INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

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INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESIS (ES)

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

LIMITATIONS

SCOPE FOR FURTHER RESEARCH

REFERENCES

APPENDIX/ANNEXURE

The manuscript should preferably be in *2000 to 5000 WORDS*, But the limits can vary depending on the nature of the manuscript.

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12.   **FIGURES & TABLES:** These should be simple, crystal **CLEAR**, **centered**, **separately numbered** & self-explained, and the **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. *It should be ensured that the tables/figures are referred to from the main text.*

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BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.

- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–23

UNPUBLISHED DISSERTATIONS

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

IMPACT OF INSTAGRAM ON ACADEMIC PERFORMANCE STUDENTS – AN EXPLORATORY EVIDENCE FROM UNDERGRADUATE FROM BANGALORE

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ABSTRACT

This paper tried to test undergraduate student's usage of Instagram and their academic performance. The paper was also intended to find how pervasive the use of Instagram by University students plays a role in their academic success. Structured questionnaire was designed and sent out to approximately 150 students of different programs in the University. Well-structured questionnaire was framed and distributed to the college students, majority of the respondents were in the age category of 18 to 21 respectively. Six hypotheses were framed and tested accordingly. The Independent variables measured how actively students used Instagram, including how much time they spend on Instagram, how often they update their status, post on friends' walls, comment on others' pages, the level of their privacy settings, and how many friends and photo albums they have. In order to accurately measure students' academic achievement, we had student's self-report, their in-class participation, attendance, as well as grade point average. Six pre-determined hypotheses were tested. First, the more time a student spends on Instagram, the lower grade point averages the student has. Secondly, the higher a student's privacy settings are on Instagram, the higher that student's grade point average is. Third, the more a student updates his or her Instagram status, the less likely they are to have good class attendance. Fourth, the more time a student spends on Instagram, the less likely they are to participate in class. Fifth, the more friends a student has on Instagram, the more time he spends on Instagram. Last, that the more posts a student puts on Instagram, the less likely they are to participate in class. Data collected were analysed and tested by using correlation tests through SPSS, a data analysis program. All the hypotheses were proven wrong.

KEYWORDS
Instagram, academic performance of students.

JEL CODE
O33

INTRODUCTION TO THE STUDY

Social networking usage refers to online space that is used by students to connect, share, communicate, establish or maintain connection with others for academic, entertainment, socialization etc. Social networking as a communication medium is rising quickly, mostly in the prosperous increase of applications for mobile devices. Especially young adults are becoming familiar with sharing their everyday life and experiences, keeping in touch with teachers, friends, and family online and talking about their interests (Leung 2002; Morahan-Martin & Schumacher 2003). The past few years have observed an explosion of social networking such as Twitter, Facebook, Instagram, Tik Tok etc. which have added a fresh social dimension to the web. There have been a rapidly increasing number of online connections among groups of persons who share similar interests, though they are assembled in an absolute space (Wilson et.al 2002). A number of social networking sites (e.g., Twitter, Facebook, LinkedIn, Google plus, Instagram, Tik Tok and Google plus) have employed dynamic social contexts in which online communities can be made and continued easily by the facilitation of communications and social connections among users. Such networking opportunities help make groups, communities and people with shared interests remain more associated and also to improvise the academic performance of the students.

In recent years, social networking sites have been the prevalent tools for online communication combining the interpersonal and mass communication competences together (Pempek, et al; 2009; Boyd & Ellison, 2007). Social networking sites like Twitter, Linked Instagram and Facebook support online groups that allow users to broadcast and construct their profile information, and interact with others by sending personal and public messages, playing games, and sharing photos (Pempek, Yermolayeva, & Calvert, 2009; Boyd & Ellison, 2007). Social networking sites facilitate individuals, making new online friends and acquaintances, and to maintain pre-existing social connections (Ellison, Lampe, & Steinfield, 2007).

The majority of users of the social networking sites are young people (14 to 25-year olds) who were named by Prensky (2001), as "Digital Natives" especially represented at the moment by students in higher education. These digital natives often use social networking sites to connect with their offline peers to strengthen their existing relations rather than building new relationships, (Ellison, Steinfield, & Lampe, 2007; Waechter, Reich, Espinoza, &, Subrahmanyam, 2008). Social networking sites might provide a potential medium to attain deeper online knowledge than conventional e-learning platforms, if educationally focused actions can be closely integrated into the use of social networking sites (Srivastava, 2012). Moreover, social networking sites allow students to highlight their experiences and talents, and communicate and express themselves better.

