"A study to analyze the impact of use of social media on MBA students and their overall performance."

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Abstract: -

The present paper explores how MBA students are impacted on their academic performance using social media. The survey occurred among one hundred and fifty-one students at Sri Balaji University, Pune, and their patterns of usage, the purpose of usage, and their perception of the academic impact were researched. The results show that there is a balanced balance of students in one first and two second year separated by gender with equal male and female representation. Findings indicate that although most students feel that social media is positively impacting their learning, some do complain of distraction and stress. The chi-square tests showed no significant relationships between gender and academic impact, and the correlation analysis demonstrated high association between how many hours of the day students used social media and what percentage of the working day it spent using social media. Regression analysis has however found that the usage habits, stress levels, and frequency of checking do not have any significant predictive value on perceptions of academic performance. Overall, the study indicates that social media has become an unavoidable aspect of the life of MBA students, yet its academic value depends on how students' study and organize their time and not the hours spent with the media.

Keywords: Social Media Usage, Academic Performance, MBA Students, Learning Impact, Time Management

Introduction: -

To explore the best advantages that MBA students can have when they use social media in their professional and personal life, the paper would present both advantages and disadvantages of social media usage. Internet has dominated the lives of people today. In the real world of modernity lies in the fact that we keep up to the time and remain loyal to the latest news and trends. However, does this trend have any impact on performance of students? The scientists claim that social networks are particularly harmful to teenagers because the creation of such an impression deceives them that love and friendship are easy to win, and, on the same hand, easy to lose. The field of interest is dependency on social media. Ubiquitous connectivity will cause students to access updates of the social media sites. The addiction disrupts their learning and at the end, it adversely affects their learning performance. The children acquire access to the possibility of communication with a relatively infinite amount of people and a relatively infinite amount of quality events, develop different identities, internalize much of the discourse, have a chance to exchange speculations and discuss matters of interest to them, during the stage of seeking people as acquaintances. Thus, the representatives of the younger generation are in the vast majority social network users.

Literature Review: -

Stefan (2009) Any type of interesting activities helps online learner participation, argues it is a complex process of involving and being involved in other people, physical and psychological tools aid the process and will never be compared with talking or writing. Engagement and education are said to be inextricable, and constitutive of one another. The solution to this hypothesis is quite simple. To improve online learning, we must also improve online learner participation.

Haenlein (2010) The concept is on the front burner of most business executives nowadays. The decision makers and consultants both attempt to produce solutions on how firms can use applications like Wikipedia, YouTube, Facebook, Second Life and Twitter to make profits. However, there appears to be little knowledge of what Social Media entails irrespective of curiosity; this paper will be oriented towards shedding light on this term. We start by defining a social media, and how this different concept is related to other related concepts like the It is through this that we then inherit a classification of the social media, and the classification is subordinated to this genericized concept, more particular forms of that by trait.

Reynol junco (2012) In this publication When social media, including facebook, video and twitter surfaced our world had been segregated in online and offline. Social media can be described as web technology websites that aid in connecting individuals irrespective of the distance. It is applied to develop connection between people. Their existence has enabled us to communicate with one another even on other continents, listen to music, read books, view photos and many more. Our lives have been made much easier and have become associated with social media.

Gilbert M. Talae (2018), in this paper attempts to assess the effect of a few college students whom we selected. The way children get into all kinds of networks and are granted an opportunity to communicate with quite a large population and even to exclusive events, the variety of identities, absorb a considerable number of stories, have an opportunity to share assumptions and respond to the questions of interest to them. Hence, the consumers of the social network are mostly individuals belonging to the younger generation, in most cases.

Waleed Mugahed Al-Rahmi (2013), the fact remains that social media has become more acceptable and usable and the probability that it could at least be the most used media of communications increases, among students, at least towards the higher end of the academic ladder. Social media as far as it is perceived to have helped in overcoming the communication gap that existed. The number of followers of social media Facebook and Twitter among others is enhanced. Such social sites and forums are channels of social communication with other people. The strong side of social media is that it can affect decision making within a noticeably brief period irrespective of the distance.

