

Consumption of Social Media and Academic Performance: A Cross-Sectional Survey of Perception of Students in D.I. Khan Universities

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ABSTRACT

Social media has got much importance because of mostly use by people for a lot purposes including education. In world changing into digital global village, social networking technology has played a vital role compare to other internet tools. This study tried to examine which age group GPA is mostly affected by usage of social networking sites the use of social media and its correlation with student's academic performance. And also to examine its effects on GPA of different faculties, that GPA of which faculty students is mostly affected by its use. This study is cross-sectional survey in nature on the students' perceptions about their use of social networking sites and its influence on their academic performance. Data gathered from the students of Gomal and Quratba University in D.I.Khan. Statistical Package for Social Sciences (SPSS) (Pearson's correlation coefficient test) used to analyze the data and infer findings and draw conclusion. It was found that H1 of the study that there is correlation between SNS use and academic performance not accepted. Thus Ho1 of the study that SNS use and academic improvement are not positively related to each other. It is also found that the difference of SNS' effects on the GPA of different faculties have strongly significant relationships with students' GPA and H2 is accepted. But Ho2 is not accepted that students studying in different faculties did not experienced effects of social networking sites on their GPA.

Keywords: SNS, Academic performance, CMC, GPA

It would be prudent to mention here that internet came into use in universities round 1990s and in many ways this resulted in the growth of the university research also. All across the world university students have used internet to forward their academic, recreational and social interactive needs and have contributed positively in creation of many internet tools like Facebook twitter etc. (Ranaweera et al., 2015).

It wouldn't be wrong to say that Internet has acquired very important role in the lives of human beings (see for instance Boyd, 2006). Similarly, due to its importance internet can be

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Received: December 31, 2018; Revision Received: January 26, 2019; Accepted: January 31, 2019

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used for a lot of purposes, including education awareness, entertainment and information, but most of the youth use it for social interaction through social networking sites (boyd, 2006).

Due to social networking sites people can connect themselves with other people by making profile, can make separate list for their friends to whom they want to connect, and also these sites are different in nature and working (Ellison & Boyd, 2007).

Nowadays, almost every person has a social account ranging from business marketers to academicians. Over the years its shape has evolved both rapidly and dramatically as from mere chatting and having a friend list, students these days use social media for uploading lectures, notes and for interaction with their teachers and classmates-something wasn't known to people back in 90s (Ilagan, 2013). Thus, Social networking sites can rightly be said of being helpful for academic purposes (Sepahi et al., 2016). Social media has different mode of use from person to person. Such is the case with students to as their mode of use have varied from checking updates on social media sites to uploading assignments, notes, lectures and for interaction with their teachers and classmates (patil, 2016). In parallel to social media sites modernization of universities and education institutions, students' lust to have better access to this system has unintentionally encouraged students to have had a search for assignments, lectures, and notes over the social media sites before uploading it on universities L.M.S which is Introduced in 1990s, have been used by a lot of universities around whole world like Australian universities, University of Michigan and Stanford University etc.

Modernization of education in Pakistan for example adoption of Learning management system and university management system which facilitate and encourage students to have a modern computing gadgets with access to perform their daily educational chores internet is getting more of a use these days. moreover distribution of laptops and internet dongles among students under the prime minister laptop scheme has made it more convenient for the students to have access to the social media sites and world wide web apart of using it just for assignment lectures, communication with peers and teachers, for creating and sharing files, study materials, etc.

According to a survey in the United States 90% of teens use internet and 75% of them use it once per day. It means that they are also members of social networking sites (Kist, 2008). Over past few years' social media has changed the ways in which the internet is experienced by most users. By social media people are sharing, making the world more open and are connected. It has influence on every field of our lives. It is widely used by collage students and more than 90 percent of college students visit social networking sites daily (patil, 2016). Spending more time on social sites having bad effects on students' study and academic life. Social networking sites have got popularity last few years especially among students having merits and demerits (Roy & Chakraborty, 2015).

