

Influence and Importance of Social e-App's for King Khalid University Students on Academic Performance in the Digital Epoch

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Abstract

Social electronic Applications (Social e-App's) were generally created as a networking tool but Social Networking Apps (SNApp) and Social Networking Sites (SNSs) have been broadly adopted by pupils as a potential resource in academic communications. Today, students are being habituated to the usage of SNApp and hence they continuously engage in non-academic activities. This study delineates the consequence of wide utilization of SNApps on the pupils' academic performance as well as enumerates how these SNApps affected their devotion to studies. Since the regular practice of SNApp has affected their performance, there is a serious necessity to direct students to use similar technologies which only support classroom works. SNApp was initially developed as a networking communication tool but has become so much more. It is never realized that "how much time the students have spent on social media" and "How many hours, minutes and seconds they have spent on checking messages or scrolling through all followers' pictures on these Apps". The research explores how the Social e-App influences the pupils' academic performance centered on a comparative scrutiny between the Indian and KKU (Saudi Arabia) students.

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I. INTRODUCTION

For the past decennium, the online world has historically changed because of social media (SM). With SM, the students and educational researchers could exchange their ideas all through the globe. As per Beebe and Masterson (2003), communication between humans consists of what people interact, how they say it and to whom was it said. The familiarization of Mobiles led to the improvement of several real-time messaging Application services to those who are connected with the internet. Initially, SM is the utmost eminent technology in its domain. It is said that "when public have the power to enjoy, they have

to abide responsibility with it" since there isn't always the positive power that comes in the way.

The chief purpose of SNApp is to be utilized as a networking communication tool but it has achieved much more beyond it. Twitter, Facebook, WhatsApp, YouTube, and Instagram are the utmost popularly utilized indispensable SM applications.

Brian Acton and Jan Koum who were the ex-employees of Yahoo developed WhatsApp. Inc. For the past decennium, SM has contributed more to youths as it provides the way for interacting with each other, worldwide. After the arrival of Facebook and MySpace during the period of

2004-2006, the ubiquitous effect of SM was felt all through the world. For instance, Facebook is accessed by 500 million users however, the graph is on the hike and it is as well estimated that over 85% of the pupils are found to use facebook for communication (Schneider, 2009). When these Social-e-Apps are accessed by the pupils, they utilize instant message (IM), chatting, and Twitter updates or status to exchange information between one another. Kaitlin (2010) stated that SNS also influence on the mode in which one gets information and reports.

Different sites open up unique portals and produce more diversified facts. Yet, SNApp is well-liked and has experienced huge fame among people. Additionally, these apps are highly habit-forming to pupils and could influence their academic performance in a way that becomes too hard to cure and control. SN Apps influences the commitment of pupils to study. With the developments in technology, SNSs have become eminent amidst pupils. Henceforth, people started to bother about the boundless usage of SM sites amongst the pupils which influences their studies.

II. STATEMENT OF THE PROBLEM

The fast advancement of SM technology highly impacts the way the people interconnect day by day. The elevation in the utilization of the SM amongst the academic pupils in the current era could not be emphasized. Student's academic performance can be affected by several facets, among them the impact of SM is the utmost important facet. As stated by Das,B&Sahoo,JS (2010), today people spend extra time on SM sites on communicating and exchanging their thoughts and ideas with each other. Therefore, pupils become more reliant to instantly check their status which takes a few minutes in a day. Kist (2008), Choney, (2010), Jacobsen &Forste, (2011), MehMood&Taswir, (2013) considered that the utilization of internet has positive or negative effectson the pupil's academic performance. It is a

matter of concern that in most cases, parents are worried about the pupils as they are prone to use up tremendous time over SM sites which may affect their study time. Parents are also alarmed by the continuous use of SM sites. Some surveys have elucidated that these sites are utilized by the pupils on a habitual basis. Hence, the investigation is done to estimate the pupils under the ascendancy of SM sites on their education. This research was performed on King Khalid University pupils who frequently use SMs both inside and outside the college grounds. This worktargets to appraise how SM impactsonuniversity pupils in their academic performances.

