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INVESTIGATING THE EFFECT OF SOCIAL MEDIA ON THE STUDENTS' ACADEMIC PERFORMANCE

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KEYWORDS	ABSTRACT
Social Media, Age, Gender, Students' Addictiveness & Academic Performance	The objectives of present study are to assess social media impact on academic performance of student. Social media has developed shared global fashion which has feast across virtually everywhere in world. The sample was consisting of undergraduate students of the leading university in Lahore. Convenience sampling technique was employed. Self-administered data from 83 students were collected from Likert scale. Descriptive statistics were used to examine the data on student addictiveness, exposure to social media, influence of social media on academic performance, age and gender. Results suggested that social media addictiveness effect the performance of the students, whereas, age usage has influence on the social media network. The researchers recommend that social media is used for academic commitments. The students can make balance amid academic activities and chit-chatting thereby monitoring their health at regular intervals.

INTRODUCTION

The twenty-first century has expanded during era of technological advances. As it progresses, it spreads throughout the world. The focus of globalization is communication technology that has been built through social media. The social media is smart tool which might be used easily by those who have access to it. The current study aimed to concludes about the usage of social media among teenagers. This study is useful for teachers and parents as they recognize the social media influence on students and children. They need to be aware of the negative effects they get from web, which will greatly affect their scores, damage work and most importantly harm their health. children need to know the importance of their precious time now (Bieber, 2014). In modern era is recognizing the progresses in technology related to communication, because it has widened communication scope with the support of mediums of ICTs. Latest advancement in communication no qualm has converted the unabridged world as the "Global village." However, as we know, there is always two sides of the coin, same as technology bring

positivity influence and at the same time it also brings negativity as well (Vaghefi, Lapointe & Pinsonneault, 2016).

The social media benefits the people to be up-to-date, educated and keeping well informed with the developments occur across the globe. Technology opens new endeavor of doing things in better way. The most renowned social networking Apps are considered as Yahoo messenger, Twitter, Blackberry messenger, Facebook, WhatsApp, Skype, Google Messenger, Androids and iPhone. Asemah and Edegoh (2012) stated that people used these sites to interact with friends, fellows and find new groups. Technology has changed world as new techniques and mediums emerge, this has resulted into that to explore knowledge we will use different mediums, and ventures develop. The technology opens up new dimensions to do different things. Now, new methods are introduced so you can perform the same task by using different methods. Baruch and Hershkovitz (2017) argues to assure position as a faculty member, academic achievements plays vital role in employee's placement. Because competition increases among academicians. It is known and also encouraged in numerous studies about situations sponsoring it. Through academic achievements, one can analyze the success rate of someone's life in the domain of the settlement in schools and colleges to the higher institutions on the basis of career achievement (Kyoshaba, 2009).

Today, social websites are considered as one of the important medium of learning all over the world. Literature spectacles that students mostly use networking social sites like Facebook for entertaining, it is definitely killing their time, to make new ones and to meet existing friends (Ellis, 2015). Though, it has set forth that students spend time on using social networking sites and also take part in different activities conducting on multiple sites. Ellision, Steinfield and Lampe (2007) argues that students start diverse networking sites for their low grades, anyway of the fact that they are wasting their time not others. Only few students are aware of the information available on the social websites, which is beneficial for them in preparing their projects, assignments (Kimberly, Jeong & Lee (2009). Today, the world is working like market global in which through internet we can get information and can get key elements to obtain vital sources of information (Junaid & Hussain, 2019). The present research aims to examine predictable factors of social media networks in impacting students' academic performance in Pakistan. The second foremost aim of study is to determine factors of technology acceptance model in manipulating student academic performance that how the technologies can help the concerned students.

