Social Media Usage Among Students: Engagement and Performance

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Abstract

Social Media (SM) has become integral part of everyone life, it is inevitable in this global era. Influence of social media on everyone's life can be positive or negative or both that depends on the how much time students spends on social media and for what purpose or activities do they use social medias. This study has set three research objectives: first one is to study which of the channel of social media is most preferred by the students second is to figure out how much time students spend on social media and third is to assess the significance of social media usage on students' academic and non-academic performance, with a focus on gender differences. The population of this study is students of BBA (Bachelor in Business Administration) and BBM (Bachelor of Business Management) program of different campuses of Bhaktapur district which are running under TU (Tribhuvan University), Nepal. This study has taken 205 respondents for sample from BBA and BBM programs through using Purposive sampling method. Primary data are used and they are collected from well-structured questionnaire that has included close ended and five Likert scale (1=strongly disagree, to 5=Strongly agree) questions to meet the research objectives. Mean, frequency, percentage and t-test are used to analyze the data. This study has found that Instagram is highly preferred social media and highest size of students spent their time more than 7 hours in a day. It has found that most of students have used social medias for non-academic performance. This study has found significant difference between male and female students regarding the use social medias for academic performance, but there is no significance difference between male and female students regarding the use social medias for non- academic performance.

Keywords: social-Media, Students' engagement, academic performance, BBA and BBM Program

Introduction

The development of information technology in the twenty-first century has made the entire world inseparable from technology (Marta et al., 2018). Social media has become an integral part of

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people for getting news, knowledge, sharing information, feelings, pictures, entertaining and building relationship with others. Social media has also played a positive role in Bangladesh, particularly in terms of political activism and social justice. The scenario of social media in Bangladesh is complex and multifaceted (Chowdhury et al., 2023). Students of twenty-first century are also using and enjoying the different types of social medias in their daily life. They are using this social media for academic purpose or non-academic purpose or both. According to Lau (2017), social media has become an almost indispensable aspect of daily life, especially among university students, who are avid social media users. Students of Nepal are also inseparable from the influence of social medias. In Nepal, According to Digital 2024: Nepal, total 15.40 million internet users in Nepal found at the start of 2024 and 13.50 million social media users found in January 2024, equating to 43.5% of the total population (total population of Nepal stood at 31.07 million in January 2024). Use of social medias by the students provides benefits as well as creates obstacles in their academic success also. Excessive use of social media can decrease study time, disrupt concentration and increase procrastination, contributing to poor academic outcomes (Farrell & Brunton, 2020). Karthikeyan and Dheepa (2018) have said that social media captures students' full attention and diverts it to non-educational, immoral, and improper activities such as meaningless talking, time-killing through random searches, and not accomplishing their duties. Students and teenagers mostly use social networks to pass the time and have fun. According to Saleh (2020), social media sites benefit students by providing platforms that foster communication and lifelong learning and facilitate access to distance and open education, e-learning resources and e-libraries. Chowdhury (2024) found that social media has played a crucial role in facilitating communication, information sharing and content development among university students in Bangladesh.

Objectives

- To study which of the channel of social media is most preferred by the students
- To figure out how much time students spend on social media
- To assess the significance of social media usage on students' academic and non-academic performance, with a focus on gender differences.

Review of Related Literature

Social media

Social-media can be defined as a digital way of communication. In the 1980s and 1990s, email was developed as the original method to exchange messages from one computer to another using the Internet. Today, social media like Facebook, WhatsApp, Twitter, Instagram, YouTube, Telegram, Skype and Zoom, among others, have been widely accepted as official means to allow users to transmit messages and access information globally (Malatji, 2019; Iqbal, et. al., 2020). Buettner (2016) said that social media as "computer mediated tools that allow people or companies to create, share exchange information, career interest, ideas, pictures/ virtual communities and networks". Carr (2019) said that social medias are website and applications that enable users to

create and share content or participate in social networking.

