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Impact of Social Media and Technology in Undergraduate Business Schools of Pokhara University in Kathmandu

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Abstract

This study examines the impact of social media and technology in undergraduate business schools of Pokhara University in Kathmandu. Productivity of students is the dependent variable. The selected independent variables are time spent on social media, purpose of using social media, internet availability, study habits and social support. The primary source of data is used to assess the opinions of respondents regarding time spent on social media, purpose of using social media, internet availability, study habits, social support and productivity of students. The study is based on primary data of 122 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation and multiple regression models are estimated to test the significance and importance of impact of social media and technology in undergraduate business schools of Pokhara University in Kathmandu.

The study showed a negative impact of time spent on social media on productivity of students. It indicates that higher the time spent on social media, lower would be the productivity of students. Similarly, the study showed a positive impact of purpose of using social media on productivity of students. It indicates that different purpose of using social media like for research purpose helps students to achieve a good result. Likewise, the study revealed a positive impact of internet availability on productivity of students. It indicates that higher the internet availability, higher would be the productivity of students. Further, the study showed a positive impact of study habit on productivity of students. It indicates that daily study habits of students lead to increase in productivity of the students. In addition, the study showed a positive impact of social support on productivity of students. It indicates that social encouragement to students lead to increase in productivity of students.

Keywords: time spend on social media, purpose of using social media, internet availability, study habits, social support, productivity of students

1. Introduction

Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate (Asur and Huberman, 2010). According to Lusk (2010), the concept of social media is the use of facebook, blogs, twitter, my space and LinkedIn for the purpose of communication, sharing photos as well as videos. Social media are a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing (Junco *et al.*, 2010). Social networking sites are the latest online communication tool that allows users to create a public or private profile to interact with people in their networks (Boyd and Ellison, 2008). The general population, adolescents and young adults are the heaviest computer and internet users for completing school assignments, e-mail and/or instant messaging and playing computer games (DeBell and Chapman, 2006). The increased use of social networking websites has become a social norm and way of life for people. Teenagers and young adults have especially

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embraced these sites as a way to connect with their peers around the globe, share information, reinvent their personalities, and showcase their social lives (Boyd, 2008). With the help of internet, the social site and various applications are available which can be access easily, allow users to converse and interact with each other, to create, edit and share new forms of textual, visual and audio content (Raut and Patil, 2016). Ahmad (2011) argued that social networking sites enable the community to keep in touch with their peers and relink with old ones and help to find new friends according to your interest from all around the world. Davies and Cranston (2008) found that social media has numerous risks, including criminal activities such as theft and fake identity, sexual abuse and improper advertising. Likewise, Schurgin *et al.* (2011) revealed that social media has risks such as cyber-bullying, online harassment, sexting, Facebook depression and privacy concerns. The use of social media has become very popular all around the world due to a great development of technology in recent years. The time spent on social media can negatively affect student academic activities (Celestine and Nonyelum, 2018). Similarly, Mensah and Nizam (2016) found that social media platforms have a significant impact on students' academic performance in Malaysia tertiary institution. The time appropriateness and health addiction has a stronger significant influence on students' academic performance. Use of social media has been created a positive impact on the society. With the help of internet, the social site and various applications are available which can be access easily, allow users to converse and interact with each other, to create, edit and share new forms of textual, visual and audio content (Raut and Patil, 2016).

Laburi *et al.* (2019) showed that most of the students used social media networks like Google and YouTube for browsing sites by using e-gadgets like smart phone and laptop. Similarly, Harper and Quaye (2009) indicated that more class discussions, hands-on activities, and questions are important to student engagement. Likewise, Gok (2016) found that the social networking sites negatively influence students' habits, grades, socialization, etc. approximately 60% of responding students do not have enough time for reading books, newspaper, etc., doing physical exercise, and going the gym. In addition, Donelan (2016) investigated the professional usage of social media among UK academics. The study showed that as the level of activity on social media increase the perceptions of positive outcomes such as career progression increase. Further, Yebowaah (2018) found that access to internet sources is promoting academic performance among students since those with access showed more improvement in academic performance than those without access. In addition, Al-Rahmil and Othman (2013) revealed that collaborative learning, interactive with peers, interactive with teachers and engagement which impact positively the students' academic performance.

