Impact of Social Media Network participation on Students' Academic Performance: Case Study of Higher Educational Institutions of Quetta City

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Abstract

The advent of internet brought along some dramatic revolutions that entirely altered the information world with regard to its storage, dissemination, speed and retrieval of the data in particular soft form regardless to the locality of an individual. A number of technological webs emerged through internet, and among them one interesting technology which to a grater extant has overwhelmed the globe in sharing and communication is the social media network. The overall objective of this paper is to reveal university students' performance and their use of social media for which a sample of 300 was drawn from four renewed universities of Quetta city. However, the students' performance was assessed employing a five-point close ended Likert Scale. The Likert Scale was helpful in analyzing the information using factor analysis which is of an exploratory nature approach to decrease variable of large nature into components. And the Kaiser-Meyer-Oklin and Bartlett's tests of Sphericity were used for factor indexing. The loading scores of these tests revealed that facebook is the highest ranking with an average rank of 1.42 depicting that majority of university students highly use facebook and regard it important for communication. Following the 2nd highest ranked is WhatsApp with mean rank of 1.89. Thus, it is inferred from the outcomes that students overall performance (English Language Skills, Academic grades and personal life activities) have seriously been affected by the excessive use of social media. Therefore, it is highly recommended that government should introduce a new course which could comprehensively include the use of social media in relation to academic performance.

Key Word: Social Media, Academic Performance, University Students, Quetta

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1. Introduction

The advent of internet brought along some dramatic revolutions that entirely altered the information world with regard to its storage, dissemination, speed and retrieval of the data in particular soft form but regardless to the locality of an individual. A number of technological webs emerged through internet, and among them one interesting technology which has to some extent overwhelmed the entire world in sharing and communication is the social media network. The social media evolution has cut across all strata of a society with its efficient and adverseimpacts. In general, the social media has undoubtedly transformed nature of world information such as research, learning, communication and education (Aghazamani, 2010).

In this regard, the social network website is however a web based service that lets a person to develop public as well as semipublic profiles within the restricted system, construct a list of some other utilizers with whom he can easily share a connection, traverse and view their lists of other connections with those articulated by people within the defined system (Boyd, Danah, Ellison, 2007). The same social websites are being used by individuals to have interaction with peers, friends and other that may be traced in the groups on the same websites. The dissemination of the info mostly ranges from fresh news, gossips, debates, notions, researches and any statement in the mind (Yin et al., 2003). The world statistics of internet usage has estimated that approximately users of internet are 3,045,834,430 with the rate of 43.2% penetration in the month of June 2014.

2. LiteratureReview
2.1.Social Media Use for Educational Purposes

Social media websites have turned to be an indispensible part of students' life(Deng & Tavares, 2013). TheseNetworking sites have become an integral part of human life as they serve as medium for the people to interact with each other. Social networking sites are now seen as learning platforms that could be used for students to engage and performance well. In a number of researches it has been found that it has positive outcomes. A study by (Tiene, 2000), found that students are given a chance by cyberspace to take part in written communication and to have debates on it by sharing their ideas. The

web-based interactions and academic discussions heavily contribute to students' cognitive capabilities development which enhances their thinking as well as reasoning skills. In contrary to physical (face-to-face) students tend to openly discuss their notions on social media even when expressing their disagreements over a certain issue they feel more comfortable to express it on social media rather than in physical (Apeanti & Danso, 2013).It is argued that it is believed by the students that utilization of social media by university tutors could be a sort of fun. This might be easy for them to interact with their teachers in the hour of need and they can also have their lectures online whenever they need it. There are several benefits of its use and it has been proved by a number of researchers. It has been argued that students have improved a lot in vocabulary with which their writing skilled have been developed a lot as a result of utilizing social media websites such as the Twitter, Whatsapp and Facebook(Yunus et al., 2013). Further it is stated that the social networks had helped the students academically to share their assignments, lectures and notes. Salvation and(Asad et al., 2012). Azharuddin (2014), states that social networking sites have made students able to have group discussions, exchange different ideas and interact with their teachers as well as it can be used for contacting with friends for assignments. They also highlights that teachers uses it for sharing course related materials with their students. Also creates student groups to collaborate on projects given in class by teacher. Through this is to communicate with their fellow colleagues of other universities through social networking sites. Thus, this facilitates both the teacher and the student in the process learning which improves the academic performance.

