



IMPACT OF SOCIAL MEDIA ON STUDENT'S ACADEMIC PERFORMANCE IN UNIVERSITY STUDENTS IN DISTRICT BHAKKAR

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Abstract

Social networks are becoming more popular among university students and are a new way of spending free time. They serve as a separate channel for finding the necessary information, both educational and entertaining. Social networking sites have long been valuable platforms for educating and connecting people from various walks of life. Students could express their everyday learning experiences via social media, which positively affects academic success. On the other hand, social media has hurt students' academic success. The present study, "Effect of social media on academic performance of university students," was conducted in District Bhakkar. A simple random sampling technique was employed to select 200 students from two universities in District Bhakkar. For data collection, a well-structured interview schedule was constructed in the light of research objectives. The collected data was analyzed by using Statistical Package for Social Sciences (SPSS). Both inferential and descriptive statistics were applied for data analysis. The results of this study showed that the majority of the respondents (75%) per month family income was in the range of Rs.20001-30000, 55% got CGPA between 3.00- 3.90, 90% of respondents said that social media is used to greatly extend to exchange knowledge with your peers. Hypotheses "There is an association between hours spent on social media and academic performance of students" and "There is an association between type of family and academic performance of students" were accepted. Based on the findings, it is suggested that Students should be educated on the influence of social media on their academic performance. Students should be monitored by teachers and parents on how they use these sites. Teachers should ensure they use social media as a tool to improve the academic performance of students in universities.

Keywords: Social media, academic performance, impact, entertainment,

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social networking sites

INTRODUCTION:

Connecting with people via various social media platforms is the way that is employed the most often. It is used by a wide variety of people from all walks of life. The majority of the public has a positive attitude toward social media. There are many different social media platforms available today, and some of the most popular include Facebook, Twitter, Instagram, Pinterest, YouTube, LinkedIn, Google +, Flickr, Snap Chat, Vine, and Tumblr. Because social media networks are so efficient at transmitting up-to-date information, they are swiftly becoming the technique of choice for engaging in activities online. The consequences of social networking have been seen in a variety of sectors, but possibly the most significant shifts have taken place in classrooms and across the educational system as a whole. In recent times, there has been a lot of talk regarding the most effective ways to implement digital technologies into the educational setting.

It is the responsibility of administrators and members of the teaching staff to ensure that the classroom is always up-to-date, relevant, and capable of generating graduates with abilities that are consistent with the working world and the graduates' professional objectives. Students at colleges and universities take part in society while wearing increasingly sophisticated pieces of technology. There is a significant divide as a result of the fact that young children utilize these devices for reasons that are not educational. The amount of familiarity that college instructors and students have with the use of digital technology in the classroom is a source of concern for educational institutions like colleges and universities. The phrase "social media networking" was developed to describe the ways in which students utilize the Internet for a variety of purposes, including those that are both social and educational. The increasing popularity of social media networking as a medium of communication is largely attributable to the accomplishments of app developers. (Tariq et al., 2012). According to Chukwuere (2021) social

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media platforms provide educational institutions and their constituents the opportunity to exchange knowledge and work together on projects. It affects kids' academic progress since their grades increase and their absences decrease when they use the strategy.

According to research conducted by Kolhar, Kazi and Alameen (2021), students are found to participate in humdrum activities (tasks) while connected into their social network accounts. According to the findings of a study conducted by Chukwuere (2021), 51% of students used social media for their assignments, while 60% of students used it for their classroom discussions. According to Hrastinski and Aghaee (2010), whereas 64 percent of students used social media for in-class chat, just 41 percent of students used it for coursework. Students' engagement in academic conversations and other activities associated with learning is impacted in ways that are both beneficial and harmful as a result of the increasing use of social media. Research conducted by Alnjadat et al. (2021) suggests that children who are active on social media platforms have greater academic achievement.

According to them there is a connection between the culture of the user (the student) and the widespread use of SMPs in educational institutions. Attitudes that students have about social media and the degree to which they participate in it may be explained, at least in part, by the cultural backgrounds of the students. The use of social media has gained significant traction within the realm of educational institutions.

According to Mbatha (2014) college students use social media for a variety of reasons, including personal and professional endeavors. According to Balakrishnan et al. (2017), 81.9% of students in Australia use Facebook for academic reasons. This may make it easier for students to study together in groups and collaborate. According to the findings of this study, students who use social media in either a formal or an informal setting for learning experience significant benefits. When teachers and students work together to solve problems via social media, Ahmed and Yousaf (2022) claim that this

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may lead to a number of beneficial consequences. Students often participate in discussions with one another, do research, and share their thoughts via using social media. As a result of the extensive availability of social media, students in today's world have access to an unprecedented number of opportunities to acquire new skills and knowledge while studying in other countries. According to the findings of a research that was carried out by Sobaih et al. (2016) discovered that the use of social media in higher education significantly enhanced both the quality of teaching and the number of students who remained enrolled.

