

IMPACT OF SOCIAL MEDIA USAGE ON ACADEMIC PERFORMANCE OF BUSINESS STUDENTS STUDYING AT ACBSP ACCREDITED PRIVATE BUSINESS SCHOOLS IN BANGLADESH

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ABSTRACT

The purpose of this research is to examine the impact of Facebook and YouTube usage on academic performance of business students studying at ACBSP accredited private business schools of Bangladesh. Structured questionnaire containing fifteen questions has been used to collect response from the respondents. The respondents are undergraduate level students and their age range is between nineteen to twenty four years. The survey was conducted at ACBSP accredited private business schools in Bangladesh and number of respondent was 300. Regression model was used for data analysis. There are two ACBSP accredited private business school in Bangladesh. Our study focused on students from both business schools. We found that Facebook and YouTube have almost similar impact on academic performance of the students from both school which is 13.4% for the students from North South University and 17.2% for the students from Independent University, Bangladesh. Respondents from both universities believe that YouTube is more helpful than Facebook for study purpose. This paper helps to understand perception of students studying business disciplines at ACBSP accredited private business schools in Bangladesh about impact of Facebook and YouTube usage on their academic performance.

1. INTRODUCTION

Access to internet and telecommunication is becoming easy day by day. According to the research conducted by Internet World Stats, position of Bangladesh is ranked ten among the top twenty countries with the highest number of internet users. This report shows that as of June 2017, internet penetration rate is 44.5% in Bangladesh. User of social media is increasing day by day in Bangladesh. Facebook is the most popular social media in Bangladesh and second most popular social media is YouTube. According to Bangladesh Telecommunication Regulatory Commission (BTRC), 50% of mobile internet bandwidth and 17% of ISP internet bandwidth are used for Facebook. Another research conducted by Global Digital Statshot shows that the capital city of Bangladesh, Dhaka has second highest active Facebook users in the world which is twenty two million. Recent report of Statcounter shows that as of January 2018, Bangladesh have 93.07 million Facebook users whereas number of YouTube users is 4.93 million.

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Following chart shows number of social media users in Bangladesh:

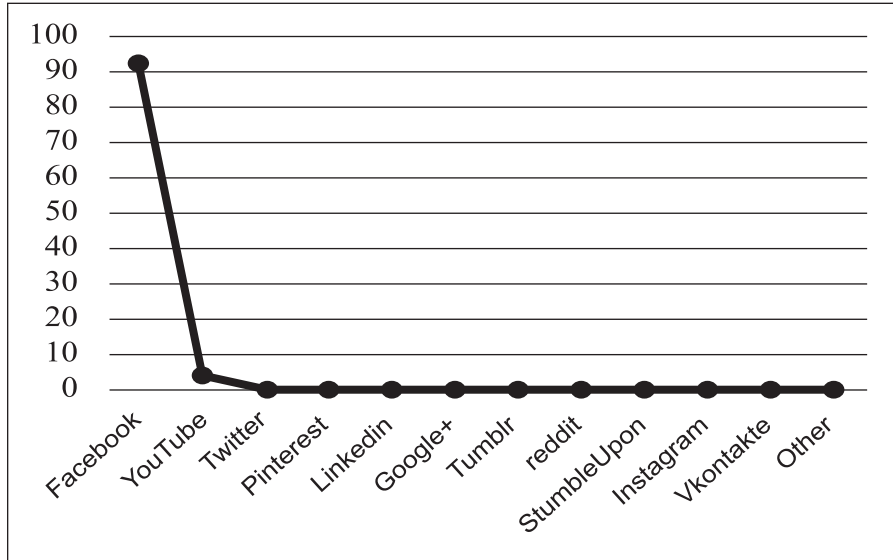


Figure 1: Social media users' in Bangladesh (Source: Statcounter)

Most of the students in private universities have access to the internet. Students access internet for both education as well as entertainment purpose.

According to BTRC, most of the Facebook users in Bangladesh are aged between 13-25 years. The percentage of youth Facebook users in Bangladesh is 73%, while another 27% users are within 26+ years aged. This statistic shows that the parents don't have clear idea about the usage of Facebook as well as other usage of internet. Due to lack of knowledge about the usage of social media, the parents get panicked and have negative idea about impact of social media in education. Question leak of public examination in recent years in Bangladesh has worsen the image of social media. Now, people in Bangladesh think social media is damaging the education system of Bangladesh. There is positive usage of social media on education also. There has been some research in Bangladesh on usage pattern of social media of students in public university. But there are only few studies done on social media usage pattern by students of private universities in Bangladesh. There are only two ACBSP accredited private business school in Bangladesh and their pattern of teaching are also different. The ACBSP accreditation ensures standard and quality of education of business schools. Students of private business schools have opportunity to choose course load and they can complete their degree faster which is not possible in public business schools in Bangladesh. In some cases, students in private business schools have more course loads. The usage pattern of social media and internet is different for the students of private business school due to infrastructure and course load. Our study tries to find out impact of social media usage on academic performance of the students of ACBSP accredited private business school of Bangladesh.