Student Engagement

According to Munang (2022), a student or pupil is a learner, or someone who attends an educational institution. Student Engagement refers level of interaction, participation, and involvement of students with educational or institutional content on social media platforms. It includes activities like: liking, commenting, and sharing posts related to academic or non-academic discussions, events. It the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities (Kuh, 2009). Social media engagement can also assist in cementing students' relationships with peers, creating a virtual community of learners and eventually contributing to the level of overall learning (Fewkes & McCabe, 2012). Tarantino and McDonough (2014) said that student engagement represents both the time and energy students invest in interactions with others through educationally purposeful activities. The relationship between student engagement on social media and their academic and non-academic performance is complex, encompassing both positive and negative aspects. Some argue that excessive use of social networking sites for non-academic purposes can harm academic performance (Oye et. al., 2012). Non-academic Internet usage, such as social media, has been found to have a detrimental effect on classroom performance (Ravizza et. al., 2014). Excessive social media use can decrease study time, disrupt concentration and increase procrastination, contributing to poor academic outcomes (Farrell and Brunton, 2020). Students' engagement in this study is looked in terms of "how much time do they spent on social media" and which of the channels of social media are more impacting by the students.

Time spent on social medias

In case of time spent on social medias for academic and non-academic performance, Tayo et.al., (2019) have showed to the prevalence of the use of social media among university undergraduate students for both academic and non-academic purposes as majority of them spent between one to three hours daily on social networking sites. Like, Oguguo et. al., (2020) showed that students frequently engage in social media in order to make new friends, research about their assignments and source for other educational materials, stay up to dates with latest trends and news. The finding also showed that students spend an average, 2 to 4 hours daily on social media. Similarly, Rollero et. al., (2019) revealed that men are more committed to the use of social media than women which could be attributed to their perception on the influence of social media on their academic performance.

Students' Preference to use social medias

In case of preference of social medias and about its uses, Kutu and Kutu (2022) revealed that majority of the respondents (94%) indicated that they used social media for academic purposes, and the most used social media for such purposes was WhatsApp and Zoom, mentioned by 83% and 79% of the respondents, respectively. WhatsApp was also the most frequently used social media,

followed by Google, YouTube and Facebook. The two least used social media were Pinterest (10%) and Instagram (15%). Kusumastuti et al. (2023) found that the majority of students liked YouTube social media.

Social Medias Usage on Students' Performance

Students' performance has included both academic and non-academic performance. Social medias usage on students' performance may influence positive or negative or both on their academic and non-academic performance.

Academic performance refers to how well a student meets the learning objectives and demonstrates knowledge and skills in their studies whereas non-academic performance refers to a student's involvement outside of formal academic work like sharing picture or emotions, building relationship with friends and relatives, sharing picture or social activities, choosing and buying product etc.

Students utilize social media to meet new people, perform research for their projects, locate other educational materials, and stay up with the latest trends and news, according to Oguguo et al. (2020). The study of Tayo et. al., (2019) revealed that undergraduate students' use of social media for socialization, information and academic. Social media allow students to engage in online group discussion thereby facilitating teaching-learning activities beyond the four walls of the classroom environment.

Häkkinen et.al., (2017) have identified informal and formal assessment, assignments, examination preparation, group discussions, continuous assessment preparation, presentation and role-play as academic activities that students are supposed to participate in when using social media such as blogs, ResearchGate, LinkedIn, Twitter, Zoom, Facebook and WhatsApp. The impact of social media on academic performance among university students is debated. Some argue that excessive use of social networking sites for non-academic purposes can harm academic performance (Oye et al., 2012). The scenario of social media in Bangladesh is complex and multifaceted (Chowdhury et al., 2023). The various academic activities reviewed showed that students' academic success and development could be enhanced through social media.

Fatokun (2019) has revealed positive effect of the use of social media on the academic performance of undergraduate students. However, Camilia et. al., (2013); Fori (2016) and Sani et. al., (2016) found that there is no significant effect of social media usage on students' academic performance among tertiary institution students, whereas Eze and Ogbaga (2019) found that steady use of social media by student negatively influences their academic performance. Kutu and Kutu (2022) found that 85% of respondents accessed social media for academic purposes from their homes. The main academic purposes for which respondents used social media were learning, personal research/development, personal growth and assignments. Hamal (2021) also showed that engagement in social media has a negative relationship on academic performance of students. Manca (2020) observed the use of social media in education offers unique benefits that are capable of promoting academic excellence by generating real-time discussion beyond physical boundaries

that create an enhanced sense of global community amongst users. Busuyi (2020) found that the use of social media has both positive and negative influence on academic performance. Students should be taught how to use social media responsibly and effectively, so that they can benefit from its many advantages without sacrificing their cognitive abilities (Haleem et al., 2022). It is crucial for students to understand the potential risks associated with social media platforms and learn how to use them responsibly (Oguafor & Nevzat, 2023). Sivakumar, (2020) suggested that if social media is used by educators and teachers as a tool to ease and improve learning environment, then it holds the promise to enhance students' learning.