Due to social media, a lot of changes have occurred. Most of companies and businessman are investing in the field of social media. Media has enlightened the importance and role of social media by rapidly reporting. There are two things which have brought advancement in the field of internet and social networking technology, users and the contents which are formed by them and shared rapidly throughout the whole world which have never seen in the past before. This was resulted of grabbing the attention of professionals for creating platform for debates and to discuss the value and its usage almost in every field of life like business and education.

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In education field social media has a lot of problems, in the developed countries a lot of work has done in shape of books, researches and in form of publications. But there is a need to do work in developing countries. That's why this study will analyze the role of social media highlighting its effects on the students' educational performance, as it is based on the (Shembilu, 2013) in his paper.

Academic performance

Keeping over selves concerned with measuring or exploring the risks associated with students' academics due to social media use, student grading, evaluation or GPA can be set as a yard stick to measure academic performance of the students.

According to (Thuseethan & Kuhanesan, 2014) in his paper giving reference of four different research papers that for measuring student academic performance around the world most of the researchers used GPA. According to Thuseethan (2014) in his research paper about the role of effects of Facebook on students in students' academic in Sri Lankan university, that university grant commission of Sri Lanka decided to measure academic performance by GPA.

One of the researches on collage outcome focuses almost exclusively on GPA for measuring academic performance. According to it GPA is the valid tool for measuring performance in subject and class (Robbins et al., 2004). For further reference see also (Junco, 2012b; Kirschner & Karpinski, 2010; Kolek & Saunders, 2008).

Problem statement

There are some limitations for using social networking sites, whenever it will be used beyond the boundary of required time, academic performance and results of students will be effected negatively and will not be helpful for their learning process (Rouis, Limayem, & Salehi Sangari, 2011; Wang, Chen, & Liang, 2011).

Keeping in view the above studies by different scholars this study will be conducted for analyze the effects of social networking sites on their academic performance describing its effects on students' GPA, and describe the effects of social networking sites on students' GPA studying in different faculties.

Significance of the study

Some of the important statements which became a reason for conducting this research, they are as following:

According to Benzie (2007), in Canada, government didn't allow their employees to use Facebook. According to another survey (Ellison & boyd, 2007) that social networking sites were banned for youth, students and for those who work in offices by legislation of U.S congress. Other studies like (Choney, 2010; U. Khan, 2009; Miguel, 2010) about the effects of social networking sites on students educational performance, have high lightened students importance of the developing countries. This shows that that study should be conducted on this issue in the developing countries like Pakistan. This study will find out the answer of Choney's question that economists and Professors are finding that the time which students use for social media will affect the outcomes of the students or not (Choney, 2010). Keeping in view the decisions of the developing countries for not allowing their workers and students

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to use social networking sites, it was needed to conduct a research about the use of these sites and its effects on the students' educational performance.

Looking at the above statement the aim of this paper to investigate effects of social networking sites on students' educational outcomes and grades of D.I.Khan Universities.

Other researchers can get relevant data and information from this paper about the usage of social networking websites for personal use and educational development among students in D.I.Khan universities and conduct the same research in the field of education its connection with social media. It will be relevant in assisting students in understanding the diversity of social networking sites and will be a guide for using social media in a useful way. It will also highlight that how parents should pay their responsibilities in guiding their children to use time usefully. The teachers of the students and also administrators of the institutes will be able to access the performance of the student and their personal attention in class. The results and outcomes of the study can be used in advancement and betterment of the staff of universities and schools, universities policies towards the software industry and it will be a motivation for ICT Programmers, to develop such social networking software which is useful for students in their study, these significances are based on the paper of (Tamayo & dela Cruz, 2014) .

Limitations of the study

This study will encounter some limitations, which may limit the generalizability of the study. Researcher selected two universities the whole population for the study due to easily access to these universities to take information from respondents.

For the purpose the researcher will limit his inquiry only to Gomal University and Qurtaba University D.I.Khan with a rational that former is a public sector whereas the latter is private sector university.

