	9.7	12.9
	neither disagree or agree	10	32.3	32.3	45.2
	Agree	17	54.8	54.8	100.0
	Total	31	100.0	100.0	

Table 19 indicates that 3.2% of the participants strongly disagree that there is significant relationship between student's academic performance and social media adoption and use, 9.7% are disagree, 32.3% are neither disagree or agree, 54.4% are agree.

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Table 20:Q14.I believe that social media has affected my academic performance negatively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	9.7	9.7	9.7
	Disagree	10	32.3	32.3	41.9
	neither disagree or agree	4	12.9	12.9	54.8
	Agree	12	38.7	38.7	93.5
	strongly agree	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Table 20 indicates that 9.7% of the participants are strongly disagree, 32.3% are disagree, 12.9% are neither disagree or agree, 38.7% are agree, and 6.5% are strongly agree.

Table 21:Q15.I feel that social media is a distraction to my academic learning activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3.2	3.2	3.2
	Disagree	2	6.5	6.5	9.7
	neither disagree or agree	11	35.5	35.5	45.2
	Agree	15	48.4	48.4	93.5

strongly agree	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 21 indicates that 3.2% of the participants strongly disagree that social media is a distraction to the academic learning activities, 6.5% are disagree, 35.5% are neither disagree or agree, 48.4% are agree, and 6.5% are strongly agree.

Table 22:Q16.have you ever been late handing in an assignment because you are spent time on a social media network?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	71.0	71.0	71.0
	No	9	29.0	29.0	100.0
	Total	31	100.0	100.0	

Table 22 indicates that 71% of the participants' response are yes for the question " have you ever been late handing in an assignment because you are spent time on a social media network?", 29% say no.

Results and Discussion

This part represents a discussion and the results of data analysis and interpretation of the results. The researchers used SPSS (statistical Package for Social Science). The

study indicated that social media have a negative impact on students' academic performance. This is the answer of the first research question: have social media have a positive or negative effect on students' academic performance?, also students use Facebook rather than any other type of social media.

The finding of this study indicated that 83.9% of the students use Facebook, and this is a high percentage. Also, 87.1% use social media for a social interaction only and only 6.5% use social media for academic purposes. It can be understood social media have a negative impact on students.

Recommendations

Students should be aware of the influence of social media on their academic performance.

Students should be know how to use these social sites.

Teachers and parents should monitor students' usage of social media.

Students should focus on their academic subjects rather than these sites.

Conclusion

This study is revealed the impact of social media on students' academic performance at English Language Department- faculty of education Qasser ben Ghashair. The results showed that social media have a negative impact on students' performance, also students use Facebook is the most common type among students. Students spend more time on social media than on corporate email. Despite the loss of privacy and security, social media allows users to interact with friends, classmates, and people who share common interests. Today's student should prioritize their education and future profession. Many students, on the other hand, rely on social media for information. That means less emphasis on learning and remembering facts.

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