

Original Article

Impact of Using Social Media on the Academic Performance: A Case of College Going Students in Loralai Division

 Aiman Javeed

^a Research Scholar, University of Balochistan – Pakistan



Abstract

This study aimed to explore the impact of using social media on students, academic performance. Reviewing studies confirmed the use of social media by students for various purposes including academic purpose, socialization purpose, entertainment purpose, general information, and addictiveness. Using quantitative exploratory study method, the data was collected from college-going students in Loralai division. The data was collected using a pre-designed / adopted questionnaire having close-ended items with 5-points Likert Scale. The findings of the study reveal a statistically significant and positive impact of using social media for academic and socialization purpose on students' academic performance. Nevertheless, the study did not find a significant impact of using social media for entertainment purpose, for general information, and as addictiveness on students' academic performance. Based on the findings, the study presented recommendations for the respective stakeholders (including parents, teachers, colleges' administration and students including the creation of a controlled environment to make sure that students avoid negative use of social media applications and conducting of awareness sessions for students to use social media applications effectively and constructively.

Article history:

Received Dec 21, 2022
Revised Dec 30, 2022
Accepted Dec 31, 2022
Published Jan 01, 2023

Copyright © The Author(s). 2022 This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author(s) and source are credited.



Citation: Javeed, A. (2022). Impact of Using Social Media on the Academic Performance: A Case of College Going Students in Loralai Division. *Siazga Research Journal*, 1(2). <https://doi.org/10.58341/srj.v1i2.16>

Keywords: Academic Performance, Addiction of Social Media, Social Media for Academic Purpose, Social Media for Entertainment

1. INTRODUCTION

The term "Social Media" is used collectively for applications and websites with focus on communication, interaction, community based input, collaboration and content sharing. Social media addiction effects the college students' mental health and academic performance (Hou, et.al., 2019). The term "Academic Performance" refers to passing academic activities and assigned tasks and passing the subjects in the time foreseen for the studies. Academic performance is the extent to which a student has gained throughout the academic year/term. The study conducted by Habes, et.al., (2018) showed that various students intend to use social media applications, particularly Facebook. Using social media applications negatively affect the academic performance of the students. In Loralai, students are used to be engaged in social media which seems to badly impact their academic performance. There are various apps of social media like TikTok, Facebook, Whatsapp, YouTube, Instagram, Snapchat, etc. which students, use on daily basis and frequently. They cannot even sleep on time and thus lose their precious time. They are supposed to give time to their studies and using social media applications disturb their study schedule as well as their health. The objective

Corresponding Author: Aiman Javeed, Research Scholar, University of Balochistan – Pakistan



aimanjaveed05@gmail.com

© 2022 | University of Loralai, Balochistan - Pakistan

of this study is to find out the impact of using social media applications and websites on the academic performance of the college-going students in Loralai division.

This study aimed to assist the college going students regarding the awareness about the use of social media applications. If the excessive use of social media is found distracting from students' academic activities, they would be recommended to decrease the use of social media applications. The other beneficiaries, on the other hand, would be parents, teachers, administrators of academic institutions, and community overall in terms of awareness regarding the outcome of using social media applications by students. This study targeted only the college going students in Loralai division rather than the students of other grades such as primary, secondary, and university-going students in the Loralai Division in terms of seeking education in English medium. The limitation of this study includes the provision of consent by the colleges' administrations for the students to participate in this study.

2. LITERATURE REVIEW

The study conducted by Paul, Baker, and Cochran, (2012) developed a framework that defined the key drivers associated with the academic performance. The association of the found drivers are both direct and indirect. In the study, the authors used variables such as Academic Performance of students and using Online Social Networks. Using a quantitative survey method, the authors targeted the university going business students. The findings of the study revealed a negative correlation between the time spent by students on social networking sites and their academic performance. Students spending time on surfing social networking sites was found affected by the attention span by the students. The study recommended, in the light of the findings, that university going business students should be made aware of the unfavorable impact of using online social sites on their academic performance.

Conducting a study on social media and its impact on students' academic achievement, Oguguo, Freitas and Genet, (2020) found the influence of using social media on the academic achievement of secondary school students. The authors focused on the variables including use of social media applications by students and their academic achievement. In this study, quantitative research method was used to gather data from senior secondary students using Students' Accounting Achievement Proforma (SAAP) and Social Media Questionnaire (SMQ) (Peter, 2015; Gupta & Bashir, 2018). The findings of the study reveal that students are frequently engaged in using various social media applications for various purposes such as making friends, searching their assignments and other educational materials. Using social media applications, students may keep up to date regarding the latest educational news and trends. The study found that the average spent time of students on social media applications is between 2 and 4 on average. In the light of the findings, the study recommends a predesigned guideline and information for the students to make better use of such social media applications and to get maximum benefits of it.