Objectives

Objectives of this paper are as following:

1. To examine the use of social media and its correlation with student's academic performance.
2. To analyze difference between faculties, GPA of which faculty students is mostly affected by use of social media.

Hypothesis

1. Social media use and academic improvement are positively related to each other.
2. Students studying in different faculties experienced different level of social media effects on their GPA.

Null Hypothesis

1. Social media use and academic improvement are not positively related to each other.
2. Students studying in different faculties did not experienced different level of social media effects on their GPA.

LITERATURE REVIEW

Keeping in view research problem, research questions and objectives, this paper will discuss the results of research papers and books about the usage of social networking sites and its effects on the students' GPA, gender and faculty differences.

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Positive or Negative Effects of SNS on students in different faculties

Looking at education level, students at the graduation level are most likely to use social media networking websites more than the other students at other levels (S. Khan, 2012). Looking at the difference of departments, social sciences mostly use LinkedIn but spend more time on Facebook, but Humanities and Fine arts use mostly Twitter and read blogs (Owusu-Acheaw & Larson, 2015).

According to a study about the use of Facebook by students' at Karlstad University in Sweden. 595 University Students were taken as a sample; the results showed that undergraduate students use Facebook more than graduate students and mostly for friendship purpose (Aghazamani, 2010)

Positive or Negative Effects of SNS on Academics

And according to them SNSs has more positive impact on academic performance (Helou & Rahim, 2014). According to a faculty research has discussed questions about the use of social media and its usefulness for students especially in the class. According to the results majority of social networking sites are used beyond their values majority of the respondents are neutral, 19% disagree with the statement, and the results of second question that a student should use social networking sites or not; 40 percent of the respondents were neutral 40 percent were agreeing and 20% disagreeing. With the point of view having value for class, Facebook and twitter are not suitable. According to most of the respondents Facebook (53%) and Twitter (46%) are not useful in class (Moran, Seaman, & Hester, 2011).

And sometimes it is good for academic purposes (Roy & Chakraborty, 2015). Use of social media is not suitable for students looking at the answer of 74.2% of the respondents are that it affected their academic performance negatively and there is no chance to improve their study by that (Owusu-Acheaw & Larson, 2015). According to a study there were reports that academic performance of students affected negatively due to use of social networking sites (Asante & Martey, 2015). Playing sports, social get together with friends are the reasons which diverts the attention of the male students from their academic career (Haq & Chand, 2012).

It was shown that 63.3% of the respondents agreed that academic performance affected by the use of social networking sites of the students of Osun State Secondary while 36.7% of them disagreed that it does not affected. Most of the students 63% were claimed that their academic performance was affected by use of social media (Ayoola & Akinade, 2016). Time management has vital role in effecting the student's academic performance by social media (Mensah, 2016). Users of FB claimed that using FB didn't affect their academic performance (Paul & Karpinski, 2010). If social networking sites will be used frequently, it will effect academic performance (Abdulahi, Samadi, & Gharlegghi, 2014).

According to a study results that using mobile to visit Facebook has a negative moderate and significant relationship with academic performance and students GPA (Negussie & Ketema, 2014). Spending more time on social media than the time which should spend is a fear for academicians because may be there will be issues of privacy and plagiarism and for student learning outcomes. They don't suggest these sites for the students' educational performance (Moran, Seaman & Tinti-Kane, 2012).

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According to a study by (Ellis, Daniels, & Jauregui, 2010), students spend more time on performing multitasking while in class and doing home work, which results of lower grade. The results of the paper are useful for students, because these were about the effects of multitasking on the performance of the students and their outcomes. These will also guide to those people who make policy for students and are responsible for the educational management.

A study about the students of Kogi State University show that using social media effected the academic performance of the undergraduates (Asemah & Edegoh, 2013). Through a research study about undergraduate students, majority of them 52.5% were point of view that result of using social media networks will be positive for study purposes and it will affect it in a successive manner (Ranaweera et al., 2015).

