



Impact of Social Media on Student's Outcome in Higher Education

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ABSTRACT

Social media has entered practically every type of organisation, is transforming pedagogy, and may be used to enhance learning and teaching activities that were previously restricted to classrooms. As early adopters of this worldwide phenomenon, higher education institutions have not been left behind. In addition to social networking websites, blogs, vlogs, instant messaging, and virtual communities are all examples of social media. A majority of academics, according to research, believe that social media may be used to support the delivery of student-centered learning approaches. The main points about the influence of social media on students' academic success in higher education were covered in this review study.

I. INTRODUCTION

The Internet has evolved into the most widely used mode of communication as a result of its reforming development. Through social networks on the Internet, a sizable portion of the global population is connected. Social networking websites are the technological tools that people use as a platform to create eventually mutual relationships for a variety of reasons, including academic or personal gain. Multiple fields of knowledge are transformed through the usage of social networking sites, according to a global perspective. The users communicate with one another, bring up new issues, share information about their advantages, and keep up with news about particular themes on various social network systems. Today's kids use websites for the majority of their everyday tasks and information collecting, in contrast to previous generations who relied on newspapers and television as resources. Social media are a part of a virtual learning environment and are investigated as an educational setting. E-learning causes a time and spatial change in the classroom. (Pawaskar et al., 2018)

The advantages of Web 2.0 technology make social media use more tempting than learning management systems. Social media is thus seen as a crucial player in education (Dumpit & Fernandez, 2017). According to Kietzmann et al. (2011), it is one that "employs mobile and web-based technologies to construct highly interactive platforms through which individuals and communities exchange, co-create, discuss, and alter user-generated content." The amazing potential of social media to enhance learning has come to the attention of

academics in recent years . This review article sought to understand how students felt about social media usage in higher education and the impact of such use on their satisfaction.

II. MATERIALS AND METHODS

Secondary data were employed in the study. The research papers were used to get the secondary data. To accomplish our goal, the secondary facts that we had compiled were briefly explained.

Theoretical models to explain the Social media use and its co related factors (Samed et al.,2020)

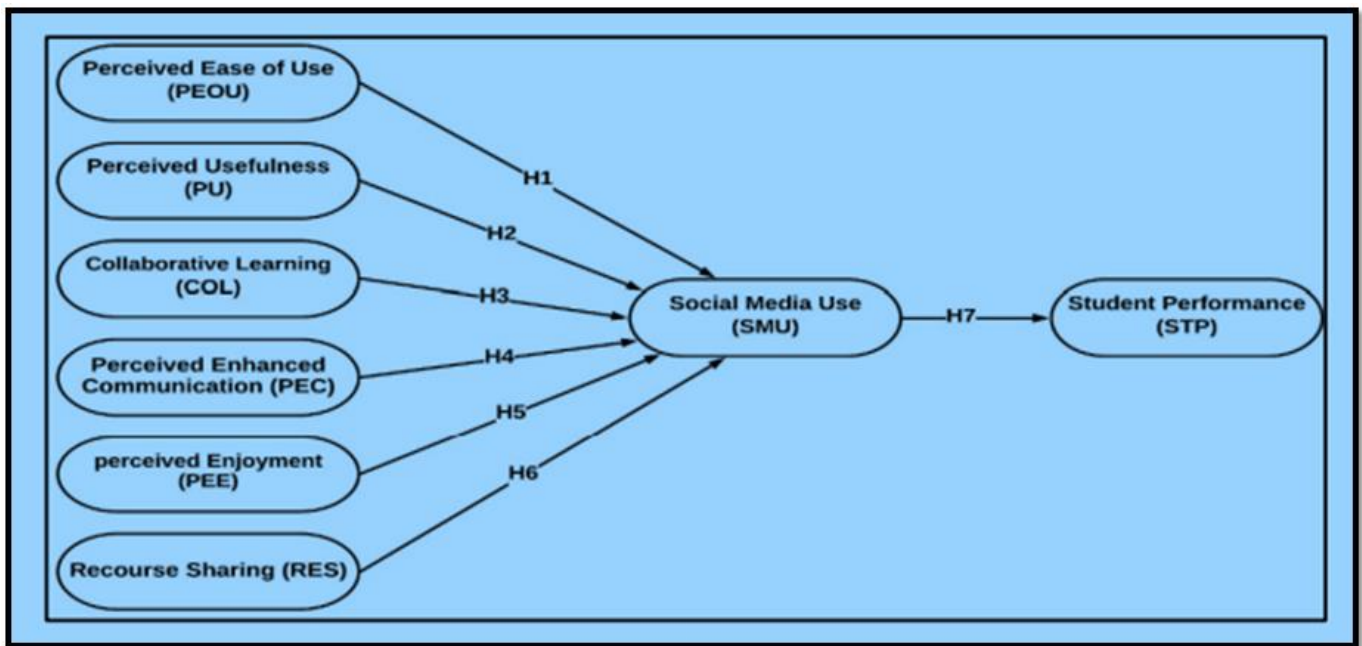


Fig 1: Schematic representation of social media use and its co related factors on the students performance in higher education

Perceived ease of use (PEOU) and perceived usefulness (PU)

According to Sánchez et al. (2019), PEOU refers to the degree to which students believe using social media platforms for educational purposes wouldn't need extra effort. PU measures how strongly students believe that using social media for educational reasons would improve their academic performance in higher studies.

Students are more likely to use a certain social media platform in their education if they believe it to be user-friendly and supportive of their study (Rahman et al., 2019). Therefore, it is anticipated that opinions about usefulness and simplicity of use will affect student performance through SMU.