Gupta and Irwin (2016) found that Facebook can disturb students, specially making their learning duties less important. Extensive use of Facebook by students with extraverted personalities leads to poor academic performance. Students who are more self-regulated control their presence on these platforms more effectively. Students' cognitive absorption with Facebook is regulated only by their self-control and personality traits, which determine how much time they spend on Facebook (Rouis *et al.*, 2011). Social networking has actually brought a sense of collaboration and sharing among students to appraise and upgrade their educational quality. Social media has a profound impact on students of higher education. Social networking has been widely used by the higher education institutes as it significantly contributes to their academic development through collaborative work, knowledge sharing and explored professional connections that enable them to seek job opportunities (Boateng

and Amankwaa, 2016).

Evers *et al.* (2020) revealed a vicious cycle of burnout, disturbed sleep, and academic achievement. Similarly, Zewdu (2017) indicated that students who often accessed social media sites for not academic purpose has a lower grade point averages than students who sometimes and rarely visited social media sites. Likewise, Maqableh (2015) found that there is a significant impact of social networking sites SNS on the student's academic performance. Further, Kulidtod and Pasagui (2017) revealed that the academic performance of students improved who used the media wisely the. However, those who failed to regulate their use of these social networking tools negatively affected their studies which oftentimes led to their addicted use. Similarly, Giunchiglia *et al.* (2018) found that the use of social media apps is stronger on the progress of students' career than on the quality of their study. Further, Sunar and Saari (2017) found that students are spending most of their time on social networking sites, which leads to lack of attention and poor academic performance. In addition, Basha (2018) found that social media affected significantly students' lives leading to consistent practices that corrupt the students' minds instead of studying playing and learning new techniques, most students will spend their time chatting with friend's social media. Similarly, Thuseethan and Kuhanesan (2015) revealed that there is a significant difference in grade point average between those considered to be heavy or frequent users of social media and those considered to be light or occasional users. Likewise, Oberiri (2017) observed that students who spend more time on social media are likely to perform poorly in their academic activities than those who do not. In addition, Alomari (2019) showed that student use social media more for socialization and entertainment needs rather than academic needs and purposes.

In the context of Nepal, the number of students using the Internet for educational purposes is still very low and, judging by the websites they visit most frequently, the majority of 15-17-year-olds who participated in the study use the Internet to socialize or for entertainment purposes (Acharya, 2016). Social networking sites students can write their class assignment, they can check their results, they can also participate in different groups and social activities. On the contrary, too much use of social networking sites may hamper the academic performance of the student (Bhakta, 2017). Similarly, Jha *et al.* (2016) defined that excessive use of Facebook, a popular social network site, has important positive and negative effects on the academics, social interactions, and health of the health science students. With limited academic benefits, excessive use of Facebook may actually increase the risk of Facebook additive behavior, resulting in less time spent on academics.

The above discussion shows that empirical evidences vary greatly across the studies on the impact of social media and technology in undergraduate business schools. Though there are above mentioned empirical evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The major objective of the study is to examine the impact of social media and technology in undergraduate business school of Pokhara University in Kathmandu. Specifically, it examines the relationship of time spent on social media, purpose of using social media, internet availability, study habits, and social support with productivity of students.

The remainder of this study is organized as follows: section two describes the

sample, data, and methodology. Section three presents the empirical results and final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data. The data were gathered from 122 respondents through questionnaire. The study employed convenience sampling method. The respondents' views were collected on Time spent on social media, purpose of using social media, internet availability, study habits, social support within Kathmandu. This study is based on descriptive as well as causal comparative research designs.

The model

The model used in this study assumes that productivity of students depends on impact of media and technology. The dependent variable selected for the study is productivity of students. Similarly, the selected independent variables are time spent on social media, purpose of using social media, internet availability, study habits, social support, and productivity of students. Therefore, the model takes the following form:

Productivity of students = f (time spent on social media, purpose of using social media, internet availability, study habits, social support).

More specifically,

$$POS = \beta_0 + \beta_1 TSM + \beta_2 PSM + \beta_3 IA + \beta_4 SH + \beta_5 SS + e$$

Where,

POS = Productivity of students

TSM = Time spend on social media

PSM = Purpose of using social media

IA = Internet availability

SH = Study habits

SS = Social support

Time spend on social media was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "I spend more time on social media", "Time spend on social media helps to generate new ideas" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.732$).

Purpose of using social media was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "I used social media for generating information", "Time spend on social media improves my interaction with classmates and teachers" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.742$).

Internet availability was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “I use internet to read news and sport information”, “Internet is used for research and teaching” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.715$).

Study habits was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Study habits provides me information of particular subject”, “Inefficient study habits leads to academic failure” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.734$).

Social support was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Studying through the social media is better than books”, “Insufficient study habit leads to academic failure” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.760$).

Productivity of students was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Social media improves students speaking and writing patience”, “I believe social media positively affects my academic performance” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.711$).