2.2.Social Networks and Academic performance
There has been a lot debate on this topic that either social network have positive or negative on the academic performance but there has been mixed reactions from researchers on this issue. Many studies have found that the impact is positive while there are several other researches that indicate that the affect is negative. Also there is no opinion on the subject. Cases differ from each other in many ways as it one point it has showed that grades have been improved due to the use of social networksand on the other hand there are cases that proves that grades have been effect because of the usage of social networks. The definition of performance was understood as the

apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student(Tuckman, 1975). It is also argued that with the usage of technologies like social media, is an important factor that can have an impact on educational performance of the students in one way or the other(Asad et al., 2012).

Extracurricular activity suggested that the media such as Facebook, Twitter and so on had covered that time from the student which they used for their refreshment like playing football or cricket or watching movies or match on television. Hence, they wanted to say that it had no impact on the studies because this time was first used in one way and now it is used in social media usage(Gok, 2016). It is represented that the same argument that there is no relation of time spending on social media and good or bad grades. Same were the results of the study Ahmed and Qazi (2011) who carried out their study in six universities of Pakistan. They concluded that there are no significant relations of time spending of sites and grades. On the other hand there are many studies that proved negative impacts of social networks over students' grades. The study of (Kirschner; Paul Kirschner, et al., 2009)found that there is a significant negative impact of Facebook use over academic performance. It was reported in their findings that Facebook users gained lower GPAs as compared to those who gave little time to it and more time to study. It is proved that majority of the student's visits their facebook account once a day. In the study of (Malaney, 2004), it was found that 8.9% of students in 2000, and 4.4% in 2003, claimed that they have got bad grades due to their too much time spent over social media networks.

2.3.Theoretical framework

This particular study is entirely based onSocial Learning Theory of Bandura (SLT) and theory ofGratification and Katz's Use. These theories satisfiedtwo aspects of study, one had been the performance in institutions which was the outcome and the other had been competition which provided a debate on social media utilization and its impacts on students' academic performance. SLT explains three elements that includes single learners, groups or genders interactions or friends and situations, strongly effects individuals' learning outcomes (Bandura, 1997).Thetheory of Social Learning "basically explains how the environmental and cognitive components collaborate to affect an

individual learning and behavior pattern"(Ainin et al., 2015). "Social learning theory views learning as a social process that individuals will self-initiate, regulate learning and actively construct knowledge by acquiring, generating, and structuring information"(Yu et al., 2010).

Bandura (1997),"in relation to the SLT states that the use of the social network students with friends on several social networking sites affects their academic performance". The argument has been backed up by (Ainin et al., 2015), who "stresses that individuals' cognition and behavior are influenced through observation and interacting with peers and the situations (e.g., learning the environmental norms, cultures, policies). It is the individuals' interaction with the environment that causes their behavioral consequences".

Hence, whenever pupils of higher institution converse with their friends using social media platformsvia discussion, interaction, observations and any sort of other activity, these activities on social media could result change in behavior that later may impact students learning and their performance either positively or negatively. On the other hand, the theory of gratification satisfies second portion of this current study; that the whole responsibility is on the individuals who happen to excessively use social media for fulfilling and achieving their specific needs. Thus, the situation articulates a competitive ground between social media utilization and students' performance in academies. This elaborates that number of hours spent on social media might leave an impact students routine that they had scheduled for learning and participation in academic activitieswhich wouldconsequently lead them to weak academic performance.

3. Methodology
3.1.Data Collection and Variables

The data was gathered from the four renewed universities of Quetta city (University of Balochistan, BUITEMS, Sardar Bahadur Khan Women University and Islamic Alhamd University)employing the mentioned questionnaire which was designed specifically to the level of the study as to find out the answer of those questions that were mentioned in the objectives. There are two variables of the study which are: 1. Time spent over social networks; 2. Use of Social Media during Universities hours; 3. Academic Performance; 4. Effect of social Media on Gender.

3.2.Sampling and Data Analyses

The sample size for this study was 300 hundreds from all four higher institutions followed by sample random sampling regardless to respondents' age, level of education or gender. Moreover, the study data was analyzed employing the SPSS-22. Furthermore, most of the data is presented using descriptive statistics such as frequencies and grapes. Besides these, cross tabulation was also performed for gender and the Kaiser-Meyer-Oklin and Bartlett's tests of Sphericity were also used to make it sure that the taken sample was enough to be proceeded via mix method of qualitative as well as quantitative study.