Problem Statement

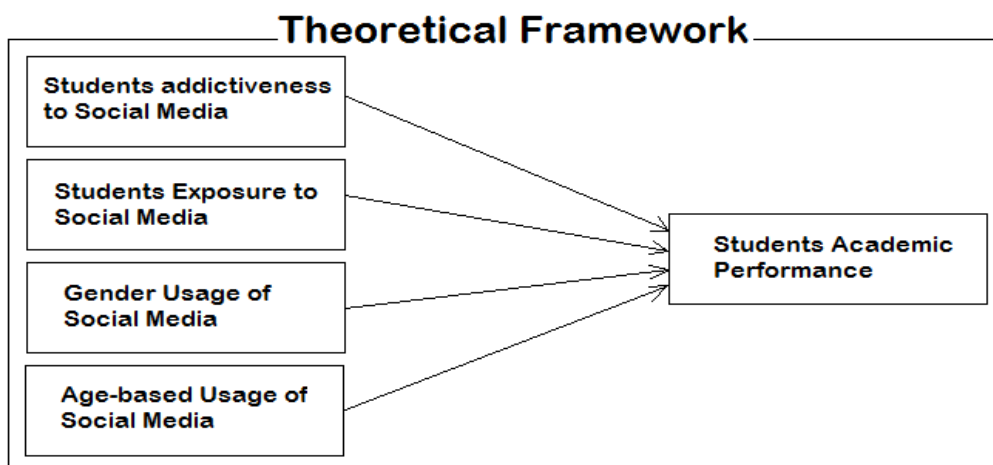
The stream of research claims that student addiction toward social sites usage has negative concerns on the students' academic performance (Vaghefi et al., 2016). While it has also been proved as smooth medium for communication purposes, easy approach to information and multitasking that has positive and fruitful outcome on student academic performance (Turel & Serenko, 2012). Vaghefi et al. (2016) claim that extreme use of social media leads to imbalance in fulfilling professional and personal responsibilities. Moqbel and Kock, (2017) argues that

excessive usage of any technology contributes in influencing mental state. These determinants also impact their commitment towards their professional responsibilities (Hawi & Samaha, 2016). While other stream of researches believes that these social networking sites are medium of communication amid learners and students (Greenhow, Gibbins, Menzer & 2015). Dogoriti and Pange (2017) argues that evidence regarding outcome of social networking determinants in influencing student academic performance is still not sufficient. Thus, this study aims to study the determinants in impacting student academic performance. Therefore, this research aims to recognize the social media determining factor in influencing academic performance of concerned students.

Research Gap

Yafi, Masri & Tsai (2018) debates that addiction to social media sites is a universal perception. To address negative excessive usage of social sites that gradually transform into habit. Turel and Serenko (2012) made several call to address dark side of social media network usage and addiction of students that adversely influence student's academics performance. Though, Yafi et al. (2018) made the call to address social media networking sites dark side by considering demographic factors. Thus, this study employs demographic factors such as age and gender in conceptual model to verify the student academic performance to fill the demographic gap. Moreover, this study employs technology acceptance model theory that was planned by (Davis, 1986) suggests that user's acceptance of technology depends upon two paramout factors. User perceived perception about affluence of usefulness and use of opting technology. As, apparent comfort of use and peceived usage guides individual attention to opt particular technology. Therefore, this study also employs other important determinants such as student usage (use ease) and student addictiveness (usefulness perceived) in determining the student's academic performance.

Figure 1 Theoretical Framework of the Study



LITERATURE REVIEW

The objective of opting technology acceptance model (TAM) to determine whether student's perception about ease of use and usefulness in using specific technology make them habitual to use particular social media. That usage eventually make them addict that ultimately hinder student's academic performance (Serenko, Giles, & Turel, 2011). However, the comprehensive review of literature has been provided in this section to understand concepts along with their interrelationships.

Social Media Concept

Kietzmann (2012) state that individuals in societies can discuss, share, modify and generate the co-create content through the support of social media by means of technology web-based and mobile to make highly supportive stands. The students' addictiveness, exposure to social frequency by students. Even in religious places like mosque, churches and in education sector students are seen to involve in chatting and wasting their time. Some are so carrying away that even as they are hiking laterally high-way, they preserve conversing. Bowen et al. (2008) tell us that students, who pass the degree or graduate, do not have the skills, ability, and passion, which lead them to the next level. On internet, there are multiple blog, slides, and information is available which grasp the attention of students. Students use these resources to make their assignments, researchers and many more. Market will not able to get desire results from the schools. William (2008) says, today top priorities for diverse schools are advanced literacy. Lin and Subrahman (2007) state that one of internet consumers belongs to universities, colleges, and schools.