The following section describes the independent variables used in this study along with the hypothesis formulation.

Time spent on social media

Social media provides too much stimulation and can distract students from completing their coursework (Hurt *et al.*, 2012). Students who spend more time on social media may have difficulty balancing their online activities and their academic preparation (Rithika and Selvaraj, 2013). Junco (2012) found a negative relationship between time spent on social media and student grade point averages. Similarly, Englander *et al.* (2010) observed that students spends more time using social networking sites for other purposes apart from educational use, thus affecting their academic performance. Yeboah and Ewur (2014) found that social media like what Sapp distracted students from completing their assignments, damaged their language skills such as spellings and grammar and disturbed their concentration when in class. In addition, Sharma and Shukla (2016) also found that students’ academic performance was adversely affected by social media. Based on it, the study develops the following hypothesis:

H_1 : There is a negative relationship between time spent on social media and productivity of students.

Purpose of using social media

Kaplan and Haenlein (2010) defined social media as internet-based applications that allow the creation and exchange of content which is user generated. Social media tools have

emerged as excellent educational technology that facilitates students learning (Al-Aufi and Fulton, 2015). Students today are using social media for several purposes such as searching for information and collaborating and interacting with others. Graduate students are using several social media tools like Facebook, twitter, LinkedIn, research gate, academia.edu and slideshare.net etc. for facilitation in their study (Ahmed *et al.*, 2019). Mehmood and Taswir (2013) found that there is a positive relationship between social media use and student engagement and creativity in their graduate training. The non-academic internet use, including social media, among university students was negatively associated with classroom performance (Ravizza *et al.*, 2014). Irwin *et al.* (2012) stated that student's perception were positive towards the use of Facebook in higher education courses. Tartari (2015) found that there is positive relationships between users' class rank and field of study, and the influence of social networking sites. According to Kuppuswamy and Shankar (2010), social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. Based on it, the study develops the following hypothesis:

H₂: There is a positive relationship between purpose of using social media and productivity of students.

Internet availability

Lee and Bozeman (2015) showed that the relationship between productivity and collaboration is negative. Widyanto and Memurran (2014) found that there is a negative relationship between higher personal internet use and students' productivity. Similarly, Shah *et al.* (2001) proposed that student users are positively affected by the informative use of internet while having drastic impact of recreational use of internet. Likewise, Olutola *et al.* (2016) opined that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. Moreover, Shahib and Rusli (2017) stated that used of the internet positively impact on the academic performance of students. Similarly, Nalwa and Anand (2023) showed that students like to use internet for their responsibilities and this affects their academic performance. Likewise, Lee and Bozeman (2005) showed that the relationship between productivity and collaboration is negative. Based on it, the study develops the following hypothesis:

H₃: There is a positive relationship between internet availability and productivity of students.

Study habit

Study habits or strategies that students use to learn, such as paying attention in class, being on time, taking good notes, completing homework in a timely manner, and reading the study material before a lecture, that are likely to impact their performance. Nonis and Hudson (2010) investigated impact of study time and study habits. The study found that study habit moderated the relationship between study time and student performance positively. According to Ayodele and Adebisi (2013), good studying habit produces positive academic performance while inefficient study habit leads to academic failure. Similarly, Elias (2015) stoned that accounting students using the deep approach has a significant, positive relationship with course grade. Based on it, this study develops the following hypothesis:

H₄: There is a positive relationship between study habits and productivity of students.

Social support

Social support is the assistance and comfort individuals receive from their social connections, encompassing emotional, tangible, informational, and companionship-based help. A key component of self-compassion is the ability to recognize that failure, disappointment, and suffering are all part of life. Similarly, Neff *et al.* (2005) stated that self-compassion to be associated with adaptive academic achievement goals, which enable students to face failure and help them to adopt healthy and productive learning goals within the classroom. Likewise, Riolli *et al.* (2012) found that study habit has a positive impact on productivity of the students. Based on it, this study develops the following hypothesis:

H₅: There is a positive relationship between social support and productivity of students.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall's Tau correlation coefficients along with mean and standard deviation has been computed and the results are presented in Table 1.

Table 1

Kendall's Tau correlation coefficients matrix

This table presents Kendall's Tau coefficients between dependent and independent variables. The correlation coefficients are based on 122 observations. The dependent variable is POS (Productivity of students). The independent variables are TSM (Time spend on social media), PSM (Purpose of using social media), IA (Internet availability), SH (Study habits) and SS (Social support).