4.   Results and Discussion

4.1.Students' Socio-demographic Profile

The sample size comprised of four universities of Quetta city, Balochistan and the total sample size was 300 students of various departments regardless to their gender, level and age. The overall number of male students was 184 (61.3 %) and the number of female students was 116 (38.7 %). Among them, 31 percent of the students surveyed were from University of Balochistan (UoB), 24 per cent of the respondents were from BUITEMS, 25 per cent of the participants were from Sardar Bahadur Khan Women University (SBK) and 20 per cent of the students were from Alhamd Islamic University Quetta.

Table.1: Statistics of the Respondents

Statistics		Age of the Respondents	Gender of the Respondents	Institutions of the Respondents
N	Valid	300	300	300
	Missing	0	0	0
Mean		25.20	1.39	2.34
Std. Deviation		3.427	.488	1.117
Minimum		20	1	1
Maximum		38	2	4

4.2.Social Network Sites Preferences

In the current study all the students (100%) taken as sample from the four universities of the province Balochistan city Quetta confessed that they in one

or the other way get engaged in the social networks. Therefore, they students were required to rank the networks of social media in the order of their importance and usages to them. The outputs are given in the table below 2.

Table.2: Social Media Ranking and Usage

Social Network Sites	Mean Ranks	Ranks
Facebook	1.42	1
WhatsApp	1.89	2
Instagram	3.71	3
Twitter	4.14	4
Google+	4.97	5
YouTube	5.66	6
SnapChat	6.87	7
Myspace	7.72	8

The table 2 revealed that Facebook has the highest ranking with the average rank of 1.42 which depicts that majority of university students highly use Facebook and regard it important for communication following the 2nd highest ranked is WhatsApp with mean rank of 1.89. Similarly, Instagram has been the ranked 3rd with mean rank of 3.71 and the least ranked social media in terms of its usage and importance to them in the university students of Quetta city is Myspace which shows mean rank of 7.72. Therefore, it is inferred that Facebook, WhatsApp and Instagram are the major source of students' communication among the pupils of these four varsities.

Table3: Usage of Facebook

Usage of Facebook	Frequency	Percent
Very Often	93	31 %
Often	72	24 %
Not Often	75	25 %
Not Applicable	60	20 %
Total	300	100 %

The table above 3 shows that (31 %) 93 students use Facebook Very Often, (24 %) 72 respondents use it Often, (25 %) 75 pupils do not use Often and only (20 %) of the respondents 60 even do not use it either due to lack of facility or non-availability of internet facility at home.

4.3.Reason of Using Social Media

Students use social media for various reasons such as they feel it a cheaper way of contacting their friends any time they wish to even when it is not possible to make it happen physically, some use it as a source of easy communication and some people think that they cannot meet many of their friends at the same time and communicate so social media a better platform where they can easily hang up with multiple friends at the same time simultaneously. However, In the table below 4 respondents were asked for major reasons of frequently using of social media. The analysis revealed that 72 of the respondents 24% use it because most of their friends use it, 89 students 29.7% claimed that using of social media is cheaper, 89 of the candidates 29.7% checked that it is a source of easy communication and only a tiny number of students 50 (16.7%) checked that they chat multiple friends at the same time.

Table.4: Reason of using Social Media

Reason of Using Social Media	Frequency	Percent	Valid Percent	Cumulative Percent
Majority of my friends use it	72	24.0	24.0	24.0
It is cheaper	89	29.7	29.7	53.7
It is a source of easy communication	89	29.7	29.7	83.3
I can chat multiple friends Simultaneously	50	16.7	16.7	100.0
Total	300	100.0	100.0	

4.4.Purpose of Using Social Media

This section reveals various purposes of using of social media that the students use for, the study has taken some important aspects of purposes that students commonly use the social media for, such as they were asked in the questionnaire to check one of the boxes that they use social media for, their responses for the given purposes are quoted in the   5 which presented the frequencies and percentages of students' purpose of using social media. It is obtained that 80 individuals 26.7% use it for the purpose of academic

discussion, very less number 56 out the sampled participants 18.7% use it for entertainment purposes, 78 respondents 26% use it for chatting purposes and the highest number of 86 respondents 28.7% use it for making new friends. Moreover, the table 4.8 shows that almost half of the respondents 130 (43.3%) spend their 8-12 daily hours on social media using it for various means. 61 (20.3%) daily spend 1 to 2 hours on social media, 33 (11%) give their 3 to 5 hours daily to it, 43 (14.3%) of the students spend 6 to 7 daily hours on it and 33 (11%) of the sampled students from all the four universities are 24/7 online and give much of their time to social networking accounts such as Facebook, WhatsApp or any other.