2. LITERATURE REVIEW:

2.1 Social Media and Higher Education

We are conducting our study on Generation Y's (Gen Y) usage of social media for the tertiary education purpose and impact of social media on the academic performance. Here, Gen Y means the people born after 1980 and are heavily involved in technology to complete daily activities (Bolton et.al, 2013). A study performed by Alwagait et.al, 2014, shows that 84% of Saudi Arabian students find one or two social media sites useful that support their needs. Also in the same article by Alwagait et.al, 2014, Facebook and YouTube have been mentioned respectively as social networking sites and media sharing sites.

Social networking sites (SNS) refer to the sites where an individual can set-up a profile with personal information and can get connected with the people that share same interest (Alwagait et.al, 2014). SNS is a great place for students where they can interact with their peers and instructors. These sites have features like a) sharing thoughts by typing in a given space, b) uploading files, c) conducting polls to understand demands etc. Thus, both students and teachers are opting for social media sites to support out of the class communications.

Media sharing sites refer to the sites that allow content creators to create and upload audio and video contents (Alwagait et.al, 2014). The subscribers can watch these contents and post comments. Thus, media sharing sites have applications for students and teachers too.

Regardless the interactive application of social media in education, some educators and students may resist using the platform for the following reasons:

- a) Many students know the use of cell-phones for texting, calling, and gaming (Marlyn, 2015). But, some of these students are not enough literate to operate a computer (Marlyn, 2015). Thus, these students do not realize the greater applications of social media in terms of creating and uploading presentations as video contents, creating and uploading textual contents etc.
- b) The lack of greater applications of social media (in previous sections) creates a new digital divide for the students (Marlyn, 2015). This creates a huge digital gap among the students who know the full application of social media and who know very limited to no application of social media.
- c) Social media creates the digital divide among instructors who know the social media and apply it, and those cannot (Marlyn, 2015). This impacts the way of disseminating the information to the students both in active and passive manner.

Despite the challenges faced by the instructors and the students, social media have positive impact as to encouraging debates and discussions on everyday class lectures (Marlyn, 2015). This way, an instructor can evaluate a student’s class participation properly. Nevertheless, social media illiteracy that leads to a new digital divide should be eliminated. This encourages the discussion of social media literacy and its challenges and opportunities for higher education. In today’s world, access to Internet based communication technologies is universal and untiring (Mark & Joanne, 2015). Contemporary students create and disseminate media accompanying Internet and social media Websites like Facebook, blogs etc. (Mark & Joanne, 2015). The integration between social media and communication is changing the way we communicate with the world (Mark & Joanne, 2015). Thus, it is changing the way of interactions among students and teachers. To ensure this interaction, social media literacy must be ensured among contemporary educators and students.

As previously discussed, Gen Y students are the active users of Internet and social media sites. There are also educators from earlier Gen Y who are using digital communication to educate students (also Gen Y). As mentioned in Mark & Joanne, 2015, it is said that an educator must not assume that the students should know everything about contemporary communication methods (preferably social Web) and Internet. Thus, many young students who are the victims of the new digital divide are needed undivided attention from the contemporary educators so that they can learn and apply critical (social) media skills (Mark & Joanne, 2015). This will help the young students to perform better both academically and socially. Besides the students, (social) media literacy is also critical for the educators, which encourages developing their own social media skills (Mark & Joanne, 2015).

Beside the new digital divide, there is another classic digital divide in terms of degree of access to the Internet technologies by the developed and developing countries. As we are conducting the study based on Bangladeshi business schools that are ACBSP accredited, it can be said that we are searching for the impact of social media on Bangladeshi students’ academic performance. A study performed by Jane et.al, 2014 on Malaysian students show the degree of usage of social media technologies (SMTs) as follow:

How do you use SMTs to support your Studies?	How studecnts use SMTs
Assignmens/project collaboration/discussions	81 (97.59%)
Sharing of documents	76 (91.57%)
Knowledge/information sharing	69 (83.13%)
Activities/event updates	67 (80.72%)
Sourcing for information	60 (72.29%)
Communication	73 (87.95%)

Figure 2: Students’ usage of SMTs in learning (Source: Jane et.al, 2014)

From the figure we see that more than 90% Malaysian students use social media platforms for assignments/project collaboration/discussions, and sharing of documents. For other applications of social media platforms, we see that less than 90% students are engaged. With the proper social media literacy through the educators, more than 90% students could use social media to support their studies more interactively.

