



**EFFECT OF SOCIAL NETWORKING SITES ON THE STUDY HABITS
OF COLLEGE STUDENTS**

**RAVI SHANKAR GAIROLA
ASSISTANT PROFESSOR,
CH. DEVI LAL COLLEGE OF EDUCATION, JAGADHRI**

ABSTRACT

The present study aimed to analyze the effect of social networking sites on the study habits of college going students. A sample of 150 college going students from district Yamuna was taken as sample for the present study. The data was collected through Study Habit Inventory (PSSHI) developed and standardized by M.N. Palsane and Anuradha Sharma(1989) and Social Networking Sites Questionnaire developed by investigator himself. In order to find out the relation between social networking sites and study habits of college students, Product moment coefficient of correlation 'r' was computed. The result revealed that user of social networking sites are positively related and have strongly matched with their study habits.

INTRODUCTION

Human life has seen enormous revolutions since its evolution. The changes that were witnessed in the world since the last century have changed the world drastically. If we search for cornerstones for all the changes, the main source that everyone would agree upon is change in technology. Technology has changed the world rapidly from what it had been before. Out of various technological changes, the most valuable and dynamic is evolution of the internet. Internet has not only changed the professional life of humans, but has also changed the human personal and social life with the advent of the internet. Now, internet has become a part of one's life today. It has surrounded our lives so rapidly that it is beyond the imagination of human mind. Out of the internet, the most significant are that of communication and connection tool is beyond description. Social media is a popular trend today, especially among college going students. The modern era has really affected everyone's normal routines life. For example, when you are just about to start to study or sleep, you update your status in facebook or tweet in Twitter which is so unusual that makes it just so normal in today's generation. This makes social networking sites part of a person's daily routine. Every day many students are spending countless hours immersed in social media such as facebook, whatsapp, my space, twitter, Gmail etc. This study examines the impact of social media on the study habits of college students. At first glance this may seem like a waste of time; however it also helps students to develop important knowledge and social skills and be active citizens who create and share content. At present, whether a social site is favorable or unfavorable, many students utilize these sites on a daily basis. As social sites continue to grow in popularity it is our belief that technology is a vital part of today's student success equation. Many researchers have been dividing into a considerable amount of research on how social networking sites influences student retention at colleges. Many parents are worried that their college students are spending too much time on Facebook and other social media sites and not enough time studying. Therefore, our research ascertains the relationship between the social sites and students study habits.

SOCIAL NETWORKING SITES

Social network is a platform for people share their ideals, to meet new friends and to reconnect with old friends. Social networking sites offer people new and varied ways to communicate via the internet, whether through their PC or their mobile phone. Examples include Instagram,WhatsApp, Face book, Skype etc. Social Networking Sites that allow users to build online profiles, share information, including personal information, photographs, blog entries and music clips, and connect with other users, whether it be to find friends or land a job.Social

networking media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration.

STUDY HABITS

Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. The impact of study habit is too numerous to the benefit of student. Developing study habit is as much as about developing something enjoyable, but the simplest is actually to just get into the habit of doing it. There are so many ways of making a studying more enjoyable; it is just by getting on with important work. Good study habits include many different skills, time management, self discipline, concentration, organization and efforts. In modern age competition has become very important and essential to get a place in the society. So from the childhood examination and grading is considered only the way of assessing one's ability, which entirely depends how one leads his student life. The term "Habit" has been widely used in our daily life. Some have called man 'A Creature of Habit'. His actions, behavior so often repeated as to be automatic. According to Woodworth: - "Habit is a well learned performance" when we repeat a voluntary behavior for a pretty long time, this action of ours is converted into times, almost in the someway under similar circumstances, it does not require voluntary attention and efforts and tends to become quite automatic like reflex action and thus a habit is formed".