Table.5: Purpose of Using Social Media

Purpose of Using Social Media	Frequency	Percent	Valid Percent	Cumulative Percent
I use it for Discussion	80	26.7	26.7	26.7
I use it for Entertainment	56	18.7	18.7	45.3
I use it for Chatting	78	26.0	26.0	71.3
I use it for making new Friends	86	28.7	28.7	100.0
Total	300	100.0	100.0	

Table.6: My Hours Spent Daily on Social Media

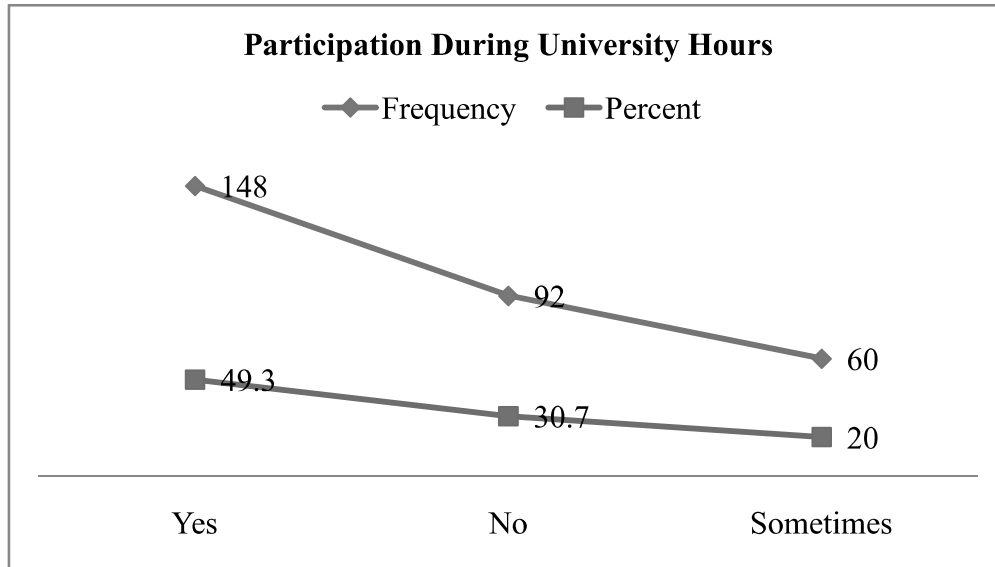| My Hours Spent Daily on Social Media	Frequency	Percent	Valid Percent	Cumulative Percent
1-2	61	20.3	20.3	20.3
3-5	33	11.0	11.0	31.3
6-7	43	14.3	14.3	45.7
8-12	130	43.3	43.3	89.0
24/7 Online	33	11.0	11.0	100.0
Total	300	100.0	100.0	

Figure.1: Participation during University Hours

The Figure 1 represents students' participation in social media during their universities hours. It has been seen that more than the expected students 148 (49.3%) of the students get engaged in utilizing social media during their class hours, 92 (30.7%) respondents avoid using social media during their universities hours and a tiny number of the students 60 (20%) sometimes make use of social media during their universities hours. Moreover, the below table 4.11 shows number of friends that the students mostly contain in their Facebook friend lists, 21% of the respondents contain 500 to 1000 friends, 12.3% students have 1500 to 2000 friends, 15% of the pupils have list of around 2500 to 3000 friends, 38.3% of the respondents contain 3500 to 4000 friends and 13.3% of the respondents have got friend list containing 4500 to 5000 friends.

Table.7: Respondents Social Media Friend list

My Friend list Consists of	Frequency	Percent	Valid Percent	Cumulative Percent
500-1000	63	21.0	21.0	21.0
1500-2000	37	12.3	12.3	33.3
2500-3000	45	15.0	15.0	48.3
3500-4000	115	38.3	38.3	86.7
4500-5000	40	13.3	13.3	100.0
Total	300	100.0	100.0	

4.5.Effect of Social Media on Students English Language Skills

The current study has also sought to find that how the social media affected students' English Language Skills of higher institutions in the city Quetta, in terms of their "Communication", "Grammar" and "Spellings" for which the use of social media was cross tabulated with institution of students and simple descriptive statistics have been drawn for the it. The results indicated that use of social media has more negative effect on students' English Language Skills than positive. The outcome has revealed their frequency of each institution's pupils either positive or negative. And the overall percentage and frequency of the social media effect on student English Language Skills regardless to their institutions has been presented in the Figure 2 which brought into light that the use of social media has highly negatively affected respondents English Language Skills as the frequency of this portion is 148 (49.3%) which is almost half of the respondents. 72 (24%) of the respondents claimed that there is a positive effect of social media on their English Language Skills and one third 80 (26.7%) of the respondents have not noticed any of the influences on their English Language Skills.