Variables	Mean	S.D.	POS	TSM	PSM	IA	SH	SS
POS	4.195	0.513	1.00					
TSM	4.239	0.527	-0.179**	1				
PSM	4.231	0.597	0.146**	0.239**	1			
IA	4.241	0.471	0.335**	0.258**	0.161**	11		
SH	4.157	0.604	0.258**	0.279**	0.176**	0.268**	1	
SS	4.344	0.391	0.283**	0.200**	0.106**	0.327**	0.095**	1

Note: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively.

Table 1 shows that time spent on social media is negatively correlated to productivity of students. It indicates that higher the time spent on social media, lower would be the productivity of students. Similarly, purpose of using social media is positively correlated to productivity of students. It indicates that different purpose of using social media like for research purpose helps students to achieve a good result. Likewise, there is a positive correlation between internet availability and productivity of students. It indicates that higher the internet availability, higher would be the productivity of students. Further, study habit is positively correlated to productivity of students. It indicates that daily study habits of students lead to increase in productivity of the students. In addition, social support is positively correlated to productivity of students. It indicates that social encouragement to students lead to increase in productivity of students.

Regression analysis

Having indicated the Kendall's Tau correlation coefficients, the regression analysis has been carried out and the results are presented in Table 2. More specifically, it shows the regression results of time spent on social media, purpose of using social media, internet availability, study habits, and social support on productivity of students.

Table 2

Estimated regression result of time spend on social media, purpose of using social media, internet availability, study habits and social support on productivity of students

The results are based on 122 observations using linear regression model. The model is $POS = \beta_0 + \beta_1 TSM + \beta_2 PSM + \beta_3 IA + \beta_4 SH + \beta_5 SS + e$ where the dependent variable is POS (Productivity of students). The independent variables are TSM (Time spend on social media), PSM (Purpose of using social media), IA (Internet availability), SH (Study habits) and SS (Social support).

Model	Intercept	Regression coefficients of					Adj. R_bar ²	SEE	F-value
		TSM	PSM	IA	SH	SS			
1	3.312 (11.878)**	-0.246 (3.731)**					0.196	0.372	13.921
2	3.858 (13.492)**		0.115 (1.991)				0.116	0.388	2.934
3	4.100 (16.091)**			0.058 (2.967)**			0.111	0.391	0.935
4	2.696 (9.433)**				0.389 (5.805)**		0.213	0.347	33.695
5	4.059 (16.414)**					0.069 (2.165)*	0.030	0.391	1.357
6	3.081 (8.680)**	-0.232 (3.440)**	0.115 (1.991)				0.197	0.372	7.515
7	2.949 (7.304)**	-0.232 (3.436)**	0.59 (0.888)	0.040 (0.693)			0.093	0.373	5.148
8	2.276 (5.643)**	-0.130 (1.943)	0.016 (0.249)	0.014 (0.249)	0.330 (4.491)**		0.220	0.346	9.531
9	2.325 (5.732)**	-0.148 (2.150)*	0.029 (0.396)	0.022 (0.396)	0.341 (4.600)**	0.063 (1.077)	0.221	0.345	7.86

Notes:

- i. Figures in parenthesis are t-values.
- ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
- iii. Productivity of students is dependent variable.

The regression results show that the beta coefficients for time spent on social media are negative with productivity of students. It indicates that time spent on social media has a negative impact on productivity of students. This finding is consistent with the findings of Englander *et al.* (2010). Similarly, the beta coefficients for purpose of using social media are positive with productivity of students. It indicates that purpose of using social media has a positive impact on productivity of students. This finding is similar to the findings of Kuppaswamy and Shankar (2010). Likewise, the beta coefficients for internet availability are positive with productivity of students. It indicates that internet availability has a positive impact on productivity of students. This finding is consistent with the findings of Shahib and Rusli (2017). In addition, the beta coefficients for study habit are positive with productivity of student. It indicates that study habit has a positive impact on productivity of student. This finding is consistent with the findings of Nonis and Hudson (2010). Moreover, the beta coefficients for social support are positive with productivity of students. It indicates that

social support has a positive impact on productivity of students. This finding is similar to the findings of Riolli *et al.* (2012).

4. Summary and conclusion

Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. The concept of social media is the use of Facebook, blogs, twitter, my space and LinkedIn for the purpose of communication, sharing photos as well as videos. Social media are a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing.

This study attempts to examine the impact of social media and technology in undergraduate business schools of Pokhara University in Kathmandu. The study is based on primary data of 122 respondents.

The major conclusion of this study is that purpose of using social media, internet availability, study habits and social support have positive impact on productivity of student. However, time spend on social media has a negative impact on productivity of students. The study also concludes that study habits followed by purpose of using social media is the most influencing factors that affect the productivity of the students.

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