

EFFECT OF SOCIAL NETWORKING SITES ON ACADEMIC ACHIEVEMENT AMONG INTROVERTS AND EXTROVERTS

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ABSTRACT

The present study investigated the effect of use of Social Networking sites on academic achievement among Introverts and Extroverts. The sample of the study was comprised of 150 students of class XI of C.B.S.E. English medium schools of Agra City. Selection of the sample was done by using 'Simple Random Sampling Method'. The age range of the students was 16-18 years. The Introversion-Extroversion Inventory (2009) developed by Aziz & Gupta was used to identify the type of personality in terms of introversion and extroversion. Grades obtained in the previous class served as the indicator of academic achievement of the students. Results revealed that there was no significant difference between academic achievement of users and non users of Social Networking Sites (SNS). It was also found that even with personality differences among the students there was no significant difference found among extroverts and introvert students using and not using SNS with reference to their academic achievement.

Keywords: SNS, Introversion, Extroversion and Academic Achievement

INTRODUCTION

Man is a social animal. He needs to interact and live in society. Personality of man is directly or indirectly reflected from his society. For becoming an active member of this larger unit one needs to have efficient communication skills from all points and edges. Communication has developed since ages as civilization and development goes hand in hand. In 21st century the communication is faster, better and efficient and the credit goes largely to technology. Internet has profoundly changed the human experience. Socialization is an important aspect of this technology. All internet users say one of their primary purposes for going online is for communication. Socialization via the internet has become an increasingly important part of young adult life. The primary tools that enable socialization on internet are Social Networking Sites and instant messages. Social Networking Sites are the example of techno-oriented communication. Facebook, Friendster, Twitter, Tumblr, Yahoo Messenger, and Skype are examples of the new phenomenon of online social networking. It is through these sites that people come in contact of their society members to seek mates, search for entertainment and participate in political spheres.

Social Network Service is also known as SNS. A SNS is an online service platform, or site that focuses on facilitating the building of social networks or social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. SNSs such as Facebook, Twitter works like this. Adolescents who become members of these SNSs communities, they will firstly get a personal profile which will show their personal information including the name, job, photo, relationship status, religion, hobbies and so on then a network of friends are made and other users can then click on their profiles and traverse ever broadening social networks.

Although this facility is used by people of all age groups, but the predominant Social networking site users are young adults; three quarters of adult internet users under age 25 have a profile on these sites. The popularity of these sites is attracting more and more adult users. In 2005, only 8% of adult internet users had an online profile, today that number has quadrupled to 35%” (Lenhart, 2007). The excessive use of these sites not only have long lasting effect on psyche of students but also affects the physical, mental and social aspect of life. Sometimes these sites also affect the Academic Achievement of the student because they don't want to leave that particular aura and thus their concentration stands divided.

Besides the above mentioned view there is yet an arena of knowledge that holds the view that every student is unique in their own way; some are able to express themselves openly are termed as extroverts while others are shy in nature are called introverts. Social networking facilitates open communication, leading to enhanced information discovery and delivery. In addition, it does not require one to voice out their opinions and ideas. Individuals are able to choose the preferred option and that is to communicate through social networks.

Social networking sites have brought both good and bad to the present generation. Social networking site has helped many students to acquire knowledge from one another over internet without necessarily have to meet physically. On the other hand, social networking sites have caused many problems. For instance many students have lost their interest in their studies as they spent most of the time on these sites. What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007). The youth use social networking sites as a means of interaction, socializing, and for purely entertainment purposes. Although many people do not think of it, social networking sites harbor many unsafe elements and many people are concerned about some major problems that they contain, which includes education and poor academic performance. Banquil, K., & Chua, N. A. (2009), came up with a conclusion that social networking sites do affect one's academic performance adversely. It directly causes the gradual drop of grades of students. It directly affects a student's academic performance if the student invests his time in social networking sites instead in his studies. Paul, J.A., Baker, H. M. & Cochran, J.D. (2012), in his research on effect of online social networking on student academic performance found that there is statistically significant negative relationship between time spent by students on online social networks and their academic performance. The time spent on online social networks was found to be heavily influenced by the attention span of the students. Specifically, we determined that the higher the attention span, the lower is the time spent on online social networks. Further, attention span was found to be highly correlated with characteristics that predict or influence student behavior, such as their perceptions about society's view of social networking, their likes and dislikes of online social networks, ease of use of Online social networks, etc.