According to Alhababi et al. (2015), the use of social media allows students and teachers to form relationships with one another and share educational resources. Camilia, Ibrahim & Dalhatu (2013) cautions that while social media may be effective as a teaching tool, it also has the potential to inflict harm if it is used inappropriately. On the other hand, educational institutions seldom ever make use of social media owing to the prohibitive costs associated with utilizing mobile devices and the internet. The use of social media by educators at all levels of higher education to exchange course materials and engage in conversation with students is becoming more widespread.

Hrastinski and Aghaee (2012) students can readily communicate with others both inside and outside of the classroom thanks to social media, the youngest users make up the biggest proportion of those who participate in activities on social networking sites. Students can interact with others both within and outside of the classroom when they use social media. According to Alnjadat et al. (2021) social media websites function as a virtual meeting place where individuals of all ages, including students, may build new relationships and exchange knowledge with one another. When utilizing social networking websites, children have a greater possibility of engaging in their education, according to the findings of one research study. Students are able to establish connections with one another and exchange information as well

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as resources. It is not quite apparent how the distracting aspect of social media has impacted students in poor countries. Many adults are exasperated by the inclination of young people to spend a significant amount of time engaging in a variety of forms of social contact online. This investigation seeks to answer the question, "How does the amount of time students spend on social media affect their performance in the classroom?" by using a quantitative research methodology and conducting surveys online. The findings of the research will help students, educators, and others make educated judgments about the impact that social media have had on education. Students who make effective use of social media have access to increased chances for communication, resource sharing, and informal (on-the-job) training, all of which are to their benefit.

SOCIAL MEDIA

Rifkin et al. (2011) students may produce, share, and exchange information, ideas, photographs, and videos with online communities and other students via social media, a computer-mediated technology. Using social media in the classroom is a hotly debated issue. Many educators and parents are concerned about the effects of allowing students to use social media in the classroom. Rapid growth in social media use is being seen all around the world. There has been an increase in the number of interactions between parents and teenagers thanks to social networking sites such as Facebook, MySpace, Skype, WhatsApp, and Twitter. Expertise can be found, information can be shared, and content can be created more efficiently if information workers utilize social networking sites. Researchers may expand their horizons by connecting with new communities and individuals via social media.

One such academic social networking site is Research Gate. Teachers may encourage self-reflection and forming a community of learners outside the classroom walls by using social networking tools. Appreciation for the course material and the instructor were shared and suggestions for more emotional learning and motivation on the teacher's Facebook page. By

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interacting with other professionals and participating in intellectual dialogue, educators can develop their professional identities and broaden their professional networks via social networking. Teachers may benefit from the knowledge provided by social networking sites in order to better deal with a variety of classroom situations. Students will be more motivated if teachers and professors are accessible and pleasant. They could strike up a friendly chat with them on iMessage, Facebook, or ResearchGate. Gainous, Abbott and Wagner (2021) argues that in today's communication-based culture, the role of social media, particularly among students, has grown. Its use is increasing faster than ever before, particularly in the wake of the recent global pandemic, when universities are facing profound changes.

According to recent studies by Iwamoto and Chun (2020) three billion people use social media every day. On social networking sites, users spend an average of two hours daily engaging in activities such as sharing and discussing content updates to a wide variety of publicly accessible items. More and more individuals are joining and participating in online communities, such as social networks. Chukwuere and Chukwuere (2017) stated when one is using a social media platform passively and seemingly without a purpose, one can eventually feel that their mood has changed because of the nature of the content viewed, as stated by, who are beginning to examine the psychological effects of social media use on students' lives. Therefore, individuals are more likely to share both good and negative emotions on social media. With increasing evidence that young people are spending more time than ever before on various types of social media, this issue may become more pressing.

According to Iwamoto and Chun (2020) the usage of social media might have harmful impacts on pupils by encouraging them to compare themselves to others or to have exaggerated expectations of themselves or others. Given the increasing importance of social media in people's everyday lives, this is particularly true. The major focus of this research is on the emotional aspects of students' stress, anxiety, and depression, as well as on

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how the use of social media may amplify or alleviate these feelings. This is because of the growing impact of social media on teaching and learning. In this essay, we will examine the best current data on the effects of these powerful platforms on students' mental health.

THE ROLE OF SOCIAL MEDIA IN TEACHING:

Features of social media networking sites like sharing and creating information are especially important in the context of higher education. There is no denying the importance of social media in the classroom and in the daily lives of today's kids. Participating in social media, sharing information, and receiving new information have never been more convenient or accessible. Due to their interconnectedness, these social media sites may be used by educators and students for scholastic purposes. Professors are increasingly turning to social media to spark class discussions, broadcast lectures in real time, and provide extra aid to students outside of regular office hours. Teachers and educators may utilize social media to reconnect with current and former students. Teachers use social media for instruction by establishing classroom-specific communities and user profiles. Educators may collaborate and suggest social media and messaging apps like WhatsApp, Skype, LinkedIn, and Facebook to their pupils. Teachers should encourage students to put hash tags on their academic work so that others can easily find it and examine it. Professors' abilities to effectively utilize social media to teach have a significant impact on students' adoption of these platforms in the classroom.