JUSTIFICATION OF THE STUDY

Social Networking Sites is highly significant for higher education as it provides students with an avenue for self-exploration and discovery through different formats like blogging, YouTube, face book, whatsapp etc. So many young men and women now exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate. Every day many students are spending countless hours immersed in social media such as face book, whatsapp, my space, twitter, Gmail etc. At first glance this may seem like a waste of time; however it also helps students to develop important knowledge and social skills and be active citizens who create and share content. At present, whether social media is favorable or unfavorable, many students utilize these sites on a daily basis. As social media sites continue to grow in popularity it is our belief that technology is a vital part of today's student success equation. Social networking media are a web provision where millions of people can join together to form online community and hence, millions of communities form a social network to share knowledge, information and even culture. Many researchers have been dividing into a considerable amount of research on how social media influences student retention at colleges. Does the social networking sites affect their studies or help them to learn easily? Does the social networking sites affect the reading, writing, speaking and listening skills of the students. Many parents are worried that their children are spending too much time on facebook and other social media sites and not enough time on studying. In order to answer these questions, it is imperative that there is a need of research in this area. Therefore, the investigator keeping all these facts in mind, undertaken his present research problem as entitled effect of social networking sites on the study habits of college students. This would be worthwhile for breaking the present horizon.

OBJECTIVES

The present study designed to achieve the following objectives:

1. To assess the social networking sites usage of college students.
2. To ascertain the study habits of college students.
3. To study the relationship between social networking sites and study habits of college students.
4. To study the effect of social networking sites on the study habits of college students.
5. To study the main and interactional effect of social networking media and Gender on the study habits of college students.

6. To study the main and interactional effect of social networking media and Academic stream on the study habits of college students.

HYPOTHESES

1. There is a positive relationship between social networking sites and study habits of college students.
2. There is a significant effect of social networking on the study habit of college students.
3. There is a significant effect of social networking and gender on the study habit of college students.
4. There is a significant interactional effect of social networking and gender on the study habit of college students.
5. There is a significant effect of social networking and Academic stream on the study habit of college students.
6. There is a significant interactional effect of social networking and academic stream on the study habit of college students.

DELIMITATIONS OF THE STUDY

The study was delimited to;

- Degree College of Yamuna Nagar District of Haryana.
- A sample of 150 college students i.e. 75 users and 75 Non-user.
- The variables social networking sites, study habits and moderator variables Gender and Academics discipline.

RESEARCH METHOD

In order to accomplish the objective of the present investigation, the descriptive survey method was used.

POPULATION

All the Degree college students studying under the Kurukshetra University during the session 2017-2018 are constituted as population for present study.

SAMPLE

150 degree college students (75 user and 75 non user) were selected for final inclusion in the sample for present investigation on the basis of random sampling techniques.

TOOLS

In the present study two tools were used:

1. Study Habit Inventory (PSSHI) developed and standardized by M.N. Palsane and Anuradha Sharma (1989)
2. Social Networking Sites Questionnaire developed by investigator himself.

STATISTICAL TECHNIQUES

- The descriptive statistics were computed such as measure of central tendencies, Measures of dispersion, skewness and kurtosis.
- F-test and t- test were computed.
- Product moment coefficient of correlation 'r' was computed.

ANALYSIS AND INTERPRETATION OF DATA

4.1 ANALYSIS AND INTERPRETATION BASED ON DESCRIPTIVE STATISTICS

In order to calculate the values of the measure of central tendency (mean), standard deviation, skewness, kurtosis of Social networking sites and study habit scores of the total sample-descriptive statistics was used. The detail analysis and interpretation have been given in tables 4.1

TABLE 4.1
RESULTS OF DESCRIPTIVE STATISTIC ON SOCIAL NETWORKING SITES AND STUDY HABITS SCORES ON TOTAL SAMPLE

	Social networking sites	Study habits
N	75	150
Mean	65.72	58.26
Median	67	59
Mode	68	58
Standard deviation	10.64	8.27
Variance	113.26	68.38
Skewness	.061	-.407
Kurtosis	-.463	-.486
P ₂₅	58	52
P ₇₅	74	64.25
Range	49	37