Owusu-Acheaw and Larson (2015) assessed the use of social media by students and its effect on their academic performance. The study found a direct relationship between the academic performance of students and the use of social media sites as well as the use of social media sites negatively affect the academic performance of the students. The purpose of the study conducted by Talaue, et al., (2018) was to assess the impact of social media on academic performance of selected college students. The main variables of the study include access to internet, usage of social media, perception on social media, and frequency of using social media. This study also used a few other variables including time appropriateness and health addiction. The study was use quantitative and qualitative method (mixed methodology) using a descriptive research design. This study targeted the Business Administration and Management Information System students. The finding of the study revealed that social networks, being an integral part of the students' life, have taken up most of the free time of students. Using social media, students can have various sources for their development, for instance, a large number of educational groups can be accessed on Facebook as well as unlimited educational videos can be viewed on YouTube. Furthermore, using online social networks, communication with peers can assist students to socialize and discuss their study-related issues. The study recommended the institutions to focus on making pleasant things such as promoting social networks as a tool for communication, entertainment and learning.

The study conducted by Celestine and Nonyelum (2018), aimed to assess the impact of social media sites on student academic performance in Samuel Adegboyega University, found a significant relationship between time spent on social media sites and academic works. The study adopted descriptive survey design. The study recommended minimizing the time students spend on social media activities to be more productive. The study conducted by Alwagait, et al., (2015) explored the impact of social media usage on students' academic

performance in Saudi Arabia. The study conducted a survey on university students in Saudi Arabia in regards to social media usage and their academic performance. The results demonstrated that there was no linear relationship between social media usage in a week and GPA score. Students highlighted that besides social media use; time management is a factor that affects students' studies negatively. The study conducted by Helou and Rahim (2014) aimed to acquire students' perception regarding the use of social media and how it affects their academic performance. The study conducted a survey to in a Malaysian university. The findings confirm that using social media has a positive influence on the academic performance of the students as perceived by the majority of the students.

Conceptual Framework

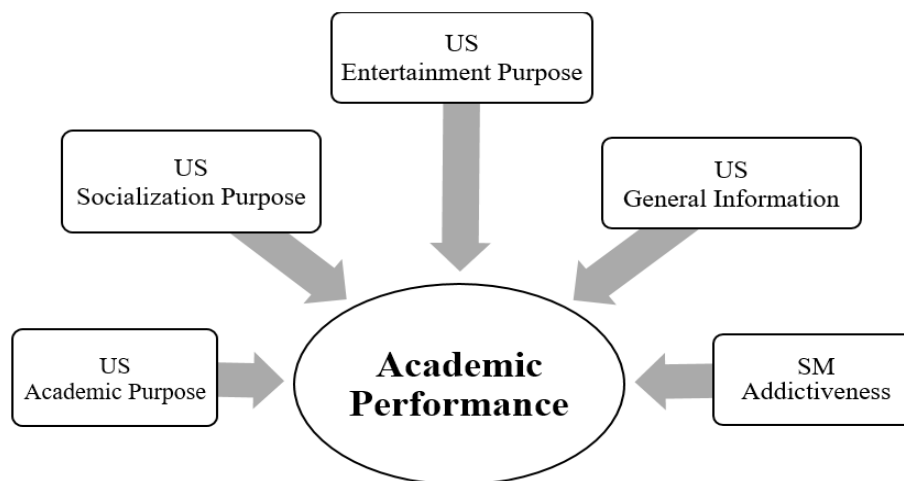


Fig. 1. *Conceptual Framework*

Source: (Peter, 2015; Gupta & Bashir, 2018)

Hypothesis

- H₁: Using Social media has a significant impact on Students' Academic Performance.
- H₂: Using Social media for academic purpose has a positive impact on Students' Academic Performance
- H₃: Using Social media for socialization purpose has a positive impact on Students' Academic Performance
- H₄: Using Social media for entertainment purpose has a positive impact on Students' Academic Performance
- H₅: Using Social media for general information has a positive impact on Students' Academic Performance
- H₆: Addictiveness of using Social media has a positive impact on Students' Academic Performance