The ratio of using social media during class was 64%. Only 20% were point of view that social media beneficial for their educational purposes, but majority of them 55% taking it only for fun. It's very clear that how much social media changed the study behavior of college students including their grades (Wang et al., 2011).

Students are not paying attention to their studies and are busy in extracurricular activities due to the use of social media their academic results have been affected badly (Kuppuswamy & Narayan, 2010). Facebook can be used in such ways that will be beneficial for students. The negative effects of social media on students educational performance are not same everywhere, some students use Facebook most of time but outcomes of their study are better (Junco, 2012).

METHODOLOGY

This study has been conducted through descriptive survey method of research, this type of survey which is quantitative; objective can be conducted through interviews and questionnaire by individuals or any institute in a specific area with specific time (Kumekpor, 2002). When conducting a survey, its purpose is to understand special problems at a particular time and to analyze thoughts, behaviors whether these problems of any type social, political or economic (Fraenkel & Wallen, 2003). According to (Patton, 2002) in descriptive research the issue which is under investigation should be very cleared before conducting research, so that clear picture of situation, event or people can be brought.

So this survey was conducted It through a Self-administered questionnaire that will consist of 23 questions which were adapted from the literature review and previous surveys (Banquil et al., 2009; N. B. Ellison, Steinfield, & Lampe, 2007; Helou & Rahim, 2014; Roblyer, McDaniel, Webb, Herman, & Witty, 2010). After formulating the research questions, questionnaire having standardized questioning technique has been used as a tool to obtain data from the universe of this study. Primary data can be collected through questionnaire, and its base is observation and experiments (Baker, 2001). But secondary data has been collected from literature review, books, and research papers.

Questionnaire distributed through a 728 sample of students derived from the population constituent of Gomal University and Qurtaba University D.I.Khan. The characteristics of sample need to be enrolled in 3rd or beyond 3rd semester and need to have declared result of their semesters.

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These particular universities were chosen because of its geographical importance as it is located where border of two provinces are joining, having students from whole country and abroad offering different courses, and subjects at Ph.D, M.Phil and under-graduate level and different diplomas. It shows different cultures, and so we can get true and clear picture of users of social networking sites and its effects on their educational performance. SPSS used for the collected data. Results are presented in the tables.

Some questions will be consisting on demographic nature – gender, age, and respective year of study in university. Other questions will be asked to identify their most frequent visited social media network. Response categories have been included according to the ranking list like Facebook, Twitter, LinkedIn, Pinterest, YouTube, Instagram, Snapchat etc. The respondents will also have questions for quantification regarding average amount of hours spent on any social media network per day. Later questions are aimed at eliciting information on respondents' academic performance in correlation to social media use.

Population

The researcher conducted the study to analyze the social networking sites and its effects on students' academic performance connecting with appropriate group of respondents from Gomal University and Qurtaba University D.I.Khan are the whole population of this study. Therefore, both male and female students of these two universities have been selected to inquire about the phenomenon under investigation.

The researcher took the list of both universities form every department individually. Then the whole data reorganized on gender, age, education and course of study base.

Sampling technique and sample size

By sample we can get such information and characteristics which are found in the whole population and representative for it (Webster, 1985). Data collected through Systematic random sampling. Out of the total population 6990 of both universities, 564 male and 164 female are selected for study.

Data collection procedure

The record of all students of both universities collected from the concerned department. After collection it has been arranged according to systematic random sampling technique. The candidates who selected for data, they were firstly introduced about the purpose of the study. All the questions explained to them with details. Response rate is 99%.

Validity and reliability

Validly

To establish face and content validity, the questionnaire after was given to those who were PhD doctors in Media and Communication Studies from different universities, based on their recommendation; it was reconstructed and made some changes. Out of the total number of population 6990 having 729 sample size of male and female were drawn from two universities in D.I.Khan. To adopt sample Systematic random sampling technique was used.