The advantages of using social networking sites for educational purpose are far ranging. A study stated that the use of social networking tools improved student's learning opportunities, allowed for real-time communication outside the classroom, fostered collaborative opportunities, and enhanced creativity (George, & Dellasega, 2011). Learners can watch educationally relevant videos or exchange information about what they have watched and learned, and then join online to further discuss with teachers. Social networking sites provide a forum to contact peers and teachers from wherever they are, offering the flexibility of extended duty hours. Some social networking sites, especially Facebook, Instagram, features may boost students to involve in social and creative learning progressions that extend beyond traditional educational settings and institutions (Wiberg, 2007). This provides added benefit to access extensive and different sources of information and opportunities for communication (Anderson, & Dron, 2007). At present, a lot of educational institutions are making use of the advantages of social networks in the teaching and learning process. According to the results of the study conducted by the U.S. Department of Education (2009), the classes using social networks or online systems were found to be more effective than the classes using the traditional face-to-face instruction.

Given the collaborative and interactive nature that describes social networking has tremendous potential for the field of education. Universities and Colleges are beginning to embrace social networking and understanding the potential power and implications for using it in education. Blankenship (2010) indicated that the usage of social networking in education results in many benefits, such as greater student interest, greater student engagement, more responsibility for their education and students take more control over their education. It also indicates that social networking sites support educational activities by creating interaction,

collaboration, and active participation. In similar way Abdulahi et al., (2014) & Ahn, (2011) noted that social networking and media tools offer students the opportunity to communicate, access information, get in touch, chat and research. Further Deng and Tavares (2013) noted that social networking has become an integral part of our student's social life; it is now seen as a learning platform that could be employed to increase student performance and engagement.

However, some studies have shown that social networking usage can lead to a multiplicity of negative consequences like reduction in academic performance, decrease in offline community engagement, and relationship problems (Griffiths & Kuss, 2011, Unachukwu et.al 2016). To examine social networking usage, there seems to be a need for a reliable and valid questionnaire to be developed. So, the sole purpose of this study is to bridge this gap and validate the developed questionnaire regarding its psychometric properties by specifying its accuracy and consistency of measurement. Hence this study is an endeavour to find out whether these social media applications do impact the academic performance of the students.

BRIEF LITERATURE REVIEW

Ogedebe P.M., Emmanuel J.A., Musa Y (2012), in their study titled "A survey on Facebook and academic performance in Nigeria universities" tried to find out the impact of Facebook on academic performance with references to the universities based out in Nigeria. For the present study they have framed six hypothesis and tested using correlation and factor analysis. They employed questionaire to conduct the survey, these questionaire were distributed to 150 students of different universities in Nigeria. Their primary objective was to find out whether the Facebook impacts the students grade points. The author concluded the study stating that usage of Facebook had brought lower grade points in students.

Badawy T.A, Hashem Y (2015), in their study the impact of social media on development of school students tried to find out whether students' academic performance is impacted by social media or not. They employed questionnaires to conduct the survey.

OPERATIONAL DEFINITION

Instagram is a location-based social network mobile application for sharing photos and videos. This service allows users to apply digital filters and share their photos and videos on other social networks and social media platforms. The service was founded by Kevin Systrom and Mike Krieger in San Francisco, California, and officially launched exclusively for the iPhone on October 6, 2010. The original name of the application was Burbn, which aimed to combine several characteristics of popular social media services like Foursquare. When Krieger joined the project, the two programmers decided to focus exclusively on photo sharing. Instagram is a combination of "instant camera" and "telegram." Systrom and Krieger wanted to relive the nostalgia of snapshots popularized by Polaroid and Kodak Instamatic, in a digital format. The photos uploaded to the mobile application are converted to a square shape, different from the 4:3 aspect ratio used by mobile device cameras. In addition to this distinctive feature, users can apply different manipulation tools to alter images. Instagram offers 20 filters that transform the lighting and tone of the photographs.