3. METHODOLOGY

An exploratory research design was used to conduct this study. Exploratory research studies are generally used for qualitative studies; however, exploratory research studies can be used for quantitative studies in which data is large and collected through surveys (close-ended questionnaire) and/or experimentation (Stebbins, 2001). The target population for the present study was college-going students in Loralai division. The administrations of the conveniently selected colleges were approached to take consent of data collection from the enrolled students. Convenience sampling is a type of nonprobability sampling where participants of the targeted population are approached to collect data based on easy accessibility (Etikan, Musa, & Alkassim, 2016). After having consent from the administrations of the selected colleges' students from each class will be selected through systematic sampling (Raty, 2020).

Data was collected from the selected students currently enrolled in the selected colleges in Loralai division using a predesigned questionnaire having close-ended items (Marmaroti & Galanopoulou, 2006). The focus of the predesigned questionnaire was to measure the variables including using social media applications by college going students and their academic performance. The data gathered from the students was compiled on excel sheet and then it was applied on statistical package (SPSS) to analyze the compiled data. The data was analyzed in terms of descriptive and inferential statistics.

4. RESULTS & FINDINGS

This section of the study presents the results based on the analysis of the gathered data. The gathered data was analyzed through descriptive statistics against the demographic information of participants. The

inferential analysis was also used to determine the hypothesized statements to explore the impact of using social media on college going students' academic performance.

Descriptive Statistics

Table 1:

Descriptive Statistics of the Participants

College Names		
	Frequency	Percent
GGDCL	72	100
GBDCL	0	0
Group of Studies		
Science Group	30	41.7
Arts	42	58.3
Commerce	0	0
College Year		
1 st year	0	0
2 nd Year	72	100
Age Group		
15-17	45	62.5
18-20	25	34.7
21-23	2	2.8
Gender		
Male	0	0
Female	72	100
Total	72	100

Table 1 shows that the number of participants from Government Girls Degree College Loralai (GGDCL) was 72 having 100% while the number of participants from Government Boys Degree College Loralai (GBDCL) was 0 having 0%. The number of participant from Science Group was 30 having 41.7%. The number of participant from Arts Group was 42 having 58.3% while the number of participant from Commerce Group was 0 having %. The number of participant from the 1st year of college was 0 having 0% while the number of participant from the 2nd year of college was 72 having 100%. The number of participant from 15-17 age group was 45 having 62.5% while the number of participant from 18-20 age group was 25 having 34.7 % and the number of participant from 21-23 age group was 2 having 2.8%. The number of male participant was 0 having 0% while the number of female participant was 72 having 100%.

Table 2

Descriptive Statistics of the Participants' Responses

	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Kurtosis
AS	55.9	92	74.39	7.38	54.51	-0.71	0.19
AP	40	97.14	71.63	14.77	218.07	-0.87	-0.10
SP	36.67	100	78.84	17.68	312.73	-0.51	-0.67
EP	25	100	74.10	20.80	432.62	-0.71	-0.35
GI	33.33	100	74.26	17.88	319.63	-0.30	-0.93
ADD	20	100	66.11	18.76	352.27	-0.26	-0.72

Table 2 displays the descriptive statistics of the responses received from participants. From this perspective, the mean value of Academic Scores (AS) was 74.39 having Standard Deviation (SD) as 7.38 and Variance as 54.51. The mean value of Academic Purpose (AP) was 71.63 having Standard Deviation (SD) as 14.77 and Variance as 218.07. The mean value of Socialization Purpose (SP) was 78.84 having Standard Deviation (SD) 17.68 and Variance as 312.73. The mean value of Entertainment Purpose (EP) was 74.10 having Standard Deviation (SD) 20.80 and Variance as 432.62. The mean value of General Information (GI) was 74.26 having Standard Deviation (SD) 17.88 and Variance as 319.63. The mean value of Addictiveness (ADD) was 66.11

having Standard Deviation (SD) 18.76 and Variance as 352.27. The data was found normal as the values of Skewness and Kurtosis were found within the acceptable range. Further, the range (Minimum and Maximum values) of each of the variables was between 20 and 100.

Table 3

Internal Consistency (Reliability of Constructs)

	Cronbach's Alpha	N of Items
AP	0.658	7
SP	0.721	6
EP	0.687	4
GI	0.667	3
ADD	0.639	4

Table 3 shows that the internal consistency between the used constructs was found appropriate. For example, the Cronbach's Alpha values against each of the constructs was found greater than 0.6 which means positive internal consistency between the selected constructs and thus significant reliability amongst the constructs and their respective items.