Karpinski, A. C. (2013), within the given research, the issue of multitasking and its influence on the correlation of Grade Point Average (GPA) and SNS use among students of the United States (US; n = 451) and Europe (n = 406) universities is investigated in the framework of quantitative and qualitative data analysis. Findings of the moderated Multiple Regression analysis showed that only in the US, the negative correlation between the use of SNS and GPA was moderated by multitasking. This could be attributed to the fact that Multitasking distractive types are less susceptible to the European students.

Paul A. Kirschner (2010), there is nothing novel within the discourse of the alteration in the young generation today - more so called the digital natives when it comes to their capacity to process parallel signal multi-channel information. That is, children are now able to multitask. To the advocates of this stand unfortunately there exists a flood of empirical evidence of the adverse influence of the endeavour to make sure that several streams of information are being processed simultaneously that such an endeavour not only creates study equality, but also the rise in errors in information processing relative to information processing carried out sequentially or serially.

The preliminary findings of survey research, which is descriptive/exploratory, in using Facebook, in conjunction with other research studies and its relationship with academic results, and number of hours studied per week are the contents of the present paper. The results indicate that Facebook users had lower GPAs and they spent less time studying on a weekly basis compared with non-users.

John Sweller (1988), there is considerable evidence to indicate that schema-based domain specific knowledge is the most considerable influence of the disparities between experts and novices in the skill of problem solving. It is also emerging that problem solving activity in a traditional format is ineffective in schema acquisition. Among the theories about the reasons why problem solving is such an ineffective learning device is the fact that the cognitive processes involved in solving, and those involved in problem solving are not adequately overlapping, and that the relatively large capacity of cognitive processing involved in problem solving, which is therefore not accessible to the task of schema acquisition, is the cause of the excessive.

Mark NK Saunders (2023), Educating the world is an effective equity and change.
agent. It can offer opportunities which enhance better living and enable individuals to shift.
economically. Since we collaborated with authors to create content that supports every product and
service, we know that we must be inclusive and we need to incorporate diverse scholarships so that everyone can reach his or her potential through learning. It is our mandate as the best learning company in the world to help make change and we should live to our purpose to change more lives and make a better world.

Megan L. Rogers (2018), according to scientists, the teenagers are especially at risk due to social networks because they give a false impression that love and friendship can be easily overcome and, at the same time, easily destroyed [5]. Furthermore, young people, accustomed to the fast rhythm of the Internet life, may find the truth too boring, and they are able to make fun of it, so that they will not be able to reconstruct it through the foolish acts.Some of them, are the supporters of the use of social media. The latter provides access to knowledge and allows students to exchange information in a brief period. Some people think that the main aim of using social media is to discuss everything except education and that it may only distract students during their study. Social media among the students helps to acquire the most basic information as quickly as possible.

Dr.V. Krishna Priya (2019), social networking on the web is an online communication organization, which involves the users in the collaboration of creating, supplying, and editing their thoughts and comments in connection to any information. The online long distance social networking communication has initiated significant transformations in the people communication and collaboration in the past decade. The sample of ninety respondents was conducted as the descriptive study at the two best universities in Chennai designated as the top two. It included questions about demographic variables, trends in use of social networking, social relationships, and health outcomes. Positive correlation exists between the state of anxiety and seriousness on SNS and that of serious active real life. This study concludes that the widespread use of social media, amount of SNS and overly long durations of time spent on SNS web sites are affecting the mental health of the student both in terms of depression and anxiety.

Ezekiel S. Asemah, Ruth A. Okpanachi (2013), high-tech world was what young Indian youths preferred to use their prime time. It not only found out in urban areas, but also country areas that the present generation is drawn to social media. In the contemporary world, one could not think of living without such social media WhatsApp, Facebook, YouTube, Tik Tok, Instagram, Linkedin and Twitter accounts etc. The effect of the use of social media on the performance and moral values of students is what we have studied in the present work. The research agency that collects broadcasting, radiocommunication and telecommunication taxes and regulates Australian.