Users can follow other users' feeds, "like" and comment on images, and connect their Instagram account to other social networking sites and share photos. Instagram has an embedded feature that is location based, which enables users to add geo-located data to their content. Adding geographical identification metadata on Instagram attaches economic and social value to the content because it makes it more searchable. In January 2011, the service added hashtags as a new feature, following the trend of Twitter. Instagram encourages users to use specific and relevant tags in order to discover photos and other users on the platform. Hashtags also contributed to the creation of several communities of interest, and to the large-scale dissemination of photographs. Web profiles were created in 2012, allowing users to use their account like a social network Web site. Instagram has gone from a location-based social photo-sharing application to a location-based social network application. In June 2013, Instagram added a new feature for sharing 15-second videos. In August 2014, Instagram released Hyperlapse. This new application enables users to create time-lapse videos. The platform reached 1 million users in December 2010. In June 2011, Instagram's users were already 5 million, and that number doubled in September of that year. The company revealed that 150 million photographs had been uploaded to its service as of August 2011. Facebook acquired the service in April 2012 and announced that more than 30 million accounts have been set up on Instagram. In the summer of 2014, the statistics of the platform revealed 200 million active users (65 percent from outside the United States), 20 billion photos shared, 1.6 billion "likes" per day, and an average of 60 million photos uploaded daily. The statistics also show that 68 percent of Instagram's users are women and that the accounts are equally divided, with 50-percent iPhone owners and 50-percent Android owners. Instagram updated its terms of service on December 17, 2012, and granted itself the right to sell user's photos without any notification or compensation. Instagram was prompted to issue a statement retracting the controversial terms by millions of users, among them the National Geographic Society. Following the announcement, users switched to other photo-sharing services, like Pheed and Flickr. Consequently, Instagram has changed its terms of use, correcting the issue of authorship and Content contribution and collaboration by the members is critical to the viability of Instagram. Several studies argue that users' motivations to cocreate can be individual and related to the network structure. Users who are structurally embedded have a high number of ties to others in a network and are likely to have a greater level of sharing. Commitment, self-development, and reputation are individual motivations correlated to photo sharing. The economics of sharing photos is based on the collective intelligence of consumers and the idea that the consumer is a cocreator of value, an active agent and a resource. Instagram promotes mass collaboration through user-generated content. As cocreation is a social process based on collaboration and interaction between people, sharing photos involves users in the creation of value through thematic communities and network ties. Companies use Instagram not only to encourage users to share photos but also to create engagement with brands, generate traffic to Web sites, establish a visual image for products and services, index content via hashtags, create interactive campaigns with hashtags, and promote competition. The MTV television channel uses Instagram to present the backstage of its programs. Nike uses Instagram to show pictures of people exercising with its brand products. The profile of Starbucks publishes pictures tagged by fans through hashtags. Politicians use Instagram to reach out to voters in a more personal way through photos and videos. President Barack Obama has 4 million followers and a "Thank you" photo on election night with 294 thousand likes. Many celebrities share photos and videos of their personal and professional lives with fans. The media use Instagram to promote closer ties with their audiences and to disseminate visual content. Photographers, anonymous citizens, and civic organizations also use Instagram to publicize photos, communicate with friends, and promote cusses. In some countries, Instagram is already showing ads in the feeds of users. The advertising on the platform will be gradual and will present sponsored publications.

RESEARCH QUESTIONS

➢ Does Instagram have an impact on student's academic performance?
➢ To know whether spending time on Instagram will reduce GPA among students?

RESEARCH OBJECTIVES

1. To analyse the impact of Instagram on student's academic performance with respect to GPA.
2. To analyse whether student's class attendance is impacted by frequent usage of Instagram.
3. To analyse whether the usage of Instagram affects the class participation amongst the students.

RESEARCH METHODOLOGY

Based on the above-mentioned study objective and the hypothesis the following methodology is opted.

POPULATION CONSIDERED FOR THE STUDY

Population of study consisted of all students of social sciences and now studying in 3rd semester of engineering and management students who enrolled in the year 2018. Hence the sample drawn from the study in 142 based on stratified simple random sampling method.

SAMPLE SELECTION

Students of BBA and BCA were considered for the study are not homogeneous, hence stratified sampling with proportional allocation method to select a sample using the following formula:

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$$n = \frac{N}{1 + Ne2}$$

Where n and N are sample and population size respectively and 'e' is margin or error. Let the e=0.04 and N= 890 hence the required sample is 142.

RESEARCH TOOLS

For the present study correlation is used to test the hypothesis. Pearson's Correlation is a statistical technique that can show whether and how strongly the pairs of variables are closely associated. In the present study the author is trying to find out the inter relationship between the time spend on Instagram and academic performance.

HYPOTHESES FRAMED FOR THE STUDY:

TABLE A

H0$_1$	The more time a student spends on Instagram, the lower his or her grade point average will be.
H0$_2$	The higher a student's grade point average, the higher the student's Instagram privacy settings will be.
H0$_3$	The more a student updates their Instagram status, the less likely they are to have good class attendance.
H0$_4$	The more time a student spends on Instagram, the "less likely they are to participate in class.
H0$_5$	The more friends a student has on Instagram, the ". the more time he spends on Instagram
H0$_6$	The more posts a student puts on Instagram, the less likely they are to participate in class

ANALYSIS

Hypothesis No 1 - The more time a student spends on Instagram, the lower his or her grade point average will be.