Reliability

To improve the reliability of the instrument Test-Retest method conducted. Results helped to redesign the questionnaire according to the objectives of the study. The instrument administered twice.

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After collecting questionnaires from respondents, their GPA has been confirmed through the concern department so that there will be no option for not providing correct data.

Statistical test used

Pearson's correlation coefficient test used to test two hypothesis of this study. The results of hypothesis are described in analysis chapter.

FINDINGS

H1: Social media use and academic improvement are positively related to each other.

Table 1: SNS and academic performance are positively related Pearson's correlation coefficient test

Independent variables	M	SD	GPA 1	P	GPA 2	P
SNS use in 1 st semester	2.86	1.51	-.028		-.053	
SNS use in 2 nd semester	2.93	1.41	-.035		-.164**	.000

N=728

The overall Academic improvement measured by GPA and its relation with SNS use are negatively related to each other. The result for 2nd semester SNS use and GPA are significantly negatively related, while for first semester it is insignificant. Thus H1 of this study is not accepted (r=-.164, p=.000). Thus Ho1 of the study that Social media use and academic improvement are not positively related to each other is accepted.

H2: Students studying in different faculties experienced different level of social media effects on their GPA.

Table 2: SNS effects on students' GPA (faculty difference) Pearson's correlation coefficient test

Dependent variable	Independent variable	M	SD	GPA 1	P	GPA 2	P
Sciences	SNS use in 1 st semester	2.73	1.40	-.14**	.007	-.09*	.043
	SNS use in 2 nd semester	2.75	1.29	-.15**	.004	-.23**	.000
Arts	SNS use in 1 st semester	3.04	1.39	-.01		.05	
	SNS use in 2 nd semester	2.86	1.23	.00		.12*	.050
Agriculture	SNS use in 1 st semester	3.11	1.72	.01		.22	
	SNS use in 2 nd semester	3.09	1.36	.06		.14	
Pharmacy	SNS use in 1 st semester	2.58	1.61	.43**	.000	.09	
	SNS use in 2 nd semester	3.39	1.74	.22*	.017	-.36**	.000
Engineering	SNS use in 1 st semester	2.69	1.76	.167		.06	
	SNS use in 2 nd semester	3.14	1.85	.09		-.04	
Law, others	SNS use in 1 st semester	3.74	1.98	-.56**	.000	-.69**	.000
	SNS use in 2 nd semester	3.64	1.89	-.27		-.45**	.005

N=728

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Pearson's correlation coefficient test was used to determine the different level of SNS effects on students' GPA of different faculties. Social media use was measured for their current and previous semesters while the GPA score was also measured for both semesters. The results show in Sciences faculty that there is strongly significant relationship between social media use of Sciences students during 1st semester and their 1st semester GPA ($r=-.14^{**}$, $p=.007$). The negative relationship indicated that both the variables are inversely related. In 2nd semester there is also significant relationship between SNS use and students' GPA ($r=-.23^{**}$, $p=.000$). The negative relationship indicated that both variables are inversely related.

All the other relationships in Agriculture and Engineering faculties are insignificant. In Arts faculty only in 2nd semester, there is significant relationship between SNS use and students' GPA ($r=.12^*$, $p=.05$). It shows that a positive relationship is between variables. In pharmacy faculty there is strong positive relationship between SNS use and students' GPA in 1st semester ($r=.43^{**}$, $p=.000$), but in 2nd semester strongly negative relationship found between variables ($r=-.36^{**}$, $p=.000$).

In law and others faculty there is also strong negative relationship between variables in 1st semester ($r=-.56^{**}$, $p=.000$). But in 2nd semester also strong negative relationship between variables found ($r=-.45^{**}$, $p=.005$). The negative relationship indicated that both the variables are inversely related.

Thus H2 is accepted that Students studying in different faculties experienced different level of social media effects on their GPA. But Ho2 of the study that Students studying in different faculties did not experienced different level of social media effects on their GPA is not accepted.