Vinayak Pujari (2020), the current research paper will investigate how AI-based personalization affects the performance of learners. The purpose will be to compare the academic performance of students in AI-driven personalized learning environment and that of students in traditional learning environment. As indicated in this

paper, because of the rapid developments in the field of artificial intelligence (AI), personal learning platforms have evolved based on the use of AI to offer personal learning to students. The studies indicate a positive correlation between enhanced academic performance, utilization, and satisfaction with individualized AI-based adaptive learning in a qualitative and quantitative way. The results demonstrate the level to which AI-based customization can contribute to the improvement of student performance and alter the way education is delivered.

Destiny Oberiri (2016), this experiment is conducted to examine the impact of social media on students in terms of academic performance. A survey of Taraba State University students. The research was based on quantitative surveys. It has a population of five thousand undergraduate students. To sample one hundred students, the formula of Taro Yame was used to sample them. The data collection instrument was questionnaires. The survey was conducted among one hundred randomly chosen students. All the questionnaires utilized were duly completed and retrieved with good response rate of 100 percent. The theory of uses and gratification is the boundaries of the current study.

Gilbert Macalanda Talaee (2018), the research evaluates those factors which influence use of social network among students in high learning institutions in Tanzania to enable guide educators, policy makers and students to make it more fruitful by informing through the policy making process, curriculum design, and training initiatives in higher learning institutions in Tanzania. A descriptive research design and mixed research approach were employed to collect data by describing questionnaires and conducting a sample of 122 of the undergraduate students enrolled in a human resource management program at Mzumbe University, of which only valid responses one hundred were considered. The quantitative data was analyzed with the help of descriptive statistics and qualitative data was analyzed with thematic analysis. The research indicated that the social networks motivate university students in Tanzania particularly at Mzumbe University by factors such as education, interaction, information, and refreshments.

Research Objective: -

1. To find out whether gender of students has any correlation with their perception of the effects of social media on academic grades.
2. To measure how often (hours) daily social media use is correlated with the proportion of working day that social media is used.
3. To evaluate the degree to which the usage hours, stress, and checking frequency predicts student perceived effects of social media on academic grades.

Research Hypothesis

H 0: The gender of the students does not significantly impact their opinions on the influence of social media on academic grades.
H1: The gender of the students does not exhibit any significant correlation with their perceptions regarding the impact of social media on their academic performance.

H 0: The number of hours a person spends on social media each day and the number of days they spend on social media during the work week should not be strongly related.
H 2: There is a strong link between the number of hours spent working on social media and the percentage of the workday spent on social media.

H 0: The perceived effect of social media on the grades achieved in school do not significantly relate to the stress level and frequency of checking and the hours of social media use.

H 3: The perceived level of the impact of social media on academic grades is strongly predicted by the hours that a person spends on social media, academic levels of stress, and the number of times that a person views his/her social media.

Methodology: -

1. Research Objectives: - Survey pertaining to the productivity and distracting of the MBA students. Goals that are positive and negative regarding the use of social media.

2. Key variables: - Independent variable: use of social media (duration, purpose, often). Dependent variables: grades, participation, growth.

3. Introduction and background: - The application of social media in current education. Studying performance impacts on the MBA.

4. Research methodology: - A sample segment is comprised of MBA students at SRI BALAJI UNIVERSITY PUNE. The questionnaires, polls, and interviews are used as data collectors in data gathering regarding the social media use habits and academic performance.

Data Analysis

Table 1. Descriptive Statistics

	What is your gender?	What year of your MBA program are you in?	Do you think social media impacts your academic grades?
N Valid	151	151	151
Missing	0	0	0
Mean	1.48	1.48	1.73
Median	1.00	1.00	2.00
Mode	1	1	1
Std. Deviation	.514	.501	.730

Frequency table

Table 2. What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	80	53.0	53.0	53.0
	2	70	46.4	46.4	99.3
	3	1	.7	.7	100.0
	Total	151	100.0	100.0	

Table 3. What year of your MBA program are you in?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	78	51.7	51.7	51.7
	2	73	48.3	48.3	100.0
	Total	151	100.0	100.0	