INTERPRETATION

Table 4.1 reveals that the mean, median, mode and standard deviation of Social networking sites. The mean is 65.72, median is 67 and mode is 68, standard deviation is 10.64 that represent the little scattered scores from the mean position. The value of skewness is .061 that shows the distribution is positively skewed. The value of kurtosis is -.463 that shows the distribution of kurtosis which is higher than the normal distribution i.e. 0.263. thus, the curve is platykurtic. Further, Table 4.1 reveals that the mean, median, mode and standard deviation of study habit. The mean is 58.26, median is 59 and mode is 58, standard deviation is 8.27 that represent the normal scores from the mean position. The value of skewness is -.407 that shows the distribution is negatively skewed. The value of kurtosis is -.486 that shows the distribution of kurtosis which is higher than the normal distribution i.e. 0.263. thus, the curve is platykurtic.

TABLE 4.2
COEFFICIENT OF CORRELATION BETWEEN SOCIAL NETWORKING SITES AND STUDY HABITS OF COLLEGE STUDENTS

Variables	df	Coefficient of Correlation	Level of significance
SNS Vs SH	74	0.350*	P>0.01

* Significant at the 0.01 level of significance with df/74 with table value 0.288

INTERPRETATION

It is evident from table 4.2 that the obtained value of coefficient of correlation (0.350) of social networking sites and study habits of was positively related and significant at 0.01 level of significance with df/ 74. It means that user of social networking sites is positively related and have strongly matched with their study habit of college students. Further, it is stated that the user of social networking sites have shown valuable factor for increasing study habit of college students. Thus Hypothesis no. 1 which is stated earlier that there is a positive relationship between social networking sites and study habits of college students is retained.

TABLE 4.3
SIGNIFICANCE DIFFERENCE IN THE MEAN'S SCORES OF USER AND NON-USER OF SOCIAL NETWORKING SITES ON STUDY HABITS OF COLLEGE STUDENTS

Groups	N	Mean	SD	S.Ed	t-ratio	Level of Significance
User	75	57.69	8.77	1.35	0.838**	P<0.05
Non-user	75	58.83	7.76			

**Not Significant at 0.05 level of significance at df/ 148

INTERPRETATION

It can be observed from table 4.3 that the mean scores of user and non-user of social networking sites on study habits are 57.69 and 58.83 with corresponding S.D. are 8.77 and 7.76 respectively. The calculated t-value (0.838) is not significant at 0.05 level of significance with df/148. It means that the user and non-user of social networking sites of college students do not differ significantly on their study habits. Thus Hypothesis no. 2 which is stated earlier that there is a significant effect of social networking on the study habit of college students is not retained.

4.5.1 Results Related to interactional Effect of Social Networking Sites with Gender on the Study Habits of College Students

In order to find out the significant effect of social networking sites and gender on study habits of college students tools were administered to 150 sample subjects. The two levels of independent variables of Social Networking Sites (User and Non user) and two levels of gender (male and female) were taken into consideration. Further, the collected data were analysed through two way analysis of variance i.e. 2×2 factorial design was applied to find out the main effect and interactional effect of Social Networking Sites and gender on dependent variable of study habit of the college students.

TABLE 4.4
SHOWED NUMBER OF STUDENTS IN EACH OF THE FOUR GROUPS OF SOCIAL NETWORKING SITES AND GENDER (N = 150)

Groups		Social Networking sites		Total
		User	Non-user	
Gender	Male	36(55.4)	17(61.75)	53
	Female	39(60.16)	58(57.86)	97
	Total	75	75	N=150

INTERPRETATION

After looking at the 2×2 factorial design and figure above, user of social networking sites male group and user of social networking sites Female group consisted of 36 and 39 subjects respectively. Similarly non-user of social networking sites male group and non-user of social networking sites female group consisted of 17 and 58 subjects respectively. The summary of the two way analysis of variance depicted the comparison of study habits scores in various groups and interactional effect of social networking sites and gender has been given in the table 4.5.

