

The Impact of Social Media on Student's Academic Performance at Undergraduate Level at University of Turbat

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Abstract

The main purpose of this study is to investigate the impact of social media on the academic performance of students in the Department of Education at the University of Turbat. The research employed a quantitative approach and followed a descriptive research design. The target population of the study consisted of 100 students. The objectives of the research were: (i) to determine the impact of social media on academic performance, (ii) to identify the extent to which social media influences students, and (iii) to assess whether the use of social media has a positive effect on students' academic performance. Data were collected using a structured questionnaire administered to a sample of 100 male and female students selected through a simple random sampling technique. The data were analyzed using Statistical Package for the Social Sciences (SPSS) software. The findings of the study indicate that social media has a positive impact on students' academic performance.

Keywords: *Social Media; Academic Performance; University of Turbat; Pakistan*

Introduction

Social media is a way of communication with people. Through which people narrate, make, and exchange ideas and information in online communities and screening. In the world every person uses various types of social media in order to communicate and update with whole world. The last ten years, the world is changing rapidly because of social media technology we are grateful to that invention of social media through which pupils' conversion feelings, personal information, ideas videos and pictures at in truth surprise rate. Today there are 73% of American practicing social media websites (Oberst 2016). Social media gives significant opportunities for online classes and remove distance between pupils and faculty (Chu, 2020). The study on MBA pupils describes that pupils are great consumers of SM and they are developers of major content, involving the quality of SND (Shah and Balaji, 2020). Always pupils don't have the skill of media literacy which help students efficiently understand, analyze, and assess new information

instruction and create adept agreement regarding its affection and practicers (Rowlands et al, 2008). In modern society social media has become an important medium of motivation for studying and brought a change through collaborating and cultivating interaction with companions (Asterhan and Bouton, 2017; Chu, et al... 2017).

Social media has many advantages there are four main advantages which are identify use in higher education which are following: to motivate students for learning, increase relationships, to boost up collaborative skills and abilities, and give personalized course recourse. So, it tends that social media increase pupil's participant, involvement, learning particularly. Also, pupils have virtual gathering discussion, no anxiety need to ask questions before companion. Social media is a process of altered learning, information exchanging, teaching, search, communication and learning. Nowadays social media has a strong place in everyone's lives. The 21st century information age that social media is the tool of technical trendiest. It focused on virtual discussion commenting and fostering on social villages (Alam et al., 2021). Social media is generating knowledge and sharing, in the situation of higher education social media characters have a numerous equivalent. It has a great role in education and pupils' lives. There is convenient and easier to get communication and information through social media.

In 1990s the social media sites advent some quarters are considered that students' academic performance is facing many challenges and neglect. A consistency, disturbance and the attention of students is divided between pupils' academic work and social networking exercises. Social networking or social media sites are main connection of the people for the academic communication through virtual networks. Social networking sites in 1990s was connected with world. Social media practiced for personal information, sharing pictures, video, message and multimedia ads. According to Shah Balaji (2020) describe that "social media and technologies which makes interaction and virtual classes and its contributors make enough able and easy." The platform of social media had a future beneficial in advancement each and every type of material needed which is informative worldwide, it also helpful the exercises. In this research was to identify the variables of social networking sites which influence on pupils' educational achievement at undergraduate level at university of Turbat, are established and analyzed. Undergraduates must arranged their seniority properly by pleasing benefit of social networking sites enhanced for education, pursuing practical help from educational faculty, online discussion, downloading materials for research purposes and reading, and to solve educational problems.

Literature Review

Joginder Goet, (2022) the outcome of the awkward age practice of social media variables of learners in different colleges on academic achievement. The results came out that the

relationship of different social media aspects have been sure and there is important meeting of social media aspects on the academic achievement of learners. In the late times, it motivates the future and carrier progress of learners. Social media transferring, video gaming capture and internet searching the Learners consideration for learning and changing students' academic performance. Nasiru zubairu (2021), this research was to recognize why pupil's practices social media stages also to observe the influence on pupils' achievement. Results show that practices of social sites and networks as undesirable effects on pupils of academic achievement. This research shows that tertiary institutes must boost pupils to practice social media for educational study and tasks, and the institutes must construct methods to boost pupils to practice social media for academic commitments somewhat for added commitments that affect their educations.

Outcomes of the research argue that outcome of social networking sites had negative and positive both. The social networking sites include twitter, Facebook, WhatsApp, Instagram existed the many practiced that interment the consideration of most of pupils not here their research and therefore had both outcomes and their academic rating facts collected. Gilbort, et.,al (2018), this aim of this research was to measure the influence of social networking on educational achievement of adopted institution pupils. In the research researchers boost the positive influence of daily contact of youth in social media. Result it know how to close the social networking sites had a double influence on learners' performance and there is essential to access teenager's practice of communal media with concluding answerability.