In our study, we are considering impacts of Facebook and YouTube on business students' academic performance. As per study by Chen and Gilchrist, 2013, YouTube can be used for watching video contents like a) instructor's class lectures, b) public relations, c) event by a notable speaker, d) freshman orientation, e) class assignments, and f) response by the instructor. Among these, most viewed video content was on class lectures (termed as academically oriented presentations) (Chen and Gilchrist, 2013).

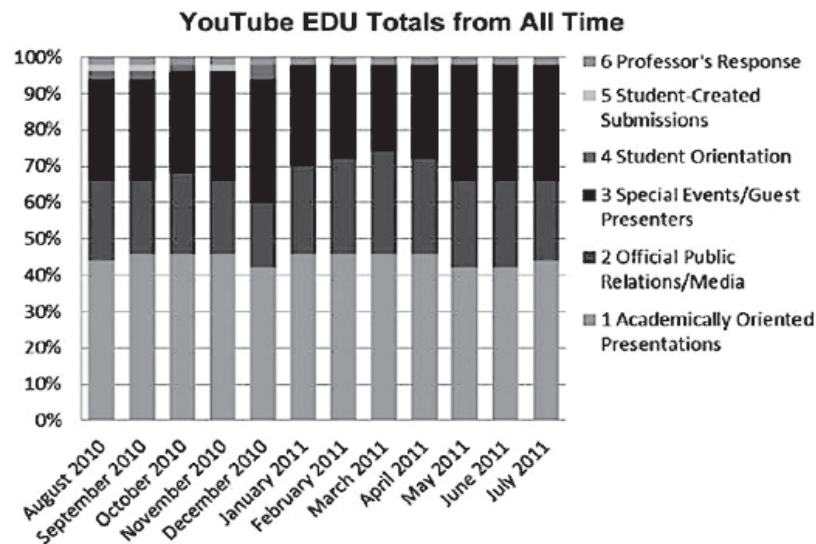


Figure 3: "All-time" monthly most viewed videos
(Source: Chen and Gilchrist, 2013)

Facebook enables joining virtual groups for students based on common courses taken (Susilo, 2008). Thus, it enables learners to communicate with peers and instructors virtually. As per the study by Susilo, 2008, three aspects of Facebook enable students for an interactive learning as follows:

- a) Reflection: A student can reflect thoughts or understanding on courses.
- b) Communication: By chatting with peers and instructors, a student can participate in a real-time communication.
- c) Sharing: Using the option to upload and share button, a student can disseminate information in the forms of a written document, audio, image, and video.

2.2 Research Question:

- What is the perception of students between academic performance and usage of Facebook as well as YouTube?
- What is the impact of Facebook and YouTube usage on academic performance of business students studying at ACBSP accredited business schools?

2.3 Research Methods:

The data collection tool used for this research is a structured questionnaire. Data was collected from the students studying business at the ACBSP accredited private business schools in Bangladesh. Sample size for this research is 300 which is evenly collected from both the business schools. The respondents are undergraduate students of those business schools whose age range is between nineteen and twenty four years. SPSS version 21 was used for data analysis.

3. DATA COLLECTION:

We have collected 150 responses each from North South University and Independent University of Bangladesh for this study. Printed questionnaire was given to the respondents who are exclusively enrolled in business school and requested to fill up the questionnaire instantly. Filled up questionnaire was collected and analyzed later.

4. RESULT AND DISCUSSION:

Respondents from both the universities include male and female. Following tables shows percentage of male and female participants took part in the survey.

Table 1: Gender distribution of respondents at North South University

Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	100	66.7	66.7	66.7
Valid Female	50	33.3	33.3	100.0
Total	150	100.0	100.0	100.0

Table 2: Gender distribution of respondents at Independent University of Bangladesh

Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	88	58.7	58.7	58.7
Valid Female	62	41.3	41.3	100.0
Total	150	100.0	100.0	100.0

We have used linear regression analysis to investigate impact of social media (Facebook and YouTube) on academic performance of students. To investigate this relationship, we have used students' performance as a dependent variable while Facebook and YouTube as independent variables. We have developed following model for this research:

$$\text{Students' Academic Performance, } S = \beta_0 + \beta_1 F + \beta_2 Y + \varepsilon$$

Here, F represents usage of Facebook and Y represents usage of YouTube.