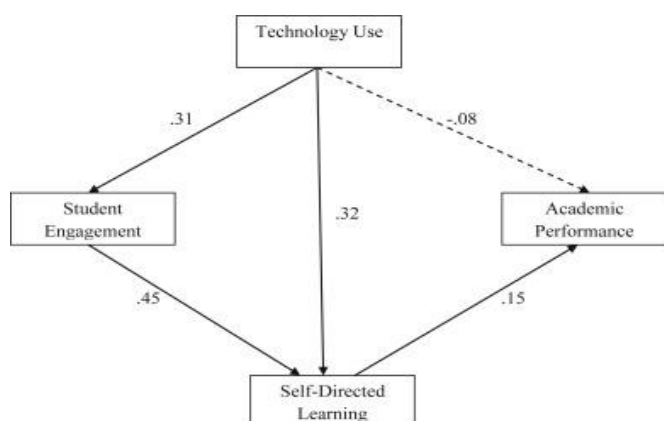
III. REVIEW OF RELATED WORK

Numerous studies were done by the researchers to appraise the utilization of SM platforms by pupils and their effects on them. Some of them are expounded below,

Owusu-Acheaw,& Larson (2015) performed a study on Koforidua Polytechnic pupils in Ghanato found the pupils' utilization of SM and analyze its result on scholastic performance. The studies exposed that most pupils tend to pass the time over 1/2 to 3 hoursaday over their smartphones with Internet facility and also over the SM sites. Also, the study showed that it had an adverse influence on the pupils' academia. San Miguel (2009), Karpinski&Duberstein (2009), Khan (2009), Enriquez (2010), Choney (2010), Kubey et al (2010), made studies over pupils' utilization of the SM sites and examined its result on their scholastic performance aimed over the pupils in this developed globe.

Hasnain, et al (2015) researched and found the connection betwixt the benefit of SM and pupils' and their scholastic performance in Pakistan. The results corroborated that the SM has contradictory effectson theiracademia.

Emeka&Nyeche (2016) performed a case study over the under-graduate students in the University of Abuja to ascertain the influence of Internet Usage on their studies. The outcome discovered that the Internet usage was an advantageous tool among students and it boosted up their capability and skills which assisted them in studies and carrier. Few researchers highlighted how SM had



an effect on the education sector and also the study indicated a variety of beneficial and unfavorable effects of SM on the pupils' education. Few researchers found out the consequence of hiking utilization of SM sites on the university pupil's studies. Random sampling over 300 pupils depicted that the ascendancy of SM over pupils is positive.

IV. RESEARCH METHODOLOGY

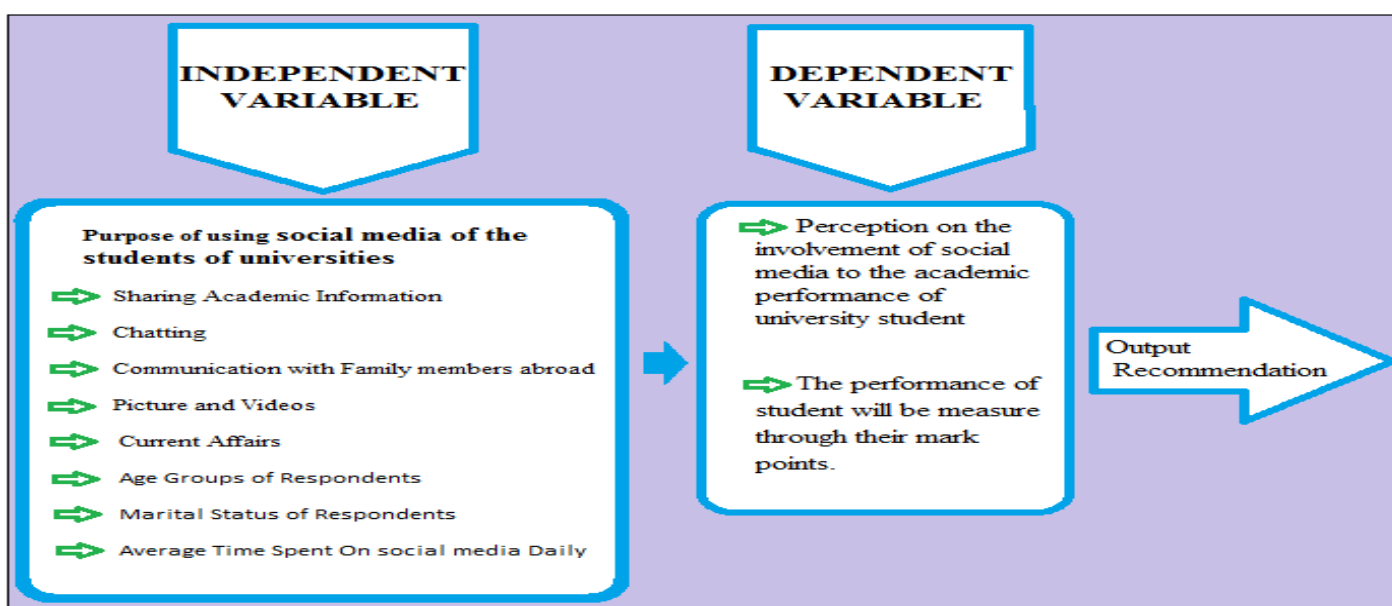
This section discusses the research in detail. It mostly covers the research design, methodology and collected survey data. The survey is made utilizing a questionnaire and the responses are collected from the pupils of KKU. This research targets to scrutinize the consequences of SM on the performance of the university pupils. Their performance would be gauged through their marks. Over 300 questionnaires were disseminated and responses were collected.