TABLE 1: CORRELATION ANALYSIS FOR GPA AND TIME SPEND ON INSTAGRAM

		What is your GPA (on a 5.0 scale)	How often do you spend time on Instagram?
What is your GPA (on a 5.0 scale)?	Pearson Correlation	1	**.054**
	Sig. (2-tailed)		.628
	N	142	142
How often do you spend time on Instagram?	Pearson Correlation	**.054**	1
	Sig. (2-tailed)	.628	
	N	142	142

Source: Computed from Primary data analysis

Interpretation

As per the first hypothesis, students who spend too much on Instagram are more likely to have lower performance and have low GPA. This hypothesis is tested with correlation and we need to see the relationship between independent and dependent variable such as time spend and GPA. The results show that the variables are weakly correlated **(0.054)** as shown in the above table. Hence, we conclude that they there is no significance difference between the two variables. Hence the hypothesis is rejected. By this results we also see that students do have many responsibilities and activities during that academic year and their mindset and performance is showing inclined performance.

Hypothesis No 2- The higher a student's grade point average, the higher the student's Instagram privacy settings will be.

TABLE 2: CORRELATION ANALYSIS FOR GPA AND PRIVACY SETTINGS

		How often do you update your Instagram status?	How often do you miss class?
What is your GPA (on a 5.0 scale)?	Pearson Correlation	1	**.021**
	Sig. (2-tailed)		.687
	N	142	122
How often do you spend time on Instagram?	Pearson Correlation	**.021**	1
	Sig. (2-tailed)	.687	
	N	142	142

Source: Computed from Primary data analysis

Interpretation

As per the second hypothesis, the higher a student's grade point average, the higher the student's Instagram privacy settings will be. it is observed that the correlation **(.021)** is weak. Hence this shows that there is no significance relation found in these two variables. Hence this hypothesis is rejected.

Hypothesis No 3 - The more a student updates their Instagram status, the less likely they are to have good class attendance.

TABLE 3: CORRELATION ANALYSIS FOR INSTAGRAM UPDATE AND REGULAR TO CLASSES

		How often do you update your Instagram status?	How often do you miss class?
What is your GPA (on a 5.0 scale)?	Pearson Correlation	1	0.272
	Sig. (2-tailed)		.065
	N	142	142
How often do you spend time on Instagram?	Pearson Correlation	0.272	1
	Sig. (2-tailed)	.065	
	N	142	142

Source: Computed from Primary data analysis

Interpretation

The hypothesis that those students who update their Instagram statuses more often are less likely to have good class attendance was tested using correlation. As per the above Table 3, no significant relationship was found between status updates and class attendance. Since there is a weak correlation at significance level of 0.272, Therefore the hypothesis which state that the more posts a student puts on Instagram, the less likely they are to participate in class was rejected.

Hypothesis No 4 - The more time a student spends on Instagram, the "less likely they are to participate in class".

TABLE 4: CORRELATION ANALYSIS FOR ACTIVE PARTICIPATION AND TIME SPENT

		In general, how actively do you participate in class?	How often do you spend time on Instagram?
What is your GPA (on a 5.0 scale)?	Pearson Correlation	1	0.289
	Sig. (2-tailed)		.988
	N	142	142
How often do you spend time on Instagram?	Pearson Correlation	0.289	1
	Sig. (2-tailed)	.988	
	N	142	142

Source: Computed from Primary data analysis

Interpretation

From the above table it is observed that the more time a student spends using Instagram, the likely they are to participate in class. the result show that there is no significance correlation between the two variables. The study also reveals that the present generation students are good in multi-tasking and they are involved in many activities of the University and also, they do pay attention in the class. Hence, the correlation shows lesser value (.289) the hypothesis is rejected.

Hypothesis No 5 - The more friends a student has on Instagram, the ". the more time he or she spends on Instagram".

TABLE 5: CORRELATION ANALYSIS FOR FRIENDS AND TIME SPENT ON INSTAGRAM

		How many friends do you have on Instagram?	How often do you spend time on Instagram?
What is your GPA (on a 5.0 scale)?	Pearson Correlation	1	-0.290
	Sig. (2-tailed)		.002
	N	142	142
How often do you spend time on Instagram?	Pearson Correlation	-0.290	1
	Sig. (2-tailed)	.002	
	N	142	142

Source: Computed from Primary data analysis

Interpretation

From the above table we see that the correlation between the two variables are negatively correlated (-0.290). It means that even if there are many friends and followers on Instagram, respondents are doing their academic work on time and they are not deviated. Hence, we conclude that there is no significance relationship between number of friends and followers and the time spent on Instagram. Hence, we reject the hypothesis.