Students Addictiveness

Kuss and Griffiths (2011) explain that students using internet are engage in different activities and few are addictive potentially. Actually, things getting worse because students love to spent time on social websites, whenever they have time, or most of the time (Vaghefi, Lapointe, & Pinsonneault, 2016). In this context, social media has more negative consequence rather than positive. If we classify, students belong to students spent time more on Twitter, Facebook and many other applications by using their mobiles. Students become addictive of these sites, they change their status, DP, updating their profile at regular interval even not spending few hours without surfing. It acts as hindrance to their careers, because approach, focus, determination is not there. Their education is going suffering a lot. They are more willing to get information through internet, preparing their assignments by using different websites on internet. Martin and Schumacher (2000) defines that the personal life is being effect with these addictions, students have no clue how to control it. However, not just the education, but also the health is suffering a lot.

Students Exposure

The student exposure to social media networking sites has been increasing day by day. Chaffey (2016) stated that globally 94% of the adults accessed to their favorite social media networking sites in a month. While, few years ago, through observation we told us that student's access to

internet was not easy. They have to visit internet café to send and receive messages, because they do not have internet at home. Nevertheless, as time passes, smart phones has introduced to market, it changes the whole scenario. Now, students do not have to visit net café, to send and receive messages. They can now easily enjoy facility of internet on phones. Private schools also play their more, by providing well-furnished building with the facility of internet at school. No one is willing to visit library, students think over internet they can prepare assignment, rather than sit in library and read books. In one study conducted by campus 2 careers and study breaks reveals that the student usually spends 3.6 hours in a day, by using their mobile phones and spending less time on other activities like using computer, watching TV, playing indoor games.

Social Media Influence on Student Performance

In last decades, many factors were emerged which creates extra pressure on the students like environmental, economic, and social factors. It also increases the dropout rate of the students in different universities, we need to address local issues. According to diverse researchers, the ratio of different universities students in Nigeria faces the same problem. They face extreme pressure due to the lack of facilities but on other hand better academic standards in different countries increases pressure. Bowen (2008) stated that now educators have to play their role to encourage students to do graduation and graduated students to study more. As technology emerges, it effects the students since students are spending their time more on social websites rather than studying. They are more interested on technologies rather than focused on their career. This will definitely affect their studies, as a result if they able to pass out the degree, but do not have the ability to meet market requirements. If we see, this generation is fast in using computer, Mobile phones, internet, and other social websites. This will enhance their ability to do multiple task at one time. This seems good but, the students' academic performance is not up to the mark.

Gender-based Usage

Lin and Subrahmanyam (2007) stated that results on gender usage of social media are mixed, both girls and boys are addictive of expending social devices. At the beginning of internet era, boys are more addictive of it rather than girls. They spent more time on internet surfing than girls. Giles and Price (2008) reported that girls spent more time on chatting, listening music. Now, both boys and girls are using social websites for multiple purposes. It also assumes that girls are more willing to engage in social activities especially for joining social groups. Bonds and Raacke (2008) shares that when we talk on gender, the ratio of using these sites are equal in numbers. Merten and Williams (2009) stated that now girls and boys are equally share their information about daily lives, activities and events. Girls do not hesitate to share information with their friends on social websites. Results told us that websites like Myspace, Facebook and Xanga were use more by teenager's age near to 13-17 for the sake of fun, positivity and want to express them self, especially girls share their stories. They are more towards telling stories to others and take sympathy. If we talk about boys, results show that only 15% are sharing their

stories, remaining are more interested in telling their hobbies, interests and want to make the new friends.