On the other hand there are many researches highlighting that there is a use of social networking sites does not affect academic achievement adversely. Madge et al (2009) argue that often students use social networking websites to discuss their academics issues formally and informally and also to interact with their instructor, teachers and professors. The University of New Hampshire agrees, and believes that current college students grew up in the technology era and social networking is now just a part of a student's daily routine. Their research show that '63% of heavy users received high grades, compared to 65% of light users' (U of NH, 2009). The University of New Hampshire said that a majority of students use social networking for social connections and entertainment, but are also using it for education and professional reasons.

The present research is focusing on the phenomenon which is an outburst now and is an

attempt to find the answer of the question whether difference exists in the academic achievement of Social Networking Sites users and non-user students, and how the same is related to the introvert extrovert aspect of personality.

OBJECTIVES

1. To study the effect of social networking sites on academic achievement of the students.
2. To study the effect of social networking sites on academic achievement of the students with reference to their personality.

HYPOTHESES

1. There will be no significant effect of social networking sites on academic achievement of the students.
2. There will be no significant effect of social networking sites on academic achievement of the students with reference to their personality.

METHOD

Sample

The sample of the study consisted of 150 students of class XI of C.B.S.E. English medium schools of Agra City. The age range of the students was 16-18 years. Subjects were matched in terms of age, sex and education qualification. Selection of the sample was done by using ‘Simple Random Sampling Method’.

Tools

The Introversion-Extroversion Inventory

The Introversion-Extroversion Inventory (2009) developed by Aziz & Gupta was selected by the researcher to identify the type of personality in terms of introversion and extroversion. The inventory is comprised of 60 items- 30 pertaining to an introvert’s characteristics and 30 pertaining to an extrovert’s characteristics. The test retest reliability was found to be .95. Content validity is also assured by the author.

Grade Point Average as the Academic Achievement

Grade Point Average obtained by each student in their previous class i.e. 10th was considered as the academic achievement of the student.

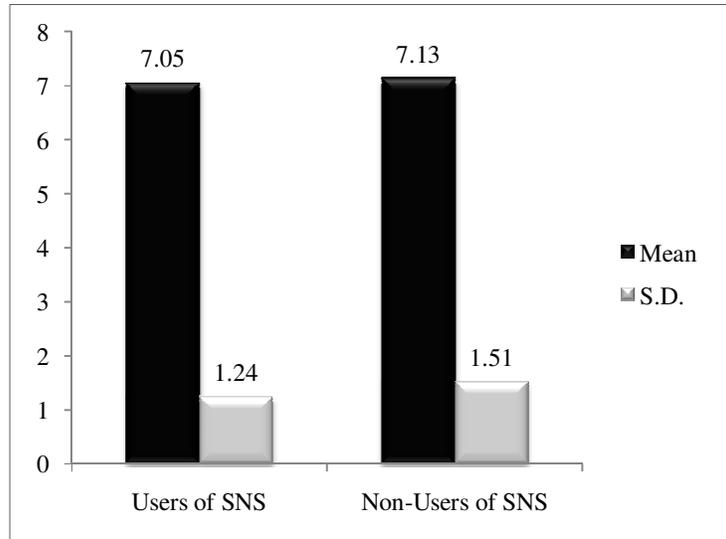
RESULTS & DISCUSSION

In order to study the effect of Social Networking Sites on Academic Achievement of the students, the students are firstly classified into two categories on the basis of the students’ usage of Social Networking sites (SNS). The first group was comprised of those students who frequently use SNS and another group was consisted of those students who do not use SNS.