Table 4. Do you think social media impacts your academic grades?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	66	43.7	43.7	43.7
	2	60	39.7	39.7	83.4
	3	25	16.6	16.6	100.0
	Total	151	100.0	100.0	

Table 5. Chi-Square Test (Association between categorical variables)

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your gender? * Do you think social media impacts your academic grades?	151	100.0%	0	.0%	151	100.0%

Table 6. What is your gender? * Do you think social media impacts your academic grades? Crosstabulation

			Do you think social media impacts your academic grades?			Total
			1	2	3	
What is your gender?	1	Count	37	31	12	80
		Expected Count	35.0	31.8	13.2	80.0
		% of Total	24.5%	20.5%	7.9%	53.0%
	2	Count	29	29	12	70
		Expected Count	30.6	27.8	11.6	70.0
		% of Total	19.2%	19.2%	7.9%	46.4%
	3	Count	0	0	1	1
		Expected Count	.4	.4	.2	1.0
		% of Total	.0%	.0%	.7%	.7%
Total		Count	66	60	25	151
		Expected Count	66.0	60.0	25.0	151.0
		% of Total	43.7%	39.7%	16.6%	100.0%

Table 7. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.443[a]	4	.245
Likelihood Ratio	4.002	4	.406
Linear-by-Linear Association	.980	1	.322
N of Valid Cases	151		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is .17.

Table 8. Correlation Test (Relationship between two numeric variables)

Correlations

		How many hours per day do you use social media?	How long do you use social media on any given day? Define percentage of your working day.
How many hours per day do you use social media?	Pearson Correlation	1	.434**
	Sig. (2-tailed)		.000
	N	151	151
How long do you use social media on any given day? Define percentage of your working day.	Pearson Correlation	.434**	1
	Sig. (2-tailed)	.000	
	N	151	151

**. Correlation is significant at the 0.01 level (2-tailed).

Findings/ Interpretation

1. **Descriptive Statistics**
   - Out of 151 MBA students; 53 percent were males; 46 percent were females and 0.7 others.
   - 51.7% were in 1st year and 48.3% in 2nd year → a 50/50.
   - On feeling of the effects of social media on grades: 43.7% reported positive impact, 39.7% reported negative impact, 16.6% reported no impact.

Interpretation: The sample of students is gender balanced and evenly distributed with respect to program decades. Most of them feel that social media has some influence on their grades with positive influences being a little more prevalent.

2. **Chi-Squire Test (Gender x Impact on Grades)**
    - **Chi-Square value** = 5.443, p = .245. After all, as p = 0.05 and above, the correlation is not statistically significant.

Interpretation: Gender is not a key determinant of student's perceptions as to whether social media affects their academic grades. Students (male and female) have similar opinions.

3. **Correlation Test** (Hours per Day x Percent of a Working Day on Social Media)
    - Pearson correlation = .434, p < .001. This is moderate positive correlation that is statistically significant.

Interpretation: Students who dedicate further time each day to social media are also more likely to devote a higher portion of their working day to the Internet. Concisely, social media is also more incorporated into the lives of heavy users of the media daily.

Conclusion

Based on this study, it is apparent that social media has now been an inalienable aspect of the academic and personal lives of MBA students. Most students feel that it affects their performance in the school in both positive and negative ways based on the sharing of knowledge and networking as well as limiting focus and attention. It was found that gender and year of study are not important in influencing these perceptions. Although heavy users also devote a bigger part of their working day to internet, the usage patterns cannot be assumed to explain whether students believe that their grades will be influenced. This implies that other sources like discipline, motivation and effective time management can be of more importance in outcome determination. Finally, social media is not necessarily good/bad to academic performance, it is about how students use it. It can be an effective one in case it is utilized thoughtfully to collaborate academically and learn. However, when abused to be overly entertained, it will become damaging to attention and output. The research proposes that MBA programs might want to include information on how to manage the use of social media successfully and assist students with finding the proper balance between using technology and academic performance.

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