Summery from the results revealed is that on all social media platforms nearly all students do not pay attention to Spellings of words and do not focus on Grammar. They habit of wrongly constructed sentences create serious problems in their academic performance and achievements.
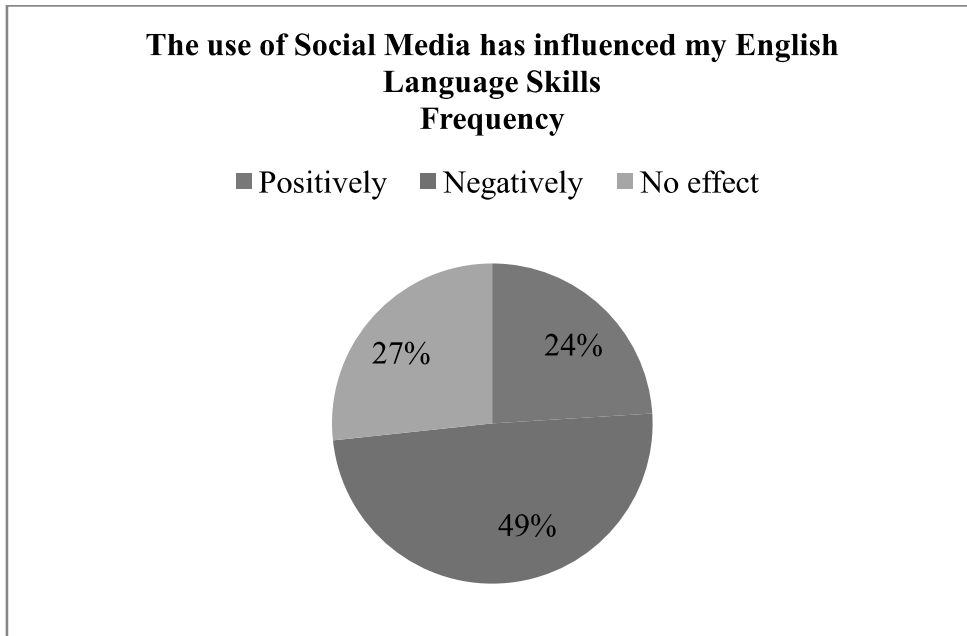

The use of Social Media has influenced my English Language Skills
Frequency
■ Positively ■ Negatively ■ No effect

Figure.2: Effect of Social Media on English Language

The performance of the respondents and use of social media has been via proposing a number of questions in association with their utilization of the social media. The students' performance was assessed employing a five-point close ended Likert Scale. The Likert Scale was helpful in analyzing the information using Factor Analysis which is of an exploratory nature approach to decrease variable of large nature into components (Thompson, 2004).

4.6.Kaiser-Meyer-Oklin and Bartlett's Test (KMO)

For the purpose of data analyzing in association to the academic performance and use of social media websites, the study measured students' responses employing the Kaiser-Meyer-Oklin and Bartlett's tests to make it sure that the taken sample was enough to be proceed. The test of KMO and Sphericity Bartlett has been presented in the table below 8.

Table.8: KMO and Bartlett's Test Analysis

Kaiser-Meyer-Oklin (KMO) and Bartlett's Test		
Sampling Adequacy measures of KMO		0.526
Bartlett's test of the Sphericity	Approx Chi-Square	1674.152
	Df	68
	Sing.	0.000

Determinant =0.031

The statistics of the Kaiser-Meyer-Oklin and Bartlett's test ranges from 0 to 1. "A value of the 0 indicates the sum of partial correlation is largely relative to the sum of correlation, indicating diffusions in the patterns of correlation (hence, Factor Analysis is likely to be inappropriate). The value that is close to 1 indicates patterns of correlation that are relatively compact and so Factor Analysis supposed to be yielding reliable and distinct factors". It has been recommended by Kaiser (1974) that values that are > than 0.5 are normally

appropriate as well as accepted. Values < 0.5 are to lead either gathering of more data or to reconsider that which important variable is to be included. However, the data tested is 0.526 presented in table 5.1, therefore, it is safely inferred that the Factor Analysis for the data was appropriate. On the other hand, Sphericity Bartlett's test was utilized to check the null hypothesis that the matrix of inventive correlation is an identity matrix. At significance level of 1%, (p<0.001) the outputs presented that the sampled data is highly significant and therefore Factor Analysis for the data is appropriate.