Table 1. Showing the statistical measures of Academic achievement among Social Networking sites Users and Non- Users

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>t value</i>
Users of SNS	84	7.05	1.24	0.11
Non-users of SNS	66	7.13	1.51	

From the mean difference of two groups, and calculated t value, it was inferred that the t value (0.11) was not exceeding from the table value at 0.05 level of significance. Therefore it was inferred that there was no significant difference between academic achievement of users and non users of social networking sites.



Graph1. Showing difference in mean and standard deviation of academic achievement among social networking site users and non users

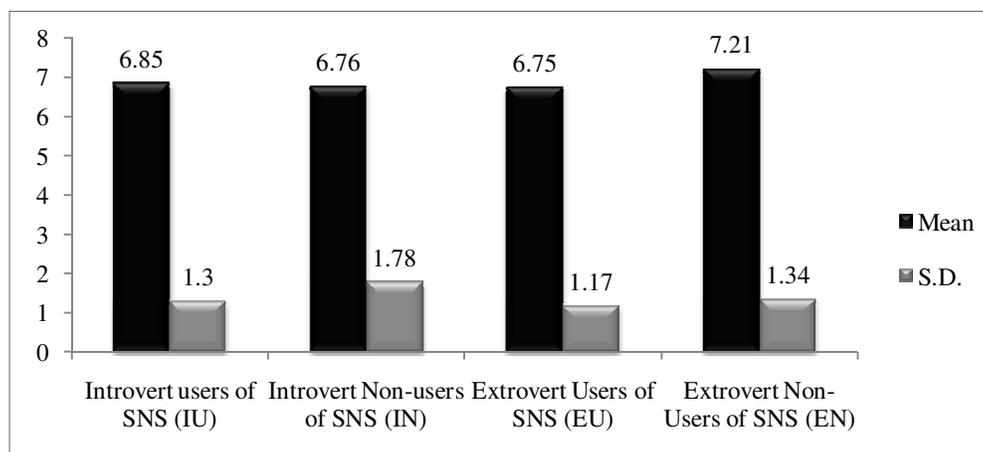
Therefore it can be interpreted that there is no significant effect of Social Networking Sites on Academic Achievement of the students. Hunley *et al.* (2005) also identified that there is no relationship found between time spent on the computer at home and GPA in a sample of adolescents.

In order to investigate the 2nd objectives i.e. to study the effect of social networking sites on academic achievement of the students with reference to their personality, four groups were formed: Extrovert Users of SNS, Extrovert Non- Users of SNS, Introvert Users of SNS and Introvert Non- Users of SNS.

Table 2. Showing the statistical measures of Academic achievement among Social Networking sites Users and Non- Users with reference to Personality

Group	N	Mean	S.D.	Groups for Comparison	t value
Introvert users of SNS (IU)	33	6.85	1.30	IU & IN	.23
Introvert Non-users of SNS (IN)	31	6.76	1.78	IN & EN	1.15
Extrovert Users of SNS (EU)	51	6.75	1.17	IU & EU	.04
Extrovert Non- Users of SNS (EN)	35	7.21	1.34	EU & EN	1.64

The mean value of academic achievement of Extrovert Non- Users was highest among all other groups but to test this difference statistically in the mean values of academic achievement, t- test was calculated by comparing all the groups with each other.



Graph1. Showing difference in mean and standard deviation of academic achievement scores of various groups

When the groups were compared on their academic achievement grounds, t test were found 0.23, 1.15, 0.04, and 1.64 respectively. All of them are not significant at 0.05 level of significance.

CONCLUSION

An interesting conclusion has been drawn on the basis of the findings of current study that students are managing their time efficiently and hence, use of Social Networking Sites does not harm their academic performance.

Findings suggested that despite of spending time on internet or on using Social Networking Sites, and even with the personality differences students are efficient enough for their studies that they do not face any deficiency in meeting their studies' requirements.

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