TABLE 4.5
SUMMARY OF TWO WAY ANOVA DEPICTING THE EFFECT OF SOCIAL NETWORKING SITES AND GENDER AND THEIR INTERACTIONAL EFFECT ON STUDY HABITS OF THE COLLEGE STUDENTS

Source of Variance	df	SS	MS	F-ratio	Level of Significance
social networking sites(A)	1	24.81	24.81	0.159**	P<1
Gender(B)	1	468.66	468.66	3.01**	P<0.05
Interaction A*B	1	22749.39	22749.39	145.84**	P>0.01
Error	146	22774.20	155.99		
Total	149				

**Not significant at 0.05 level of significance with df 1/146.TV=3.83

** Significant at 0.01 level of significance with df 1/146.TV=6.64

MAIN EFFECT

(A) Social Networking sites

The calculated value of the F-ratio for main effect of social networking sites on study habits of college students came out to be 0.159 at df 1/146. This obtained F-ratio (0.159) was less than the table values at 0.05 levels of significance. Therefore, calculated F-ratio is not significant at both the level of significance. It means that there was no significant effect of user and non-user social networking sites on the study habits of college students. Hence, null hypothesis which states that 'there is a significant effect of social networking sites on study habits of college students is not retained.

(B) Gender

The calculated value of the F-ratio for main effect of gender on study habits of college students came out to be 3.01 with df 1/146 at 0.05 levels of significance. Therefore, calculated F-ratio is not significant at both the level of significance. It means that there was no significant effect of male and female college students on their study habits. Hence, null hypothesis which states that 'there is a significant effect of gender on their study habits of college students is not retained.

INTERACTIONAL EFFECT (A*B)

The calculated value of the 'F' ratio for interactional effect of social networking sites and Gender on study habits came out to be 145.84 which are higher than the table value of F-ratio at df 1/146 at 0.01 level of significance. Therefore, the obtained value of F-ratio for interactional effect of social networking sites and Gender was significant at 0.01 levels of significance. It revealed that there was significant interactional effect of user and Non-user social networking sites belonging to male and female college students on their study habits. Therefore, null hypothesis no.4 which states that there is a significant interactional effect of social networking sites and Gender on study habits of college student's is retained.

4.5.2 Results Related to main and interactional Effect of Social Networking Sites with Academic stream on the Study Habits of College Students

In order to find out the significant effect of social networking sites and academic stream on study habits of college students tools were administered to 150 sample subjects. The two levels of independent variables of Social Networking Sites (User and Non user) and three levels of academic stream (arts, commerce and science) were taken into consideration. Further, the collected data were analysed through two way analysis of variance i.e. 2 × 3 factorial design was applied to find out the main effect and interactional effect of Social Networking Sites and academic stream on dependent variable of study habit of the college students. The 2 × 3 factorial design has been depicted in figure 4.2 and table 4.6 & 4.7.

TABLE 4.6
SHOWED NUMBER OF STUDENTS IN EACH OF THE SIX GROUPS OF SOCIAL NETWORKING SITES AND ACADEMIC STREAM (N = 150)

Groups		Social Networking sites		Total
		User	Non-user	
Academic stream	Arts	26(59)	37(59.61)	63
	commerce	26(54.70)	17(59.61)	43
	science	23(55.5)	21(52.59)	44
	Total	75	75	N=150

INTERPRETATION

After looking at the 2×3 factorial design and figure above, user of social networking sites Arts, commerce and science groups consisted of 26, 26 and 23 subjects respectively. Similarly non-user of social networking sites Arts, commerce and science groups consisted of 37, 17 and 21 subjects respectively. The summary of the two way analysis of variance depicted the comparison of study habits scores in various groups and interactional effect of social networking sites and Academic stream has been given in the table 4.7.