4.7. Students Performance in Institutions

This portion looks into how use of social media websites affects the students' performance in higher institutions in Quetta city Balochistan. The components with loading with > 0.4 are taken into account as highly important and loaded to be interpreted that specific factor. The detail of each factor group variables is summarized in the table 5.2. Further, factors are given a name according to the variables nature. These various names include Educational use, Addiction, Examinations, Grammar, Reading and Spellings. The very first factor titled "Performance" which was measured with students spent time on studies and their grades. A higher score for "Performance" factor 1 pointed that the use of social media has adversely affected students' performance in all the four sampled higher institutions of Quetta city, Balochistan. The table 9 below, presented a high loading scores of (0.815) which indicates that students grads dramatically drops whenever they use social media. Moreover, students' scores for using social media in their leisure time also loaded high (0.729) which presents that majority of university students spent their much of time on social media rather than on reading books, the loaded scores for distraction from studies (0.683) shows that more than half of the students are being distracted from their studies who cannot pay full attention as a result their performance in academic achievements is adversely affected. Similarly the loaded.

Table.9: Social Media Effect on Students' Performance

Questions	1	2	3	4	5
Rotated Component Matrix a					
Components					
I have faced drop in my Academic performance compare to before usage of Social Media	0.815				
I spend much of my leisure time on Social Media than reading Books	0.729				
The Social Media has distracted me from my studies which has badly affected my Performance	0.683				
I Find it very hard to concentrate on my studies knowing that I can play online games and visit these sites just by logging into them	0.533	0.417			
The use of Social Media has adversely affected my Spellings	0.534			0.431	
Addiction to Social Media has influenced my Studies		0.832			
Social Media Addictions		0.723			
My performance and grades will improve if I avoid using social Media		0.541			
I have academic discussion with friends on social Media			0.745		
Social Media websites are for personal use and cannot be used for academic purposes			0.565		
I have improved my reading skills via Social media			0.530		
My English has negatively been affected by Social Media				0.781	
I attempt exams' questions and					0.774

papers via Social Media				

Score for media is personal use rather than for academic discussion (0.565) indicating that a high number of the university students do not benefit themselves by use social media platforms as an academic discussion source rather they mostly discus personal matter in them.

Table.10: Academic Performance and Use of Social Media

My academic performance has been affected by using of Social media	Gender of the Respondents		Total	%
	Male	Female		
Strongly Agree	113	33	146	48.7%
Agree	43	28	71	23.7%
Neither Agree nor Disagree	10	21	31	10.3%
Disagree	15	28	43	14.3%
Strongly Disagree	3	6	9	3%
Total	184	116	300	100%

4.8.Addiction to Social Media

Another factors labeled as "Addiction" which measured the students' addiction to use of social media even during their universities hours. For this factor, the score obtained from respondents is (0.832) which indicates a very high level of students' addiction to use of social media has affected their studies in one or the other way. The loading significant scores (0.723) and (0.533) indicated that they find it very hard to concentrate on their studies due to excessive use of social media. Moreover, the loading score for grade improvement is (0.541) which states that more than half of the respondents believe that if they abandoned use of social media, their academic grade would improve dramatically to a higher grade.