Hypothesis No 6 - The more posts a student puts on Instagram, the "less likely they are to participate in class.

TABLE 6: CORRELATION ANALYSIS

Correlation Analysis		In general, how actively do you participate in class	How often do you post on other people's Instagram pages?	How often do you text during class?	How often do you use your laptop for activities	How often do you contribute to class discussion?
In general, how actively do you participate in class	Pearson Correlation	1	.069	-.027	-.062	.398
	Sig.(2-tailed)		.392	.784	.574	.000
	N	142	142	142	142	142
How often do you post on another people's Instagram?	Pearson Correlation	.078	1	.321	.142	.084
	Sig.(2-tailed)	.387		.018	.124	.410
	N	142	142	142	142	142
How often do you text during class?	Pearson Correlation	-.074	.354	1	.277	.051
	Sig.(2-tailed)	.679	.017		.001	.421
	N	142	142	142	142	142
How often do you use your laptop for activities unrelated to class during class time?	Pearson Correlation	-.062	.147	.287	1	-.141
	Sig.(2-tailed)	.541	.113	.001		.141
	N	142	142	142	142	142
How often do you contribute to class discussion	Pearson Correlation	.514	.087	.021	-.141	1
	Sig.(2-tailed)	.000	.430	.438	.153	
	N	142	142	142	142	142

Source: Computed from Primary data analysis

Interpretation

The respondents were asked multiple questions like how active they are on Instagram, how often they post their videos, portraits and other information, how often they use Instagram during the class hours, usage of laptops and their effective class participation. It is noted that the all the responses as per the analysis are negatively correlated (.069, -.027, -.062 and.398). By this we see that that usage of social media does not impact the performance of the students especially the academic performance, instead it is visible that student's performance is not affected by the social media. As per the above statistics figures, the correlation is weak and the hypothesis is rejected.

FINDINGS

Instagram is currently trending more amongst the youngsters; it is high time to see whether their academic performance is affected by this social media platform. In order to analyse the above-mentioned objective, six hypotheses were framed and tested with correlation in SPSS. From the study we see that the all the hypotheses were rejected as there is no relationship existing between the independent variable and dependent variables. First objective was framed to test the relationship between the time spent on Instagram and their grade points, hence the results shows that because student spending more time the GPA is not affected. Second hypothesis was framed to see the relationship between the GPA and the privacy setting set by the users, still there is no relationship existing. Which means even though students change their privacy settings they are very much aware of the education priorities. Third hypothesis was framed to test the relationship between Instagram status and attendance which is very important hypothesis which talks about the student's presence in the class. even though they change third status and upload pictures and the recent happenings still students know the responsibilities. Fourth hypothesis was framed to test whether the students class participation, hence there is no relationship existing either. though students are frequently on Instagram they are actively participating in all the events and lectures conducted. Fifty hypotheses were framed to test the friends and time spent on Instagram. Now a day's students do lot of networking with neighbour colleges, however as per this study the students are networking for the higher performance in their academics last hypothesis is framed to test the frequent posts on Instagram and class participation.

CONCLUSION

The questionnaire developed in this study can help improve the measurement of university students' social networking usage in today's turbulent and changing environments. India witnessed a remarkable and rapid advancement in ICT, and Indian university students engage in online sources intensively. The present study aimed to develop and validate a social networking app which is Instagram questionnaire in order to understand the purposes of social networking usage of university students in an Indian context. The study draws on a broad literature review of studies measuring social networking usage in a range of educational contexts. This paper has presented the rigorous methodological procedure carried out to develop and quantitatively validate a method measuring Indian university students' social networking usage. This study will give academicians much needed tools and a fresh empirical perspective in their empirical research on the concept of social networking usage. Social networking and media can provide rich tools for teaching innovation and compiling ways to engage students effectively (APA, 2011). The results of previous empirical studies show that educators should embrace social media (Ito et al., 2009). Students are recommended to use it to connect with other students for group projects and homework (Boyd, 2008). Social media allow students to get together outside the class to collaborate and exchange ideas about their assignments and projects (O'Keeffe & Clarke-Pearson, 2011). From the above study we conclude by saying that Instagram do not have any impact on their student's academic performance. Hence students should use the social media to connect and improvise their academic skills.

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