Table 4

Correlation

		AP	SP	EP	GI	ADD
SP	Pearson Correlation	-0.122	1			
	Sig. Value	0.006				
EP	Pearson Correlation	-0.057	.518**	1		
	Sig. Value	0.034	0			
GI	Pearson Correlation	0.205	0.138	-0.079	1	
	Sig. Value	0.045	0.047	0.012		
ADD	Pearson Correlation	-0.08	.501**	.389**	-0.111	1
	Sig. Value	0.004	0	0.001	0.040	

Table 4 displays the correlation between the selected variables. The results found show that some of the variables have positive and statistically significant correlation between each other.

Table 5

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.513a	.263	.207	6.57420

a. Predictors: (Constant), ADD, AP, GI, EP, SP

The output in table 5 shows the overall impact of independent variables on the dependent variable (Academic Scores). From this perspective, the overall impact of the selected independent variables bring 51.3% variance in the dependent variable ($R=.513$ that is 51.3 %). This led the researcher to accept the primary hypothesis of the study i.e. Using Social media has a significant impact on Students' Academic Performance.

Table 6

ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1017.328	5	203.466	4.708	.001b
	Residual	2852.528	66	43.220		
	Total	3869.856	71			

a. Dependent Variable: Score

b. Predictors: (Constant), ADD, AP, GI, EP, SP

Table number 6 shows the output of ANOVA test that predicts a good model fit (Sig. = >.05) for the further data analysis such as Regression Analysis.

Table 7
Regression Analysis

	B	Std. Error	Beta		Tolerance	VIF
(Constant)	95.924	6.217	15.429	0		
AP	0.13	0.055	-0.26	2.371	0.021	0.932
SP	0.162	0.058	-0.389	-2.775	0.007	0.569
EP	0.012	0.045	0.033	0.258	0.797	0.693
GI	0.057	0.047	0.137	1.21	0.231	0.869
ADD	-0.068	0.05	-0.174	-1.375	0.174	0.701
a. Dependent Variable: Academic Scores						

The output of Table 7 shows that using social media for academic purpose and for socialization purpose have a statistically significant impact on students' academic performance (sig. =0.021 and 0.007 > 0.05). The other independent variables (using social media for Entertainment Purpose, General Information and its Addiction) have no statistically significant impact on students' academic performance (sig. =0.797,0.231 and 0.174, all are < 0.05).

Table 8
Summary of Hypotheses

No.	Statement	Sig.	Status
1.1	Using Social media for academic purpose has no impact on Students' Academic Performance.	.021	Failed to retain
1.2	Using Social media for socialization purpose has no impact on Students' Academic Performance.	.007	Failed to retain
1.3	Using Social media for entertainment purpose has no impact on Students' Academic Performance.	.797	Retained
1.4	Using Social media for general information has no impact on Students' Academic Performance.	.231	Retained
1.5	Addictiveness of using Social media has no impact on Students' Academic Performance.	.174	Retained

Table 8 explain that the first of the two hypotheses have negative impact on the academic performance of students.

Discussion

The findings of the current study are not completely aligned with the reviewed literature. For example, the study conducted by Paul et al., (2012) found a statistically significant negative relationship between time spent by students on Online Social Networks and their academic performance. From this perspective, the findings of this study reveal that using social media by students only for academic purpose and for socialization have the negative impact on students' academic performance. Using social media, on the other hand, by students for other purposes such as entertainment purposes, general information and its addiction have no significant impact on the student's academic performance.

The reviewed study conducted by Owusu-Acheaw & Larson (2015) found a negative relationship between using social media sites by students and their academic performance. The findings of the present study seem to be quite similar with this study. For instance, the present study found either a negative or no impact of using social media by students and their academic performance. In contrast, the reviewed study conducted by Talaue, et al., (2018) found a positive relationship between using social media sites, particularly educational groups on Facebook and educational videos from YouTube, by students and their academic performance.