4.9.Gender and Addiction to Social Media

It is further assessed to know which gender is more involved in the use of social media in the four higher institutions of city Quetta. The descriptive statistics for the respondents' responses revealed their responses with

frequencies and the overall percentage given in the Figure 3 represents that a major segment of the students (57%) agree that their addiction to social media has badly affected their studies particularly when they make use of social media during class hours, (15%) strongly agree that students' studies are really affected due to their addiction to social media, (14%) of the respondents disagree to the statement that addiction to social media has affected my studies, a tiny percentage of the respondents (7%) strongly disagree and similarly a very small percent of the students (7%) checked the box stating I neither agree nor disagree.
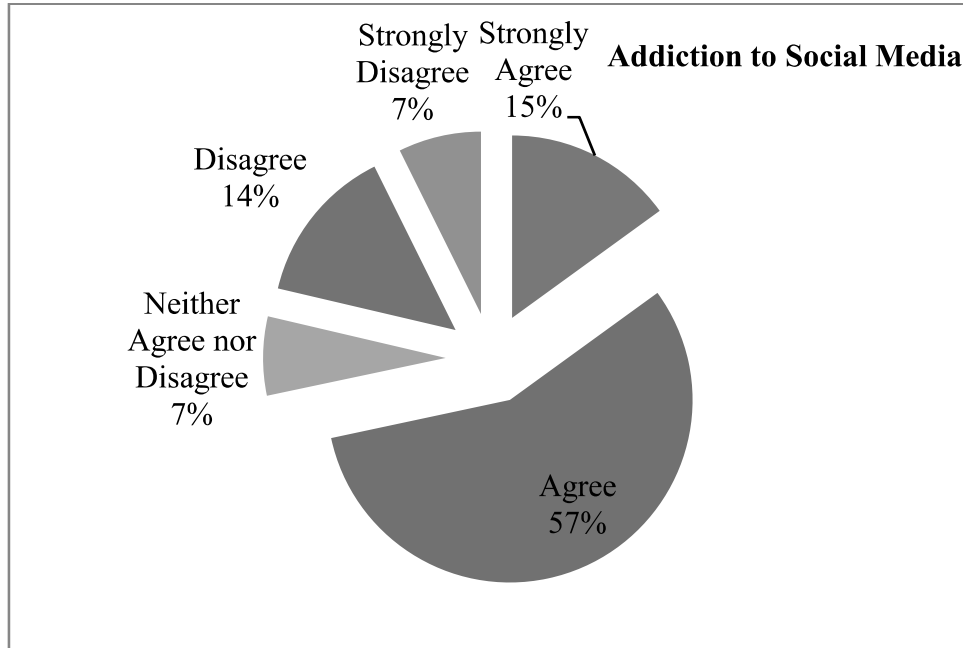

Figure.3: Addiction to Social Media

4.10.   Social Media and English Language Skills

Surprisingly, social media has provided a form of a communication platform which indirectly lays an adverse impact of students' linguistic skills. English Language being the second but believed compulsory language in Pakistan needs to be improved in all its aspects. However, the use of social media has not only affected grammar, spelling and reading skills of a student but it has also limited students' oral conversation which once they would make happen physically. The loaded scores for the English Language skills and spelling and reading in the table 5.2 above (0.534) and (0.781) indicates that there is

a serious negative impact of frequently use of social media for personal matters in which students do not pay attention to their grammar and spellings of words.

5. Conclusion and Recommendation

This particular study has brought into light thatstudents' participation in social media has multiple advantages but it can alsoadversely affect their academic and personal life activities.Countless benefits abound in the utilization of this platform such are the dissemination of academic information, making it an effective source of fruitful discussion, sharing of innovative ideas and a making it a source of reading and spelling improvement and so on so forth. Despite the many positive aspects and benefits that the students can avail through the use of social media websites, its misuse can also impact the personal life as well as academic performance of a student. As in the gratification theory of Katz et al. (1974), that the use of social media by people definitely compete with all other sources of information that an individual had or gains from somewhere, therefore, social media used by university students would compete with their academic work and students' attention. It is however the core responsibility of an individual particularly a student to make it sure that the platform used by him/her on regular basis does not erect a pillar in relation to their studies. And the Bandura's (1997) social theory of learning indicates that students' learning outcomes when influenced by their sensible decision or choice (use of social media) and group they make peer with can transform them into a positive outcomes for their desired achievements in the academic career. Based upon the outcomes of the study, the following implementable recommendations are set forth.It is highly recommended that government should introduce a new course which could comprehensively include the use of social media in relation to academic performance.University students need to invest their precious time sensibly, wisely and fruitfully on social media rather than spending their leisure time on non-beneficial social media platforms.Students using social media on their cell phones during class hours are supposed to be restrained from by lecturers.To help students use social media for academic purposes and get them habitual to it, lecturers should adopt an effective strategy of teaching-learning online via channelizing discussions and completion of assignments online or through social media.To educate

students on the effective use of social media and aware them on the negative impacts of it. Institutions' faculty at departmental level should launch awareness programs.

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