Analyzing Role of Social Media on Youth’s Academic Development

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Abstract: Social media helps in engaging students and supports interface with the course content. Twitter allows novices and teachers to interact via “tweets”, hashtags, personal messages, etc using gadgets like smartphones, computer systems, or any other device having internet access. To know the differences in commitment level and grades, ANOVA has been used with class sections. Questionnaire method has also been used to analyze the role of social media on one’s academic development. ANOVA results projected that the experimental group showed a much higher degree of engagement level as compared to the control group in ways that surpassed old-style classroom set up. The study gave an experimental confirmation that social media can be successfully used as an educational tool for engaging students and teachers into a livelier and participating role.

Keywords: Social media, education, learning, engagement level

Introduction

Social Media has changed the world into a small place and in this way narrowed down the business, social, cultural and radical open borders. Social interaction platforms like Twitter, Facebook, Tinder, YouTube, Instagram, Flickr, and others have extended gigantically, enrolling cosmological number of clients. It has inexorably became an essential part of the modern classroom system including advertising, publicizing and PR sector, of political crusading, and of many other façades of our daily realities. With the advent of social networking platforms in early 2000s, Web turned out to be ardently more special as more and more people started using it. The globalization has increased the internet usage, thus giving birth to social media allowing a common space to the masses for information exchange.

Social Media is characterized as electronic administrations that allow masses to build up an open or semi-open profile inside a limited universe, make a list of people with whom they can interact and share an association, and, see and transverse their list of associations and those made by others inside the framework. It is a channel where learners can enhance their practical knowledge and it is vital to be active on many social platforms as it will helps in giving better training activities and shaping academic culture.

Review Of Literature

enables teaching and learning. It included Twitter and blogs into two undergraduate courses offered in the Department of Library and Information Science at Mzuzu University, Malawi. Data was collected by analyzing blog and Twitter posts by students and also a questionnaire was sent to 64 students to find out their viewpoint towards the use of blogs and Twitter in a classroom milieu. Results suggested that if deployed appropriately, Twitter and blogs can prove to be catalysts for the much hyped learner-centered method to teaching because using these technologies, it appeared that students shared and conversed course materials, posted their course reproductions and exchanged information amongst themselves and with their teacher 24/7. Challenges faced by users were – high cost of internet data bundles, unapproachable Wi-Fi, poor bandwidths and inadequate computers.

- Hattem David Hattem, Lomicka Lara (2016). What the Tweets say: A critical analysis of Twitter research in language learning from 2009 to 2016. SAGE: The study presents a review of literature related to Twitter and language learning published from 2009 to 2016. Seventeen studies were selected as sample and content analysis was done to know the themes in the articles emerging from the data set. The examination highlighted the potential of microblogging as a way to encourage communication and interaction, specifically with native speakers and to develop community and clarity among masses. Twitter is used distinctly in language academic set ups and can be used at diverse levels, environments and with a variety of tasks.

- DeGroot Jocelyn M., Young Valerie J. & Vanslette Sarah H. (2015). Twitter Use and its Effects on Student Perception of Instructor Credibility, Communication Education. Routledge: This study examines college student viewpoints of instructor reliability based on the Twitter feed’s content of teacher and a student. Due consideration is given to their viewpoint about Twitter as a communication tool. Quantitative and qualitative methods were used to examine the effects of three manipulated Twitter feeds on student perceptions about instructor reliability and scrutinized how students observed Twitter as a teaching tool. As per quantitative results, profile with professional content was highly reliable. Coded qualitative responses demonstrated that Twitter can be both an asset and a hindrance for instructors.