Collaborative learning (col)

According to Sarwar et al. (2019), collaborative learning is "a process in which a group of students work together to complete some problem-solving task in a more interactive context."The majority of higher education students today are known for being regular users of social media platforms to keep up with their social lives (Al-Rahmi & Zeki, 2017). Social media use has been proven to increase student engagement in their higher education. It also includes the amount of time spent engaging in collaborative learning activities with peers and teachers.

Students are able to engage, work together, and share educational content with peers and teachers through social media platforms. Additionally, it facilitates their fostering and maintaining relationships with people (Faiza & El Fkihi, 2018).

Furthermore, because the various social media platforms successfully enable such collaborative learning, using social media for collaborative learning encourages knowledge-sharing and learning among students. Additionally, these platforms make it easier to create communities of practise, which improve communication and teamwork among community members. As a result, information sharing on these platforms enables academic communities to create a seamless connection and enhance student-teacher contact (Murire & Cilliers, 2019).

According to Ansari and Khan (2020), using social media in the classroom not only enhances collaboration and communication between students and instructors, but also helps students become better problem solvers and enable them to plan social activities in a cooperative way. Thus, SMU's collaborative learning is likely to have an impact on student achievement.

Perceived enhanced communication (PEC)

Academic communities can use social media platforms to communicate information and knowledge since they offer users a range of contact channels (Sánchez et al., 2019). People are now more active than ever on social media platforms, which can help academic communities quickly convey any important educational material and transmit knowledge, in contrast to formal communication methods (such as email). Because it allows for quick communication and member interaction in a collaborative learning environment, this kind of communication is thought to hold promise for academic groups (Castro-Romero, 2015).

Teachers can create teams and discussion groups that allow students to share their questions and ideas with their peers and to responsively ask for help and direction from their teachers. Teachers can effectively engage with their students using social media (Zachos et al., 2018). This improvement in communication may therefore enhance the performance of all students. Therefore, SMU and ultimately student performance would be dramatically impacted by the perception of improved communication.

Perceived enjoyment (PEE)

The importance of enjoyment as a motivational factor has a significant impact on the rising use of social media. Perceived enjoyment, according to Davis et al. (1992), is "the extent to which the activity of utilising technology is considered to be delightful in its own right, independent of any anticipated performance problems" In addition the enjoyment refers to the level of delight people experience when carrying out a certain task, independent of any outside rewards. Enjoyment is frequently cited as a major intrinsic motivator that encourages people to carry out certain tasks because they find them to be enjoyable (Gan & Balkrishnan, 2017). Rauniar et al. (2014) claim that a website's level of interactivity is the most important factor influencing how people use it since people learn and enjoy things more in cooperative and interactive environments. According to Sánchez et al. (2014), users who love using a specific website would think favourably about their interactions with the website and consequently exhibit good attitudes toward using it to enhance their collaborative learning. As a result, it is anticipated that SMU indirectly links enjoyment to student higher education performance.

Resource sharing (RES)

Resource sharing is "an individual's agreement to sharing their resources, such as ideas and academic content with others through social media platforms," according to Arshad and Akram (2018). According to Ganapathi (2019), users of different social media platforms can share and spread user-generated material and resources. According to the associated literature, social media improves knowledge/information sharing by providing cooperative channels for disseminating online learning resources and resources (Arshad & Akram, 2018). This suggests that using social media technologies in learning activities makes it easier to share and disseminate materials, and that students with higher education find this medium to be helpful and simple to use since it helps them communicate their resources and expertise to the intended person or group more successfully.

Student performance

The research done by Helou & Rahim (2014) confirms the positive relationship between social media platform use and learner performance, in that such use results in higher grades. The use of social media is found to increase student motivation and improve engagement. Furthermore, the use of social media leads to effective interaction, and access to educational content can be enhanced. Moreover, it has been identified that SMU can be an effective mechanism for informally reducing the gap among faculty and students with respect to communication, which in turn provides students with the benefit of being able to learn flexibly. Social media platforms are acknowledged as a critical tool for the student development process as learning is greatly impacted by community participation. With regard to such a process.

Comprehensive results from research papers

According to Shah (2001) social media usage among students with higher education has an impact on their outcomes. According to the report, 62% of heavy users and 64% of light users obtained high scores. The use of SNS and the internet has been linked positively by studies to student academic performance. Students who used the internet heavily improved their reading test results and grade point averages. There is evidence that larger educational institutions have taken the initiative to enlighten students about the impact of social media networking on higher studies.

The majority of college students are familiar with social media and social networking sites, according to a 2018 study by Pawaskar et al. For academic and non-academic goals, they use a variety of media tools. The fact that they are using social media in a positive way and learning from it is encouraging. This is said in light of the research's finding that many students use social media for their study across several courses. A comparable percentage of students desire to use social media as a tool while studying in academic institutions. Information search is ranked second, and learning is ranked third. Seventy-seven percent of the pupils are engaged in both learning and information searches. This union represents a percentage that is quite near to the top category. The majority of students concur that social media is a learning tool in higher education.

III. CONCLUSION

Higher education institutions need to pay more attention as students use social media more frequently. Social media provides a fantastic opportunity for collaborative learning and effectively engages students in their studies. The study's findings shed light on the possible educational advantages of social media use in higher education, particularly in terms of student performance. The study's results show that students' perceptions of

their academic success might be raised when social media is used for learning. Additionally, the results demonstrate that students' decisions to utilise social media for academic purposes are largely influenced by their judgements of perceived enjoyment, perceived enhanced communication, collaborative learning, ease of use, and usefulness. Due to the use of social media many of the students got education in pandemic period also(COVID 19).For so many research scholars and academicians in higher studies the use of social media in a proper way is a boon to achieve their goals.

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