Table 3: Correlation Matrix of independent and dependent variables (North South University)

Correlations				
		S	F	Y
S	Pearson Correlation	1	.169*	.405**
	Sig. (2-tailed)		.039	.000
	N	150	150	150
F	Pearson Correlation	.169*	1	.308**
	Sig. (2-tailed)	.039		.000
	N	150	150	150
Y	Pearson Correlation	.405**	.308**	1
	Sig. (2-tailed)	.000	.000	
	N	150	150	150
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 4: Correlation Matrix of independent and dependent variables (Independent University of Bangladesh)

Correlations				
		S	F	Y
S	Pearson Correlation	1	.244**	.369**
	Sig. (2-tailed)		.003	.000
	N	150	150	150
F	Pearson Correlation	.244**	1	.115**
	Sig. (2-tailed)	.003		.163
	N	150	150	150
Y	Pearson Correlation	.369**	.115**	1
	Sig. (2-tailed)	.000	.163	
	N	150	150	150
**. Correlation is significant at the 0.01 level (2-tailed).				

Correlation Matrix for both NSU (North South University) and IUB (Independent University of Bangladesh) shows evidence of having significance of social media usage on academic performance of the students. Pearson correlation value less than 0.2 is considered as weak relationship, Pearson correlation value between 0.4 and 0.7 is considered as moderate while Pearson coefficient more than 0.7 is considered as evidence of strong relationship (Briggs & Cheek, 1986; Shortell, 2001). Students from NSU have moderate influence of YouTube usage in their academic performance while Facebook usage has weak relationship with academic performance. Correlation matrix for the students of IUB shows both Facebook and YouTube usage has weak relationship with academic performance.

Table 5: Regression Model Summary (North South University)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.407 ^a	.166	.154	2.22364	.166	14.610	2	147	.000	1.890

a. Predictors: (Constant), Y, F

b. Dependent Variable: S

This model estimates impact of social media usage on academic performance of the students of NSU business school. The model shows there is moderately strong relationship between usage of social media and academic performance while only 15.4% of the academic performance can be affected by usage of social media.

Table 6: Anova (North South University)

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	144.479	2	72.239	14.610	.000 ^b
Residual	726.854	147	4.945		
Total	871.333	149			

a. Dependent Variable: S

b. Predictors: (Constant), Y, F

The ANOVA table shows that regression model developed in this research is significant to predict impact of social media usage on academic performance of students of NSU.

Table 7: Coefficient (North South University)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
(Constant)	11.528	1.473		7.825	.000			
1 F	.042	.067	.049	.618	.538	.169	.051	.047
Y	.318	.065	.389	4.918	.000	.405	.376	.370

a. Dependent Variable: S

This tables shows that usage of YouTube has positive impact on academic performance of students of NSU and there is no impact of Facebook usage in their academic performance.

Table 8: Regression Model Summary (Independent University of Bangladesh)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.421 ^a	.177	.166	2.18625	.177	15.814	2	147	.000	2.163

a. Predictors: (Constant), Y, F

b. Dependent Variable: S

This model estimates impact of social media usage on the academic performance of students of IUB. The value of R is 0.421 which indicates moderate relationship between social media usage and academic performance while the model explain 16.6% of academic performance can be affected by usage of social media.

Table 9: Anova (Independent University of Bangladesh)

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	151.176	2	75.588	15.814	.000 ^b
Residual	702.617	147	4.780		
Total	853.793	149			

a. Dependent Variable: S

b. Predictors: (Constant), Y, F

The ANOVA table shows that the model is significant enough to predict impact of social media usage on academic performance of students of IUB.

Table 10: Coefficient (Independent University of Bangladesh)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
(Constant)	10.137	1.461		6.940	.000			
1 F	.150	.055	.204	2.714	.007	.244	.218	.203
Y	.293	.064	.345	4.583	.000	.369	.354	.343

a. Dependent Variable: S

Coefficient table for the students of IUB shows that YouTube usage has significant impact on academic performance while usage of Facebook is insignificant.

5. CONCLUSION:

Social media usage is in rise in recent years. Students' use social media for academic as well as socialization purpose. Our research focused on the business students' studying ABCSP accredited private business schools in Bangladesh and found there is significant impact of social media usage on academic performance. Both NSU and IUB students' think that YouTube can have positive impact on their academic performance while Facebook has insignificant impact. YouTube can be used as a learning tool for those students and further research can measure the effectiveness.

This study found that YouTube have significant impact on academic performance of students of both the participating university. Management of the universities can utilize this social media to create a convenience method of learning for the students. Participants of this study prefer YouTube more than the Facebook for academic purpose. This finding suggests that students want to keep their social life different than that of academic. YouTube is preferred by the students for learning. The universities can arrange video lecture library of renowned academician in different field and make it accessible for the students which will offer them an alternative channel of learning. Further research can be done to assess impact of those video lecture on academic performance of the students once it's implemented.

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