Apuke et al., (2016) the research observe the effect of social networking sites on practical achievement of student of Taraba state University. Findings discovered that pupils of Taraba State University takings admittance to the social sites and they organize so concluded diverse include computer, remedies and smart phones. The research also assume that pupils who expend extra periods on social mass television were possibly ill in their educational accomplishments than people who do not prepare. The research suggests that pupils must reduction their overview to social mass television and provide wary attention to their learning. Kim & Khang (2014) research was exposed that social networking had a positive influence on maintaining and building associations between operators, which utilities in gathering pupils' educational requirements. Worldwide pupils, in specific, income other from practicing social networking and developing fresh associations that utility their educational achievement.

Tamayo & Dela Cruz (2014) the study examined the association among pupils used of social networking sites and pupils' educational achievement. The research found that practicing social networking sites affects pupils' education and had an absolute influence on student's appearance at school. The research findings were designed in a strew graph to show the associating among the variables. Educational achievement and social networking sites influence

together. It basically means that what time a pupil became too held in the use of social networking sites, his/her achievement in lecture and complete educational achievement agonizes. Junco (2012), the researcher made that daily spent time on social media was importantly destructively interrelated to institution students' GPA, it was uncertainly interrelated to spent period organizing for their periods.

Shana (2012), it was exposed that pupils used social networking sites mostly for building chat with associates. The findings revealed there was only 26 respondents who showed that they were used social networking sites for their educational aim. Oye (2012) recorded that many of the elder pupils practice social networking sites mostly for activities, entertaining, relatively than for the aim of academic. Khan (2012) the study examined the effect of social networking websites on pupils. This study was made to estimate the aspects that effect students used of social media networking websites. The results showed that respondents aged fifteen to twenty-five ages were the maximum probable to use social media sites for entertaining, while femininity study made known that boys were the maximum probable to use social media websites. Wodzicki et al. (2012) jagged available that social networking sites helped pupils improved self-studying abilities through giving an opportunity for them to discover themes and collect data by gaining access to present facts on the internet or entrancing with like distracting pupils to practically create awareness and share ideas concluded formal and informal actions.

Lin et al. (2012) the research concentrated mostly on Facebook outcomes, which were practiced by foreign pupils. To determine that pupils' skill to involve culturally and communally in their fresh world was helped by the Facebook used. Agreeing to a research, forty-six percent of international pupil's indication practicing a social media networking. Moon (2011) this study "effects of Facebook on students' educational achievement at undergraduate level", specified that social networking sites had undesirable effect on pupils. Agreeing to the findings, there were many students using Facebook, it more influenced students' academic performance. Roblyer et al. (2010) the research created that in advanced learning, pupils were confident nearly the possible of practicing Facebook and further related different tools of social media which were for supportive learning and teaching than faculty, who preferred traditional technologies. Junco et al. (2010) examined the association among social networking sites and pupil involvement and scores. Pupils were distributed into double programs, only one practiced Tweet and the further class did not. Pupils in the Tweet public had greater GPAs and assessment marks than the pupils in new crowd.

Theoretical Framework

Social Learning Theory

The relation of the social learning theory as definite by Bandura (1997), the practice of the social networking sites (by the student) with peers (friends) on different social networking sites (directions) influence the academic performance of students (learning outcomes). This is reinforced that who “emphasized that students' behavior and cognition are affected through interacting and observation with friends and situations (e.g., environmental learning of cultures norms, policies) (Ainin et al 2015). DeAndrea, Ellison, LaRose, Steinfield, & Fiore, (2012), the interaction of individuals with environment which founds behavioral effects”. “That’s why, the interaction of individual with friends, social maintenance from friends and to understand essential aspects of situation that influence students learning outcome”. That’s why, when individuals interact with friends on social media through interactions, observations, and other exercise (activities), may be their outcome in a behavioral effect that might have negative or positive effects on the academic performance.

Gratification theory

The second part of the research is answered by the gratification theory. Dominance that individual are answerable for selecting a specific media to meet their individual’s needs. Katz et al., (1974), the media in go participate with other sources information for watchers' gratification. That’s why, the students’ academic performance as an outcome of the competition among participation of social network and educational effort. This suggest that the total of period spent contributing on social networking sites might influence the period allotted for learning by students and this can influence their education result as an effect.

Methodology

The researcher was custom Quantitative research deign. Quantitative research design was used to collect data with rating balance. The research followed the descriptive design. The research was conducted at University of Turbat. The students were selected from education department. The population was used counting the males and females of the Education department of University of Turbat. The appropriate data was gained from the students of education Department. The random sampling was applied to the students of University of Turbat from the education department where there were much use of social media. The data collected from 100 students from education department at University of Turbat. The population were males and females. Among them 50 were males and 50 were females from whom the data collected. The

research directed through questionnaire consisted of fifteen items which developed by Likert scale answer, strongly disagree, disagree neutral, agree, and strongly agree. The researcher adapted questionnaires and distributed them to the students of education department of university of Turbat. Researchers adapted the questionnaires with the help of other researchers' studies. The research was conducted in University of Turbat. For data collection the questionnaires were provided to students in University of Turbat according to the research topic. The Impact of social media on students' academic performance.