5. CONCLUSION & RECOMMENDATION

Students engaged in social media websites such as TikTok, Facebook, Whatsapp, YouTube, Instagram, Snapchat, etc. were expected to show poor academic performance. In the light of the findings of the present

study as well as the reviewed literature. It can be concluded that using of social media applications may have both positive and negative impact on student academic performance. The negative impact includes that students cannot even sleep on time and thus they lose their precious time. They are supposed to give sufficient time to their studies and using social media applications disturb their study schedule as well as their health. On the other hand, the positive impact of using social media applications includes the material useful for the development of students - a large number of educational groups can be accessed on Facebook as well as unlimited educational videos can be viewed on YouTube. Furthermore, using online social networks, communication with peers can assist students to socialize and discuss their study-related issues.

Based on the findings of the present study as well as the reviewed literature, the present study recommends the respective stakeholders (including parents, teachers, colleges' administration and students) the following:

- Parents should create a controlled environment to make sure that their children avoid negative use of social media applications
- Teachers should be trained to engage their students in constructive use of social media applications
- Colleges' administration should conduct awareness sessions for students to use social media applications effectively and constructively

One of the significant shortcomings of this study was data collection from the limited participants due to the availability and willingness of participants and the consent from their respective colleges. The study was delimited to its scope i.e. the targeted population was only college going students from the Loralai region in Baluchistan. Future researchers should increase their study scope in terms of their targeted population from college going students to the students of other educational levels such as matric and university going students from other than Loralai region.

Competing Interests

The authors have declared that no competing interests exist.

References

- Alwagait, E., Shahzad, B., & Alim, S. (2015). Impact of social media usage on students academic performance in Saudi Arabia. *Computers in Human Behavior*, 51, 1092-1097.
<https://doi.org/10.1016/j.chb.2014.09.028>
- Celestine, A. U., & Nonyelum, O. F. (2018). Impact of social media on students' academic performance. *International Journal of Scientific & Engineering Research*, 9(3), 1454-1462.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4. Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
<https://doi.org/10.6224/jn.61.3.105>
- Gupta, S., & Bashir, L. (2018). Social networking usage questionnaire: Development and validation in an Indian higher education context. *Turkish Online Journal of Distance Education*, 19(4), 214-227.
<https://doi.org/10.17718/tojde.471918>
- Habes, M., Alghizzawi, M., Khalaf, R., Salloum, S. A., & Ghani, M. A. (2018). The relationship between social media and academic performance: Facebook perspective. *Int. J. Inf. Technol. Lang. Stud*, 2(1), 12-18.
<http://eprints.unisza.edu.my/id/eprint/6430>
- Helou, A. M., & Rahim, N. Z. A. (2014). The influence of social networking sites on students' academic performance in Malaysia. *International Journal of Electronic Commerce Studies*, 5(2), 247-254.
- Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. (2019). Social media addiction: Its impact, mediation, and intervention. *Cyberpsychology: Journal of psychosocial research on cyberspace*, 13(1).
<https://doi.org/10.5817/CP2019-1-4>
- Marmaroti, P., & Galanopoulou, D. (2006). Pupils' understanding of photosynthesis: A questionnaire for the simultaneous assessment of all aspects. *International Journal of Science Education*, 28(4), 383-403.
<https://doi.org/10.1080/09500690500277805>

- Oguguo, P. C., Freitas, I. M. B., & Genet, C. (2020). Multilevel institutional analyses of firm benefits from R&D collaboration. *Technological Forecasting and Social Change*, 151, 119841.
<https://doi.org/10.1016/j.techfore.2019.119841>
- Owusu-Acheaw, M., & Larson, A. G. (2015). Use of social media and its impact on academic performance of tertiary institution students: A study of students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, 6(6), 94-101.
<http://hdl.handle.net/123456789/7619>
- Paul, J. A., Baker, H. M., & Cochran, J. D. (2012). Effect of online social networking on student academic performance. *Computers in Human Behavior*, 28(6), 2117-2127.
<https://doi.org/10.1016/j.chb.2012.06.016>
- Peter, O. (2015). Social Media And Academic Performance Of Students In. *Department Of Educational Administration, Faculty Of Education, University Of Lagos*.
- Raty, M., Kuronen, M., Myllymäki, M., Kangas, A., Mäkisara, K., & Heikkinen, J. (2020). Comparison of the local pivotal method and systematic sampling for national forest inventories. *Forest Ecosystems*, 7(1), 1-17.
<https://doi.org/10.1186/s40663-020-00266-9>
- Stebbins, R. A. (2001). *Exploratory research in the social sciences* (Vol. 48). Sage.
- Talaue, G. M., AlSaad, A., AlRushaidan, N., AlHugail, A., & AlFahhad, S. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*, 8(4/5), 27-35.