Research Methods

This is descriptive research design that has used primary data to achieve the research objectives through well-structured questionnaire. Questionnaire has included close ended questions as well as five Likert scale questions including 1= Strongly Disagree (SD), 2 = Disagree(D), 3 = Moderate(M), 4= Agree(A) and 5= Strongly Agree (SA). Close ended questions are designed to study "which of the channels of social media is most preferred" by the students and figure out "how much time students spend on social media in a day". The students who are studying in Both BBA and BBM program in different campuses of Bhaktapur under TU are the population and 205 students are taken as a sample through purposive sample technique for this study. Both BBA and BBM are semester programs, offered by Faculty of Management (FOM) of TU, having four years with 8 semesters giving 120 credit hours. Frequency, percentages, mean, independent sample test, and t-test are used to analyze the data. Cronbach's Alpha of nine academic and non-academic statements found 0.917 and 0.844 respectively that showed data are reliable for use.

This study has studied "social media usage among the students" from two dimensions: engagement and performance. Students' engagement with social media usage is just studied about "time spent on social media by students" and "which media is most preferred by students". Likewise, academic and non-academic performances are included in performance to study. Both engagement and performance dimensions of this study are designed after studying the research articles done by Busuyi (2020), Apuke (2016), Ghoshal et.al. (2020), however, statements of performance are slightly changed and put into two groups: academic and non-academic performance for this study.

Results and Discussion
Preferences of Social-media
Students preference among the four social medias has examined. Five social medias (Face book, Instagram, WhatsApp, Viber and Snapchat) were given in the questionnaire to get students' preferences.

Table 1

Preferences of Social Medias

Social Medias		Frequency	Percent
Valid	Face book	75	36.6
	Instagram	105	51.2
	WhatsApp	15	7.3
	Viber	5	2.4
	Snapchat	5	2.4
	Total	205	100.0

Among the four social medias, the highest 51.2% students have preferred to use Instagram, the second highest 36.6% students' preference found on Facebook, 7.3% students have preferred to WhatsApp and lowest 2.4 % preference found on Viber and Snapchat.

Total spent time on Social-media within a day

This study has examined "how much time students spent on social media in a day", which is given below;

Table 2

Total spent time

Students have spent their Time on social media in a day	Frequency	Percent
1 hour or less	20	9.8
2 to 3 hours	50	24.4
4 to 5 hours	30	14.6
6 to 7 hours more	30	14.6
More than 7 hours	75	36.6
Total	205	100.0

This table 2 has revealed that students of bachelor program (BBA and BBM) have spent their time on social media within a day. Among the total sample size (205 students), it is found that 9.8% students have spent 1 hour or less time on social media within a day that is lowest size of the sample size whereas 36.6% students have spent more than 7 hours on social media within a day that is highest. Likewise, 24.4% students have spent 2 to 3 hours on social media within a day. Similarly, the students who have spent 4 to 5 hours and 6 to 7 hours within a day on social media are 14.6% in each time frame. The above data has showed that most of the students have spent their time more than 7 hour on social media within a day.

Social-media Usage for Academic Performance

This study has included nine statements of academic performance. Students' responses are taken through five Likert scale (1 = SD to 5 = SA) and it is assessed on the basis of gender which is given below;

Table 3

Social-media for Academic Performance

Academic Performance, N =205	Gender	N	Mean	Total Mean
1. Use social media for reading e books and course related materials	Male	72	2.68	3.03
	Female	133	3.22	
2. Use social media for Update academic information and knowledge	Male	72	3.04	3.22
	Female	133	3.32	
3. Use social media for Assignments given by the faculties	Male	72	3.25	3.42
	Female	133	3.51	
4. Use social media for Sharing relevant academic information with friends	Male	72	3.02	3.39
	Female	133	3.58	
5. Use social media for Improved my presentation and communication skills	Male	72	3.06	3.23
	Female	133	3.32	
6. Use social media for Improved my reading skills	Male	72	2.98	3.18
	Female	133	3.28	
7. Use social media for Improved group discussion skills	Male	72	2.84	3.00
	Female	133	3.09	
8. Use social media for Improved my academic results	Male	72	2.70	2.89
	Female	133	2.98	
9. Use social media for Updated with campus related notices	Male	72	3.50	3.73
	Female	133	3.84	
Total mean				3.23