TABLE 4.7
SUMMARY OF TWO WAY ANOVA DEPICTING THE EFFECT OF SOCIAL NETWORKING SITES AND ACADEMIC STREAM AND THEIR INTERACTIONAL EFFECT ON STUDY HABITS OF THE COLLEGE STUDENTS

Source of Variance	df	SS	MS	F-ratio	Level of Significance
social networking sites(A)	1	48.17	48.17	0.657	P<1
Academic stream(B)	2	1003.92	501.96	6.848	P>0.01
Interaction A*B	2	10505.09	5052.55	68.94	P>0.01
Error	144	10553.94	73.29		
Total	149				

**Not significant at 0.05 level of significance with df 1/146.TV=3.83

** Significant at 0.01 level of significance with df 1/146.TV=6.64

MAIN EFFECT

(A) Social Networking sites

The calculated value of the F-ratio for main effect of social networking sites on study habits of college students came out to be 0.657 at df 1/146. This obtained F-ratio (0.657) was less than the table values at 0.05 levels of significance. Therefore, calculated F-ratio is not significant at both the level of significance. It means that there was no significant effect of user and non-user social networking sites on the study habits of college students college students Hence, null hypothesis which states that 'there is a significant effect of social networking sites on study habits of college students is not retained.

(B) Academic Stream

The calculated value of the F-ratio for main effect of Academic Stream i.e. Arts, commerce and science on study habits of college students came out to be 6.848 with df 2/146 at 0.01 levels of significance. Therefore, calculated F-ratio is significant at both the level of significance. It means that there is significant effect of academic stream of college students on their study habits. Further, Arts stream college students have much benefitted from uses of social networking sites than commerce and science stream for their study. Hence, null hypothesis which states that

'there is significant effect of academic stream on their study habits of college students is retained.

INTERACTIONAL EFFECT (A*B)

The calculated value of the 'F' ratio for interactional effect of social networking sites and academic stream on study habits came out to be 68.94 which were higher than the table value of F-ratio at df 2/146 at 0.01 level of significance. Therefore, the obtained value of F-ratio for interactional effect of social networking sites and academic stream was significant at 0.01 levels of significance. It revealed that there was significant interactional effect of user and Non-user social networking sites belonging to Arts, commerce and science academic stream of college students on their study habits. Therefore, null hypothesis no.6 which states that there is a significant interactional effect of social networking sites and Gender on study habits of college student's is retained.

MAIN FINDINGS OF THE STUDY

On the basis of the analysis, interpretation and result as given in the previous chapter the following main findings have been drawn.

1. It is hypothesized that there is a positive relationship between social networking sites and study habits of college students. It means that user of social networking sites is positively related and have strongly matched with their study habit of college students. Further, it is stated that the user of social networking sites have shown valuable factor for increasing study habit of college students.
2. It is hypothesized that there is a significant effect of social networking on the study habit of college students. After analyses it is not retained. It means that the user and non-user of social networking sites of college students do not differs significantly on their study habits.
3. It is hypothesized that there is a significant main effect of social networking sites and gender on study habits of college students. After analyses it is not retained. Further, it means that there was no significant effect of male and female college students on their study habits.
4. It is hypothesized that there is a significant interactional effect of social networking sites and Gender on study habits of college student's is retained. It reveals that there is a significant interactional effect of user and Non-user social networking sites belonging to male and female college students on the their study habits.
5. It is hypothesized that there is significant effect of academic stream on their study habits of college students is retained. It means that there is significant effect of academic stream of college students on their study habits. Further, Arts stream college students have much benefitted from uses of social networking sites than commerce and science stream for their study.
6. It is hypothesized that there is a significant interactional effect of social networking sites and academic stream on study habits of college student's is retained. It revealed that there was significant interactional effect of user and Non-user social networking sites belonging to Arts, commerce and science academic stream of college students on their study habits.