Age/based Usage

In early era of technology like internet and computers, multiple websites were working for the intention of gathering information and doing different research form the different platform. However, later on, the things are change now, the internet becomes the fastest medium to communicate with others, and use as a source of the entertainment. If someone says that entertainment is the main feature of internet, then no one has a doubt about it. Alexander and Salas (2008) reveals that the students use internet in preparing their assignments, projects, research, and paper. They use it at regular interval to do perform their tasks. Students are considered as the most regular consumer of these social networking sites. With the help of the different blogs, research papers, slides and much other information change the way students think. Lewis (2008) discuss that new generation has changed their way of learning as compare to old generation, they are much more relax by doing things in conventional way. However, new generation, enjoy the technology and performing their task, duties by using the internet, students preparing their assignments, projects, by using the different websites, tutorials, and many more.

RESEARCH METHODOLOGY

The primary data has been collected from students through self-administrated questionnaire from Private University of Lahore. Convenience and purposive sampling technique that is non-probability technique was employed to collect data. Self-administrator tool like questionnaire used for data assembling purpose Survey technique has been used for data collection as it is associated with deductive approach. This technique allows collection of large amounts of data from sizable population. A research instrument was adopted from previous research studies. Measurement of students' exposure to social media network, students' addictiveness to social network, social media use, gender-based usage of social media and age usage of social media, all variables comprises of fours items each. The items were built thereby using the 5-point Likert-scale (Strongly agree =1 to Strongly disagree = 5).

RESULTS OF STUDY

Table 1 Correlation Analysis

	Addictiveness	Exposure	Performance	Gender	Age
Student Addictiveness	1.000				
Student Exposure	.105	1.000	.	.	
Academic performance	.128	.323	1.000	.	
Gender	.254	-.051	.219	1.000	.
Age	.306	.015	.219	.189	1.000

The table above shows that the correlation matrix indicates that no exogenous factor is highly correlated with other exogenous factor. As, all the correlated values of one exogenous variable

with other exogenous variable are below the threshold value of 0.7. It shows that there is no issue of multi-collinearity.

Table 2 Regression Analysis (Model Summary)

Model	R	R ²	Adj-R ²	SEE	Change Statistics					DW
					R ² Change	F Change	df1	df2	F Change	
1	.440	.194	.174	2.026	.194	10.085	4	168	.000	1.630

- Predictors: Students Addictiveness, Exposure, Age-based & Gender-based Usages
- Dependent Variable: Students' Academic Performance

The R-squared of the model summary verifies proportion of variance caused by independent variable in dependent variable. Similarly, in this study 19.4% of information is explained by student addictiveness, exposure of social media, gender usage of social media and age usage of social media in student's academic performance.

Table 3 Regression Analysis (ANOVA)

Model	Sum Squares	df	Mean Square	F	Sig.
1					
Regression	165.599	4	41.400	10.085	.000 ^b
Residual	689.630	168	4.105		
Total	855.230	172			

- Predictors: Students Addictiveness, Exposure, Age-based & Gender-based Usages
- Dependent Variable: Students' Academic Performance

As, the significant value of table 3 shows that all independent variables fulfill the assumption of normality, it reflects that the data gathered against the model for analysis is appropriate.

Table 4 Regression Analysis (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	SE	Beta			Tolerance	VIF
1	(Constant)	.974	1.541		.632	.528		
	Addictiveness	.062	.069	.067	.892	.374	.857	1.167
	Exposure	.390	.081	.338	4.838	.000	.986	1.015
	Gender Usage	.191	.073	.189	2.614	.010	.921	1.086
	Age usage	.166	.077	.158	2.154	.033	.891	1.123

- Predictors: Students Addictiveness, Exposure, Age-based & Gender-based Usages
- Dependent Variable: Students' Academic Performance

Table 4 reveals that tolerance value greater than 0.1 and VIF values less than 10 reveals that all independent variables such as the student addictiveness to social media, students' exposure towards social media, the gender-based usage and age-based usage are not closely related. It means there is no issue of multi-collinearity among independent variables and all the variables have shown its significant impact on the academic performance of the student except only one variable.