From the table 3, the mean value of male (2.68) and female (3.22) students have revealed that male and female students are found "disagree and moderate" and "moderate and agree" regarding the statement 1 (Reading e books course related materials). Likewise, same result found on the statements 6 (Improved my academic knowledge) and 7 (improved group discussion skills). Similarly, both male and female students are found "moderate and agree" for statements 2

(Update academic information and knowledge), 3 (Assignments given by the faculties),4 (Sharing relevant academic information with friends), 5 (Improved my reading and communication skills) and 9 (Updated with campus related notices). And for the statement 8 (Improved my academic performance), both male and female students are found "disagree and moderate". This result has showed that agreement level of female students found more than the male students regarding the use of social medias for the academic purpose. This result has indicated that female students are found more serious or positive than the male students regarding use of social medias for academic performance.

Social-media Usage for Non-academic Performance

This study has assessed use of social medias by students for their academic performance on the basis of gender.

Table 4

Social-media for Non-academic performance

Non-academic Performance, N =205	Gender	N	Mean	Total mean
1. Use social media for Building Social Relationship	Male	72	2.79	3.01
	Female	133	3.13	
2. Use social media for Expressing my Opinions and Feelings	Male	72	3.22	3.00
	Female	133	2.88	
3. Use social media for Sharing Picture or Social Activities	Male	72	3.08	3.02
	Female	133	2.98	
4. Use social media for Entertainment	Male	72	3.86	3.80
	Female	133	3.77	
5. Use social media for New trend/Fashion	Male	72	3.79	3.51
	Female	133	3.36	
6. Use social media for Familiar with new knowledge	Male	72	3.97	3.62
	Female	133	3.43	
7. Use social media for Update with current news	Male	72	4.08	3.80
	Female	133	3.66	
8. Use social media for Choosing and buying product	Male	72	3.13	3.18
	Female	133	3.21	
9. Use social media for Solve the problems	Male	72	3.33	3.32
	Female	133	3.32	
Total Mean				3.36

Table 4 has revealed that the mean value of male (2.79) and female (3.13) students have revealed that male students are found "disagree and moderate" whereas female students are found "moderate and agree" regarding the statement 1 (Building Social Relationship). But regarding the statements 2 (Expressing my Opinions and Feelings) and 3 (Sharing Picture of Personal Family or Social Activities), male and female students are found "moderate and agree" and "disagree and moderate" respectively. Likewise, male and female students are found "agree and strongly agree" and "moderate and agree" for the 7 statement (Update with current news) respectively.

However, both male and female students have put their rating value on "moderate and agree" for the statements 4 (Entertainment), 5 (New trend/Fashion), 6(Familiar with new knowledge), 8 (Choosing and buying product) and 9 (Solve the problems). For non-academic purpose, male students have agreed to use more social media in comparison to female students except statement 1 (Building Social Relationship).

In the table 3 and 4, total mean value about use of social medias by students for academic and non-academic performance found "3.23" and "3.36" respectively, this result has showed that they both male and female students use more social media for non-academic performance in comparison to academic performance, however both mean values of use of social medias for academic and non-academic performance are located at "moderate and agree" rate value.

Test of Hypothesis

An independent sample test is performed to test hypothesis. This study has set two hypotheses one is there is significant difference between male and female students about use of social medias for academic performance and another is "there is significant difference between male and female students regarding the use of social medias for non-academic performance.