SUMMARY

This study provides valuable information on social networking sites and its effects on students' educational performance. Two universities in Dera Ismail Khan were selected as whole population for study. Descriptive survey used as a research method having a self made close ended questionnaire consisted on 23 questions used for 728 samples out of 6990 whole population, 564 were male and 164 were female students. Initial questions were demographic questions like gender, education level, age and faculty. Validity of the instrument checked by face validity and reliability checked by test-retest method. Pearson's correlation coefficient test used to test two hypothesis of this study.

Out of two hypotheses one hypothesis was supported but one was not supported. The overall Academic improvement measured by GPA and its relation with SNS use are negatively related to each other. The result for 2nd semester SNS use and GPA are significantly negatively related, while for first semester it is insignificant. Thus H3 of this study is not supported ($r=-.164$, $p=.000$). And the H1 of the study is not accepted, and Ho1 of the study accepted.

But H2 is supported that Students studying in different faculties experienced different level of social media effects on their GPA. The main purpose of using SNS for male is entertainment, but for female is Academic. Overall majority of the student use SNS for expressing their course related materials of SNS. Majority of female students spend 3 to less than 4 hours on academics, but male students spend 2 to less than 3 hours per day.

CONCLUSION

This study was conducted through cross-sectional survey on consumption of social media and academic performance of students of D.I.Khan universities using questionnaire. Four hypotheses were made as per objectives to compare the GPA of male and female students and its effects as a consequence of SNS.

According to H1 SNS use in 2nd semester and GPA are significantly negatively related, while for first semester it is insignificant. Thus H1 of our study is not supported.

According to H2 that SNS use has different effects on students' GPA from different faculties. The results show in Sciences faculty that there is strongly significant relationship between social media use of Sciences students during 1st semester and their 1st semester GPA ($r = -.14^{**}$, $p = .007$). In Arts faculty only in 2nd semester, there is significant relationship between SNS use and students' GPA ($r = .12^*$, $p = .05$). In pharmacy faculty there is strong positive relationship between SNS use and students' GPA in 1st semester ($r = .43^{**}$, $p = .000$), but in 2nd semester strongly negative relationship found between variables ($r = -.36^{**}$, $p = .000$). In law and others faculty there is also strong negative relationship between variables in 1st semester ($r = -.56^{**}$, $p = .000$). But in 2nd semester also strong negative relationship between variables found ($r = -.45^{**}$, $p = .005$).

In addition to testing hypothesis, descriptive data was also obtained and analyzed keeping in view the nature of inquiry. The main purpose of using SNS for male is entertainment, but for female is Academic. Overall majority of the student use SNS for expressing their course related materials of SNS. Majority of female students spend 3 to less than 4 hours on academics, but male students spend 2 to less than 3 hours per day. Most of students are vied that SNS use have positive effects on their grades and GPA. In terms of academic mostly students use SNS for sharing course materials.

Recommendations

Recommendations are based on the findings of this study. There are some recommendations which were made during this study.

1. Students of different faculties should be guided in their ways that how they can use social media effectively for their study.
2. Management of university should develop Social media is a way that students studying in different faculties can use social networking sites effectively only for their concern faculty.
3. Research thesis and journals of related faculty should added to the Social networking Sites so that students can easily access the data.
4. One should make a research about the role of teachers and parents that they played in terms of social media or education by their children for different purposes. What the role they have played in this regard? What are the actions they have taken to guide them that how to use social media sites for education in a good way?

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Acknowledgements

The author profoundly appreciates all the people who have successfully contributed in ensuring this paper is in place. Their contributions are acknowledged however their names cannot be able to be mentioned.

Conflict of Interest

The authors clearly declared this paper to bear no conflict of interests

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How to cite this article: H. S. Ullah (2019). Consumption of Social Media and Academic Performance: A Cross-Sectional Survey of Perception of Students in D.I. Khan Universities. *International Journal of Indian Psychology*, 7(1), 137-149. DIP:18.01.016/20190701, DOI:10.25215/0701.016