Data Analysis

In this chapter the data was analyzed by using SPSS software. Following tests were performed. I.e. frequency, percentage, Mean and standard deviation.

Table 1 Reliability Statistics

Cranach's Alpha	No of Items
0.992	15

The value of Cranach's alpha lies between 0 and 1. A value greater than 0.65 means that the responses were matching and results were reliable. Since the value of Cranach's alpha in this case was 0.992 which means results were reliable.

Table 2 Gender of the study

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	40	40	40	40
Valid Female	60	60	60	100
Total	100	100	100	

Table 2 shows gender of the study. It indicates that the respondents were 40 males (40.0%) and 60 females (60.0%).

Table 3 CGPA of the study

	Frequency	Percent	Valid Percent	Cumulative Percent
2 to 3	4	4	4	4
Valid 3 to 4	96	96	96	100
Total	100	100	100	

Table 3 shows CGPA of the study. It indicates that the respondents were 4 students CGPA in 3.0 (4.0%) and 95 students CGPA in 4.0 (96.0%).

Table 4 Semester of the study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4th semester	42	42	42	42
	sixth semester	58	58	58	100
	Total	100	100	100	

Table 4 shows semester of the study. It indicates that the respondents were 42 from 4th semester (42.0%) and 58 respondents were in 6th semester (58.0%).

Table 5 Daily use of Facebook in routine life has positive impact

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	17	17	17
	Disagree	33	33	33	50
	Neutral	26	26	26	76
	Agree	18	18	18	94
	Strongly Agree	6	6	6	100
	Total	100	100	100	

Table 5 indicates daily use of Facebook in routine life has positive impact. The respondents (33.0%) Disagreed, (17.0%) strongly disagreed, (18.0%) agreed, (6.0%) strongly agreed and (26.0%) were neutral.

Table 6 Students spending time on Facebook

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	9	9	9
	Disagree	28	28	28	37
	Neutral	31	31	31	68
	Agree	14	14	14	82
	Strongly Agree	18	18	18	100
	Total	100	100	100	

Table 6 indicates students spending time on Facebook whether they submit their assignments on the time. The respondents (28.0%) Disagreed, (9.0%) strongly disagreed, (14.0%) agreed, (18.0%) strongly agreed and (31.0%) were neutral.

Table 7 Pages on Facebook that are helpful for students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	5	5	5
Disagree	9	9	9	14
Neutral	12	12	12	26
Agree	45	45	45	71
Strongly Agree	29	29	29	100
Total	100	100	100	

Table 7 indicates there are many pages and groups on Facebook that are helpful for students. The respondents (9.0%) Disagreed, (5.0%) strongly disagreed, (45.0%) agreed, (29.0%) strongly agreed and (12.0%) were neutral.

Table 8 Facebook has positive impact on students learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	6	6	6
Disagree	25	25	25	31
Neutral	7	7	7	38
Agree	30	30	30	68
Strongly Agree	32	32	32	100
Total	100	100	100	

Table 8 indicates Facebook has positive impact on students learning. The respondents (25.0%) Disagreed, (6.0%) strongly disagreed, (30.0%) agreed, (32.0%) strongly agreed and (7.0) were neutral.

Table 9 Facebook sites are effectual instrument for E-learning for students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	3	3	3
Disagree	14	14	14	17
Neutral	40	40	40	57
Agree	22	22	22	79

Strongly Agree	21	21	21	100
Total	100	100	100	

Table 9 indicates Facebook sites are effectual instrument for E-learning for students. The respondents (14.0%) Disagreed, (3.0%) strongly disagreed, (22.0%) agreed, (20.0%) strongly agreed and (40.0%) were neutral.

Table 10 learners who use Facebook daily perform poorly than those who do not use.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	13	13
	Disagree	38	38	51
	Neutral	23	23	74
	Agree	14	14	88
	Strongly Agree	12	12	100
	Total	100	100	100

Table 10 indicates the learners who use Facebook daily, they perform poorly in the class then those learners who do not use. The respondents (38.0%) Disagreed, (13.0%) strongly disagreed, (14.0%) agreed, (12.0%) strongly agreed and (23.0%) were neutral.

Table 11 Students use WhatsApp to connect with classmates in the purpose of learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3	3
	Disagree	7	7	10
	Neutral	17	17	27
	Agree	29	29	56
	Strongly Agree	44	44	100
	Total	100	100	100

Table 11 indicates students use WhatsApp to connect with their classmates in the purpose of learning. The respondents (7.0%) Disagreed, (3.0%) strongly disagreed, (29.0%) agreed, (44.0%) strongly agreed and (17.0%) were neutral.