Table 5 Demographic Information (Cross-tabulation)

Faculty		Age group			Total
		18 to 22	23 to 27	28 and above	
Computer Sciences	Male	20	19	12	51
	Female	12	17	3	32
	Total	32	36	15	83

The above demographics 51 were males and 32 females from Computer Sciences. Ranging in age groups 18-22 were 32 respondents (38.5%), 23-27 were 36 respondents (43.3%), 28 and above were 15 respondents (18.07%) respectively.

Table 6 Students Addictiveness to Social Network and Academic Performance

SN	Statement	SD	D	N	A	SA	Total
1	The addiction to online social networks is problematic issue, affects academic life.	3	3	9	44	24	83
		4%	4%	11%	53%	29%	100%
2	Online social networks distract me from any studies.	2	7	16	41	17	83
		2%	8%	19%	49%	20%	100%
3	Hours spent online can never be compared to the number of hours I spent reading.	2	4	19	27	31	83
		2%	5%	23%	33%	37%	100%
4	There is no improvement in grades since I as engaged into social networking sites.	13	21	16	23	10	83
		16%	25%	19%	28%	12%	100%
Total		20	35	60	135	82	332
		6%	11%	18%	41%	25%	100%

The table shows that 6% of respondents belong to Computer Sciences strongly disagree that student addictiveness to social networks harms academic performance. Similarly, 11 percent of respondents were disagreeing that addictiveness to social network affects their performance and 11 % of respondents were neutral. While 44% were agree by believing that social network addictiveness to hassles academic performance. 25 % of the respondents were strongly agreed that addictiveness to social network is major trigger that badly affects academic performance.

Table 7 Exposure of Students to Social Media Network and Academic Performance

SN	Statement	SD	D	N	A	SA	Total
1	I have unlimited access to Facebook and that has affected academic performance negatively.	5	14	9	41	14	83
		6%	17%	11%	49%	17%	100%
2	I engage in academic discussions on twitter and this has improved my academic performance.	9	26	21	18	9	83
		11%	31%	25%	22%	11%	100%
3	I make use of WhatsApp to spread knowledge to my class mate.	2	4	20	35	22	83
		2%	5%	24%	42%	27%	100%
4	I rely on information gotten from Wikipedia to do assignments without consulting sources.	11	19	27	17	9	83
		13%	23%	33%	20%	11%	100%
Total		27	63	77	111	54	332
		8%	19%	23%	33%	16%	100%

From above Table, 8 percent of respondents from faculty of computer sciences were strongly disagree that exposure to social network declines their studies performance. 19 % were only disagreeing and 23 percent of respondents shown neutral response in believing that exposure to social networks reduces academic performance. In contrast 33 percent of the respondents were agree and 16 percent of the respondents were strongly agreeing that exposure to social network harms their academic performance.

Table 8 Social Media Usage and Students' Academic Performance

S/N	Statement	SD	D	N	A	SA	Total
1	The usage of the Wikipedia for research has helped improve my grades.	8	10	19	29	17	83
		10%	12%	23%	35%	20%	100%
2	Engaging in academic forums on the Yahoo reduces my rate of understanding.	9	20	38	12	4	83
		11%	24%	46%	14%	5%	100%
3	"I use materials gotten from blogging sites to complement what I have been taught in class".	4	13	27	33	6	83
		5%	16%	33%	40%	7%	100%
4	"I will not perform well in my academics even if I stop using social media"	14	23	16	19	11	83
		17%	28%	19%	23%	13%	100%
Total		35	66	100	93	38	332
		11%	20%	30%	28%	11%	100%

From above table, 11 percent of the respondents belong to the computer science were strongly disagree and 20 percent were disagreeing that usage of social media harms student's academic performance. 30 percent had shown neutral response. While 28 percent were agreeing and 11 percent were strongly agreeing that usage to the social media declines the student's academic performance.