Variables

The variables that depend on other factors which are to be measured are regarded as Dependent Variables. A dependent variable is expected to vary when there is an experimental influence on the independent variable (s).

A variable that is unchanged by the other variables is regarded as the Independent Variable. These variables could be altered by the investigator.

V. CONCEPTUAL FRAMEWORK



VI. TYPE OF STUDY

This research emphasizes the exploratory work to ascertain the influences of SM on the pupils' performance. The aforesaid exploratory study means a process of collecting evidence with experience or direct observation. It aids to respond the empirical questions, which has to be correctly explained and answered with data.

VII. DATA COLLECTION

The data was gathered to scrutinize the consequences of the regular use of SM on the scholastic performances of the university pupils. A survey is made in respect of the pupils who are using disparate SNApps. A questionnaire made for gathering data as of the pupils who are fervently utilizing SM on smartphone is proffered below,

S.No.	Questions	Student Age Group 18-22	Student Age Group 23-25	Student Age Group 25-30
Conjoint General Information About Student				
Q1.	Student Status	UG		
		PG		
Q2.	Age Group of student			
Q3.	Average Time Spent On Using Social Media	Less than 2 Hours		
		2-4 Hours		
		More than 4 Hours		
Q4.	Marital Status	Single		
		Married		
Q5.	Fresher or dropout	fresher		
		dropout		
Social Media Related Information		Yes	No	Sometimes
Q6.	Sharing Academic Information			
Q7.	Chatting			
Q8.	Communication With Family Members			
Q9.	Picture and Videos			
Q10.	Current Affairs			
Q11.	WhatsApp			
Monitoring the impact in academics				
Q12.	Use app only for studies			
Q13.	Ever thought its effecting studies			
Q14.	App cannot help in studies			
Q15.	It's the latest way of learning			
Q16.	It's helpful by all means			

You can share your experience as a student while using Social Networking sites in just 50 words.

Thank you for your support and contribution.

VIII. FINDINGS DATA AND DISCUSSION

The conclusions attained from this study are given in tables 1 to 4.

Age Groups of Respondents:

AGE GROUP	NO. OF RESPONDENTS	STUDENT STATUS
18-22	99	UG
23-25	97	UG + PG
25-30	94	PG

Table: 1

25-30	94	72
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Table: 2

Average Time Spent daily on using SM, especially on WhatsApp:

AGE GROUP	NO. OF RESPONDENTS	BELOW 2 HOURS
18-22	99	40
23-25	97	10
25-30	94	05

Table: 3

Marital statuses of Respondents:

AGE GROUP	NO. OF RESPONDENTS	MARITAL STATUS
18-22	99	SINGLE 99
23-25	97	SINGLE 93

DISCUSSION

Table 3 illustrates the average time spent on SM by pupils between 18-22 years is 62%, 23-25 years is 62.83% and 25-30 years is 63.5%.

Type of contents that the pupils share either as personal or group discussions:

PURPOSE OF USING WHATSAPP	NO. OF RESPONDENTS Total NOR	AGE GROUP 18-22 A	AGE GROUP 23-25 B	AGE GROUP 25-30 C
Sharing Academic Information	A+B+C/ NOR 105/290 36.206%	42	38	25
Chatting	A+B+C/ NOR 255/290 87.931%	80	85	90
Communication With Family Members	A+B+C/ NOR 149/290 51.379%	55	46	48
Picture and Videos	A+B+C/ NOR 271/290 93.448%	90	89	92
Current Affairs	A+B+C/ NOR 67/290 23.103%	10	25	32
WhatsApp	A+B+C/ NOR	95	94	94

	283/290 97.586%			
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Table: 4

Table 4 elucidates the percentage of students using SM regularly for communication purposes with disparate SM applications. From table 4, 87.931% of pupils use SM for general chatting, 23.103% of pupils use SM for current affairs, 93.448% of pupils use SM for sharing pictures and videos, 51.379% of pupils use SM for Communicating with their Family Members and 36.206% of pupils were using SM for sharing academic-related information.

IX. CONCLUSION

The use of SM is now becoming popular all through the world due to technological developments. Besides celebrities, even the normal public becomes the users of these SM sites. The chief purpose of this work was to explore the academic outcomes of the pupils who spent their time mostly on such sites. Experiential outcomes are positive because 36.206% of students spent time on these SM sites for sharing and generating new concepts associated to their studies. They as well utilize SM for communicating with their Family Members or friends, sharing videos and pictures, normal chatting and getting knowledge about current affairs. The use of these SM sites has become the routine habit of pupils and they spent their entire time on the SM both for pleasure and studies.

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