Table 12 It is my daily habit to use WhatsApp

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	9	9
	Disagree	11	11	20
	Neutral	9	9	29
	Agree	25	25	54
	Strongly Agree	46	46	100
	Total	100	100	100

Table 12 indicates it is my daily habit to use WhatsApp. The respondents (11.0%) Disagreed, (3.0%) strongly disagreed, (25.0%) agreed, (46.0%) strongly agreed and (9.0%) were neutral.

Table 13 WhatsApp is most effectual for communicating with friends

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6	6
	Disagree	6	6	12
	Neutral	10	10	22
	Agree	39	39	61
	Strongly Agree	39	39	100
	Total	100	100	100

Table 13 indicates WhatsApp is most effectual for communicating with friends. The respondents (6.0%) Disagreed, (6.0%) strongly disagreed, (39.0%) agreed, (39.0%) strongly agreed and (10.0%) were neutral.

Table 14 on WhatsApp students express their feelings, thoughts and ideas

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5	5
	Disagree	8	8	13
	Neutral	21	21	34
	Agree	42	42	76
	Strongly Agree	24	24	100
	Total	100	100	100

Table 14 indicates on WhatsApp students express their feelings, thoughts and ideas. The respondents (8.0%) Disagreed, (5.0%) strongly disagreed, (42.0%) agreed, (24.0%) strongly agreed and (21.0%) were neutral.

Table 15 Students practices WhatsApp just waste of their time

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	26	26	26	26
Disagree	24	24	24	50
Valid Neutral	24	24	24	74
Agree	12	12	12	86
Strongly Agree	14	14	14	100
Total	100	100	100	

Table 15 indicates students' practices WhatsApp is just waste of their time. The respondent (24.0%) Disagreed, (26.0%) strongly disagreed, (12.0%) agreed (14.0%) strongly agreed and (24.0%) were neutral.

Discussion

The key focus of this research was to identify the impact of social on students' academic performance conducted in education department at university of Turbat. The findings show that gender of the respondents who were 100 among them there were 40 (40.0%) males and 60 (60.0%) were females. In brief, the number of females were more than males. Further the CGPA of the respondents ranged between 2.00 to 3.00 and 3.00 to 4.00. The majority of the respondents CGPA were in 3.00 to 4.00 in the study. The respondents had belonged to the B.Ed 4th semester and B.Ed 6th semester. The majority of respondents belonged to B.Ed 6th semester. Significantly, to discuss the result of the study. It is highlighted that the social media affects students' academic performance positively. The responses of the respondents shows that social media effects students' academic performance positively because majority of the students agreed that they use Facebook, WhatsApp, and Twitter their performance well in the class. It highlighted that students' performance negatively influences and caused by other factors as not by social media. There are other factors that are affecting students' academic performance negatively. It is highlighted by result of the research the social media effect students' academic positively so, social media is not the responsible to affecting student's academic performance negatively there are other causes and causations that play their role for affecting the student's performance at undergraduate level.

Conclusion

The study was directed to examine the effect of social media on students' academic performance. Social media is trends which enhanced students learning, pursuing educational help from educational faculty, online discussion, downloading materials for the purpose of reading and solving academic problems such a through WhatsApp, Facebook, Twitter etc. the objectives of the study were (1) To identify different factors of social media which effect students' academic performance at undergraduate level.(2) To identify the significant impact of social media on pupils academic performance at undergraduate level. The questions of the study were based on the objectives of the study (1) What are the factors of social media which effects students' academic performance at undergraduate level? (2) How does social media has significant impact on pupils' academic performance of the students at undergraduate level?

Quantitative research methods were applied for the research project. The significance of the study helps the students to access educational resources and also provides opportunities for networking and building professional connections. The study was bounded and delimited in the boundary of education department at university of Turbat. The ethics and permission were well considered of the participants while data collection. The population of the research was the undergraduate students of education department at university of Turbat. Sample size of the study was 100 students taken on random bases. The adapted questionnaires were based on the thesis topic. Fifteen statements developed for data collection from the participants. The SPSS software was used for data analyzation. The data analyzed through the following tests such as frequency, percentage, mean score and standard deviation.

Recommendations

- Students must arrange their time. When they are using net and decrease those distractions which come from social media sites. So, learners should decrease their time on social media.
- Instructors should have educated the students to practice the social networking sites as an instrument to increase their academic achievement at university.
- Arranging an awareness programs related to the practice of social sites in institutions to enlighten learners on the impact of social media sites.
- Institutions must make the students think that social networking sites is a beneficial instrument not just for entertainment and communication, but also for learning.

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