Table 9 Gender Usage of Social Sites on Student Academic Performance

SN	Statement	SD	D	N	A	SA	Total
1	"Male and female students use the social media networks differently in different frequencies".	6	5	10	42	20	83
		7%	6%	12%	51%	24%	100%
2	"Female students use the social networking sites more to explicitly foster social connections"	4	2	33	28	16	83
		5%	2%	40%	34%	19%	100%
3	"Gender determines the level of the social media network usage".	6	7	26	30	14	83
		7%	8%	31%	36%	17%	100%
4	"Males are more effective at using the social networking sites for nonacademic purposes".	5	4	22	32	20	83
		6%	5%	27%	39%	24%	100%
Total %		21	18	91	132	70	332
		6%	5%	27%	40%	21%	100%

From above table 6 percent of the respondents that belong to computer sciences were strongly disagree and 5 percent were disagree that gender usage determines the social media networks.

Though 27 percent were neutral. In contrast, 40 percent were agreeing and 21 percent of the respondents were strongly agreeing that gender usage effects social media.

Table 10 Age-based Usage of Social Media

SN	Statement	SD	D	N	A	SA	Total
1	“Age has impact on the use of social media”.	0	2	9	49	23	83
		4%	6.9%	11.6%	42.2%	35.3%	100%
2	“Social media become the boring has I grow older”.	7	12	24	24	16	83
		6.4%	17.3%	26%	25.4%	24.9%	100%
3	“Social media is not relevant to people of older generation”.	7	16	18	21	21	83
		8.7%	18.5%	28.9%	19.7%	24.3%	100%
4	“The younger generations are the most active users of social media”.	0	3	6	31	43	83
		1.2%	5.2%	11%	31.8%	50.9%	100%
Total		14	33	57	125	103	332
		4%	10%	17%	38%	31%	100%

From above table, 4 percent of the respondents that belong to computer sciences were strongly disagree and 10 percent were only disagreeing that age determines social media networks usage. Though 17 percent were neutral. In contrast, 38 percent were agreeing and 31 percent of the respondents were strongly disagreeing that age usage has influence on social media networks.

DISCUSSION

In this study, the student addictiveness is not statistically significant with student academic performance ($P > 0.05$, $t < 1.96$). Which indicates that the student addictiveness does not affect their academic career. While, ($\beta = 0.06$) revealed that it has some influence on the academic performance. While student exposure to social media sites has found statistically significant as it does affect the Computer Science student's academic performance ($p < 0.05$, $t > 1.96$). As, on the daily basis students are getting expose to new social media applications that diverts their attention from the study and it badly influence their academic performance. In this study, gender usage of social media has also found statistically significant with student's academic performance ($p < 0.05$, $t > 1.96$). While study conducted by Anasi (2018) has found that gender usage like male and female both relatively appeared as equal in influencing student's academic performance. While this study has found that gender usage influences the student's academic performance.

Similarly, the age-based usage has also appeared as statistically significant with the student's academic performance ($p < 0.05$, $t > 1.96$). This study reveals that age of the student impacts student academic performance. As, Lin et al. (2007) stated that most of consumers of social networking sites are those students belong to schools, colleges and universities. Therefore, this study reveals that age usage such as the students belong to the university age group influences computer sciences student's academic performance. The researcher recommends that most

students at the higher institutional level are using the social media for their academic purposes more effectively (Junaid & Hussain, 2019). As, the university's student take help from different online databases related with the knowledge expansion in completing their research, projects and assignments.

CONCLUSION

In this study, the findings tell us that students are using social networking sites at the regular interval. The addictiveness of these sites has both effects positive and negative. Nevertheless, results show that negative impact is more than positive effect on the students. The students are wasting their time on internet surfing, making friends, chatting, joining different groups, using WhatsApp and Facebook and many different platforms. Internet positively impact the student's performance only when they use it positively. There are numerous articles, multiple slides, and lot of information available that students can access for free. Students need to consider how the social media, networking sites can productively help them. Addictiveness of social sites has significant influence on academic performance of the students. Excessive usage is considered as foremost factor of social media leads to serious mental illness which causes anxiety and stress. If student spend most of their time in researching things and chatting with people. Students may experience stress, which leads to negative impact on health. Exposure of students to social networking has significant impact on academic performance of the students. Same as usage of social networking has significant effect on students' academic performance. In the last but not the least, age has also significant impact on usage of social networking by students.

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