EDUCATIONAL IMPLICATIONS

On the basis of the findings of the present study, this may help to the educational planner, administrator, schools, teachers and students in the following ways;

1. This study will add value to the existing body of knowledge. It would provide an insight of the status of usage of social networking sites.
 2. There should be proper arrangements made for the proper use of these sites for education purposes, mentoring should be done and students should be trained for the positive outcomes of using these sites. This in return would offer greater returns in shaping more learning and improved academic performance.
 3. The social networking sites must be encouraged as it allows students to educate and be educated by their peers, faculty, and experts through communities / groups. Social network platforms must be integrated with all courses.
 4. Use of social networks will deliver positive outcomes in teaching and learning. An educational technology that permits peer feedback and matches the social contexts of learning has potential
-

to deliver a positive learning experience. These desirable attributes are mirrored in the social networking platforms through their conversational, collaborative and communal qualities.

5. Social Networking is highly significant for higher education as it provides students with an avenue for self-exploration and discovery through different formats like wiki, blogging, YouTube, discussion boards, communities etc. So, educational institutions must encourage use of social networking among students.

6. Students become aware about social and political issues of personal and national importance through social networking sites, so its use must be made mandatory in regular classrooms.

7. Social networking sites add value to existing learning management system. Educators can discuss lesson plans, educational policies, classroom management etc. through social networking sites and use of social media.

8. Many universities and educational institutes have started their virtual classrooms through social networking sites to disseminate information on online publications, E-Books, recruitments, latest events, issues and broader educational & socio-political topics.

BIBLIOGRAPHY

Aggarwal, Y.P (1999). *Statistical method, concepts application and computation*. New Delhi :Sterling Publishers

Ahmed, Ishfaq and Qazi, Fiaz, Tehmina (2011). *A look out for academic impacts of Social networking sites (SNSs): A student based perspectives*, African Journal of Business Management, 5(12).

Best J.W and Kahn, J (2006): *Research in Education*. Prentice-hall of India. New Delhi.

Chauhan, S.S.Singh, H. (1965) "*The study habits of children in relation to their economic status,*" journal of educational research and extension, vol (4)

Dayal (2001) *Impact of family environment on study habits*. M.Ed.Dissertation unpublished, Punjab university, Chandigarh.

Garrett, H. E. (1973). *Statistics in psychology and education*. Bombay: Vakils, Feffer & Simons Pvt. Ltd.

Gelbert,C.Wreen (1941). "*Study habits inventory.*" California; stardford university.

Good, C.V. (1952). *Dictionary of education*. New York: Mc Grand Hill Book Co.

Haneefa, Mohmed, K and Sumitha, E.(2011). *Perception and use of Social Networking Sites by the students of Calicut University*, DESIDOC Journal of Library Information, vol. 31(4)

Kaul Lokesh (2007) *Methodology of Educational Research*. Vikas Publishing House, New Delhi.

Lajwanti, & Sharma, A. P. (2013).*Effect of internet use on study habits and adjustment of higher secondary students*. International Journal of Educational Research and Technology, 4(1).Retrieved January 20, 2017, from <http://www.soeagra.com/ijert/ijertmarch2013/9.pdf>

Manjunatha S. (2013). *The Usage of Social Networking sites Among the College Students in India*. International Research Journal of Social Sciences ISSN 2319–3565 2(5), Retrieved on dated 30 January 2017 from <http://www.isca.in//3.ISCA-IRJSS-2013-065.rar>

Saba Mehmood and Tarang Taswir(2013).*The Effects of Social Networking Sites on the Academic Performance of Students in College of Applied Sciences, Nizwa, Oman*, International Journal of Arts and Commerce.2(1), from: <http://www.ijac.org.uk/images/...2.../10.pdf>

Skog, D. (2005). *Social interaction in virtual communities: The significance of technology*. International Journal of Web Based Communities, 1(4)

Young, s. Dutta, D. & Dommety, G. (2009). *Extrapolating psychological insight from face book profiles: a study of religion and relationship status*. *Cyber psychology & Behavior*,12 (3)

Zhang, Yan (2011). *College students" uses and perceptions of social networking sites for health and wellness information school of information*, university of Texas at Austin, USA.