Table 5

Group Statistics

Gender		N	Mean	Std. Deviation
Academic performance	Male	72	3.01	.82
	Female	133	3.35	.76
Non-academic performance	Male	72	3.47	.63
	Female	133	3.30	.70

Table 6

Independent Sample Test

Gender wise		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed
Academic performance	Equal variances assumed	1.430	.233	-2.967	203	.003
	Equal variances not assumed			-2.905	137.193	.004
Non-academic performance	Equal variances assumed	.421	.517	1.681	203	.094
	Equal variances not assumed			1.736	159.490	.085

Table 6 has showed that Levene's test has a probability "0.233" which is higher than 0.05, it means population variances are equal. The two tailed test significance or equal variances indicates that P < 0.05 (P = 0.003), it means there is found a significant difference between male and female students about the use of social medias for academic performance. It can be inferred that male students mean score that is 3.01 is lower than the mean score of female students that is 3.35. The mean value of female students indicated that they are more conscious about the use of social medias for the academic performance in comparison to male students. Similarly, it has showed that there is no significant different between male and female students about the use of social medias for non-academic performance, because the two tailed test significance or equal variances indicates that P > 0.05 (P = 0.094). It has showed that Levene's test has a probability "0.517" which is higher than 0.05, it means population variances are equal and it can be inferred that male students mean score that is 3.47 is higher than the mean score of female students that is 3.30.

Discussion

In today's digital age, social media has become an integral part of university students' daily lives. It is crucial for students to understand the potential risks associated with social media platforms and learn how to use them responsibly (Oguafor and Nevzat, 2023). This study found that the highest 51.2% students have preferred to use Instagram, the second highest 36.6% students' preference found on Facebook, 7.3% students have preferred to WhatsApp and lowest 2.4 % preference found on Viber and Snapchat. The result of this study looks very similar with the report of Ghoshal and Kamath (2020). They found that highest preferences rate of students found on Instagram. Kutu and Kutu (2022) revealed that the most used social media was WhatsApp and

Zoom, mentioned by 83% and 79% of the respondents, respectively which result is not found similar with this study's result.

In case of time spent on social medias by the students, this study has showed that most of the students have spent their time more than 7 hour on social media within a day whereas Oguguo et. al. (2020) found that students spend an average, 2 to 4 hours daily on social media. Tayo et. al., (2019) also found that majority of them spent between one to three hours daily on social networking sites. Their studies do not match with the result of this study. According to this study, social media has been capturing all most time of BBA and BBM students.

This result has showed that agreement level of female students found more than the male students regarding the use of social medias for the academic purpose. This result has indicated that female students are found more serious or positive than the male students regarding use of social medias for academic performance whereas Rollero et.al., (2019) found that men are more committed to the use of social media than women which could be attributed to their perception on the influence of social media on their academic performance.

This study found that there is a significant difference between male and female students about the use of social medias for academic performance. However, Camilia et. al., (2013), Fori (2016), and Sani et.al., (2016) found that there is no significant effect of social media usage on students' academic performance among tertiary institution students. Similarly, Fatokun (2019) revealed positive effect of the use of social media on the academic performance of undergraduate students whereas Busuyi (2020) found that the use of social media has both positive and negative influence on academic performance. But, Eze and Ogbaga (2019) found that steady use of social media by student negatively influences their academic performance.

Conclusion

Instagram is found highest preferred social media by the students of BBA and BBM and highest size of students spent their time more than 7 hours on social media in a day. In total, there is found that more students have used social medias for non-academic performance than the academic performance and it is also found that there is significant difference between male and female student to use social medias for academic performance where female students found more serious to use social medias in comparison to male students. But more male students have used social medias for nonacademic performance than the academic performance in comparison to female students. Generally, female students are more communicative, organized, and inclined toward collaborative learning, which aligns well with the functions of social media platforms and they are more likely to engage in academic discussions, group studies, and information sharing via social networks, while male students are statistically more inclined toward entertainment or casual use of social media (Al-Rahmi et.al., 2015). In this 21 century, social media has become an integral part of university students' daily lives. But it should be utilized by the students for improving academic performance but the excessive use of social medias for non-academic performance may harm for the students to improve their academic performance as well as their career.

Implications

- Teachers and parents get the information about the students' behavior towards the use of social medias as a result they can focus on students' behavior and convince them for utilization of social medias for building their career and improving the academic result.
- This research study has provided valuable insights for government, policymakers and administrators in this sector for effective utilization of social medias.
- This study provides valuable information to promotion companies if they are going to choose the social media to promote the product or service which are targeted for the students or youth.
- Researchers may use this study for the reference.

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