- Margaret L. Niess (2015). Handbook of Research on Teacher Education in the Digital Age. Oregon State University, USA: The book highlighted that rise of social media has affected human communication in substantial ways, and such type of media can play a significant role in supporting the learning. But, how to prepare teachers to exploit the scholastic prospective of these technologies remains undecided. The author highlights National School Boards Association survey (2007) which investigated that 50% of school student respondents are using social networking sites to converse
about the schoolwork. People use social media to interact, construct, exchange, cooperate, and publish, and there is a slight possibility that students might accept any sort of restriction imposed by school authorities to bar these technologies at the schoolhouse gate. Educators have to believe in and follow this virtual reality otherwise they will fail to impart education to students who are a part of this reality. Educators should play a more positive and proactive role in defining how twitter can contribute in teaching and learning in a positive way.

- Vezina A (2014). The role of social media in education: How Twitter can be used in the intermediate classroom as a tool for collaborative learning. Department of Curriculum, Teaching and Learning Ontario Institute for Studies in Education of the University of Toronto: This study examined Twitter’s influence in supporting classroom collaborative learning process. Case study method was adopted by the researcher in investigating the perceptions and experiences of teachers who used Twitter as a teaching aid. It was found that Twitter has the ability to support collaborative learning process and its ability to share information can lead to the development of community building and enhancement of communication among students, thereby developing a close-knit class. Twitter also has the ability to produce useful discussions, connecting with authentic audiences, and introduce students with real-life situations. It was suggested that future studies should emphasize on in-depth understandings of how to use Twitter in the classroom and the experience of student twitter users should also be taken into consideration. Further, how educational policies can match the embryonic state of social media technology should also be examined.

**Objectives:**

- To study the influence of social media on the academic performance of the students.

**Hypothesis:**

- Youth use social media to exchange personal information than academic.
- Youth prefer to use WhatsApp to exchange academic information rather than other social media platform.

**Research Methodology:**

ANOVA method has been used to examine the effect of Twitter on student engagement. In order to measure fluctuations between the pre- and post-test engagement levels, different scores has been used as the dependent variable. The total pre-test score has been subtracted from the total post-test score on the engagement level.

The survey research method will also be adopted, using the questionnaire as an instrument of data collection. The primary data will be gathered from questionnaires for quantitative analysis and interviews for qualitative data analysis.
The study’s target population for filling 100 questionnaires will consist of students and teachers from schools, colleges and universities from Gurugram, Delhi, Noida and Faridabad.

**Findings:**

- Social Media has received maximum attention in this modern era.
- Mostly, the use of social media platforms provide a number of academic benefits that are useful for learners as well as instructors in teaching and learning environments.
- Social media advocates that social media encourage social learning and interaction among students and instructors, which boosts the active learning process and promote student-focused learning activities that are enormously constructivist.
- Learning is not constrained by time and space.
- It helps in community building for ‘collective.
- Social media has a vast acceptance in modern times.
- Social media help people coalesce around common interests in affinity spaces characterized by peer-to-peer learning, and even form communities in some instances and digital spaces are characterized by “relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one’s creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices”
- According to mixed effects ANOVA model, it was found that there is relatively no pre-existing variances in the engagement level by the experimental group and nested sections \( F(1, 4.9) = 2.80, P = 0.156 \).

**Data Analysis and Interpretation:**

- **To study the influence of social media on the academic performance of the students.**
  Approximately 80% of the respondents were of the view point that social media especially whatsapp and facebook helps to gain knowledge, especially the insights. Majority of the teachers interviewed said that they are generally active on one platform for exchange of academic information. Students develop beneficial connection with other university officials and students. Social media offers educational programs like Swayam of the government of India. Learning in LMS form include instant chats, videos, forums, etc to exchange information. The system strengthens student participation and makes team work easy.

**Hypothesis:**

- Youth use social media to exchange personal information than academic.
  The statement is true as 97% of the youth surveyed said that they use social media to exchange personal information than academic.
Youth prefer to use whatsapp to exchange academic information rather than other social media platform.

The statement is true as 95% of the youth said that they exchange academic information rather than other social media platforms.

**Conclusions:**

Most of the respondents are conscious about new and creative ways of teaching and expect the same and are of the viewpoint that there should be change in the existing education system and more novel methods like social media should be used for education purposes.

**Bibliography**