They might save time and effort while still advancing their careers and establishing themselves as community leaders. You may see successful educators in action on other websites like Facebook, Twitter, blogs, and YouTube. Popularity on these platforms might aid professors in making a reputation for themselves in their field. Facebook and LinkedIn are used more for personal and professional networking, while WhatsApp and blogs are preferred for education. When it comes to engaging their audiences on social media, Admissions, Enrollment Management, Public Relations, and Student

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Services are missing a crucial component: Social Media for Community Building. When it comes to recruitment, student life, and alumni connections, every university and college uses social media extensively. Both students and educators make extensive use of social media at all school levels. The academic community risks alienating a substantial portion of its potential audience if it fails to embrace social media. It may be very useful if implemented in universities (Junco et al.,2012)

THE VALUE OF SOCIAL MEDIA FOR TEACHING :

Online networking and microblogging services like Facebook, Twitter, Google Plus, and Flickr are increasingly being utilized in the classroom to facilitate student-to-student and student-to-expert communication. To cater to students' academic requirements and tackle any new challenges arising from their use of social media, it is crucial to carefully weigh the hazards of openness against the need of continuous engagement with students. This is because these social media platforms are open to the whole public. The academic advantages of open discussion and intellectual debate in genuine online environments much outweigh these limitations. A new social media platform that seeks to engage kids outside of the classroom is gaining in popularity. There are several benefits to using social media in the classroom.

According to the findings of this study, incorporating social media into the classroom enhances students' learning opportunities, facilitates real-time contact outside of class, promotes opportunities for collaboration, and fosters creative thinking. After discussing what they've learned in class or seeing relevant videos, students and instructors may continue the conversation in online chats. Professors, like anybody else, may benefit from engaging with students online. The instructor may observe the students' reading, thinking, talking, and summing up of lessons. Students and teachers both benefit from more flexibility in scheduling because to the accessibility of social media. Some features of social media, most notably those of Facebook, WhatsApp, YouTube, and the Kaizala app, may encourage students to participate in social

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and creative learning progressions outside of conventional educational settings and institutions (Mawdsley & Schafheutle,2015).

ANXIETY AND ONLINE SOCIAL NETWORKING:

It's no secret that social media may be a major contributor to feelings of depression and anxiety. Therefore, users are put under stress. A second study involving 7,000 moms found that 42 percent of interesting mothers said they sometimes find it by accident. Without a question, social media contributes to increased stress, but in what ways? There may be two distinct manifestations of social media-induced anxiety and depression. Constant anxiety and despair are exacerbated by stress. You may be able to minimize your stress and cortisol levels by checking social media often for new postings and triggering your limbic system's natural fight-or-flight reflex. Another way that social media contributes to low mood and nervousness is via the stress it might induce. Trying to impose an impossible standard of perfection on your circle of friends. The pressure to present an ideal image of oneself in social situations is a major source of stress and anxiety. Similarly, to how time spent on social media may lead to feelings of despair and worry, the stress of trying to project a faultless image, such as having a great career, marriage, etc., can lead to constant production of the stress hormone cortisol. Regular social media usage is associated with elevated levels of the stress hormone cortisol. If left untreated, stomach injury may trigger an immune-inflammatory reaction throughout the body and brain, perhaps leading to depressive and anxious sensations.

Another negative feature of social media's connection to grief is the impression of false closeness it might foster. This is largely attributable to the fact that social media encourages its users to present an image that emphasizes all the fun, success, and excitement they appear to have while saying relatively little about the troubles they could be keeping from view. Therefore, in an attempt to blend in with the crowd, we provide absolutely attractive and fashionable fronts in our profiles. Therefore, our profiles paint

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ourselves in a favorable manner rather than really reflecting who we are. Many people, though, choose to avoid this amazing and "safe" concept of a virtual connection in favor of having real conversations with real people and forming real connections. Multiple studies have shown that these transient relationships might cause psychological and emotional harm in the long run. You can track down and reconnect with everyone from elementary school pals to current coworkers by using social networking sites like Facebook and Twitter. Steven Strogatz, PhD, an expert in network science and a professor of applied mathematics at Cornell, argues that getting back in touch with old friends has the potential downside of mixing our strong ties (our closest friends and family) with our weak ties (people who can help us find work or refer us to a good doctor). Users spend equal amounts of effort sustaining relationships with those they care about deeply and with those they don't.

ONLINE CAT FISHING:

When people get so engrossed in their own online lives that they neglect to communicate with real people. Due to our preoccupation with the virtual world of social media, we are unable to fully invest in the relationships that really matter to us. The popular MTV series *Catfish*, which was inspired by the documentary of the same name, is often cited as an illustration of the widespread prevalence of fake online relationships. Many people's mental health, marriages, and other relationships have deteriorated as a direct consequence of "catfishing," the practice of engaging in online contacts with strangers while claiming to be someone else or using someone else's identity. People who engage in this behavior are referred to as "catfish," and the act itself is called "catfishing." *Catfish* follows Nev Schulman, a guy who fell in love with a woman online but was devastated to meet her in real life and learn that she was a con artist. He thought he saw a photo of a lady online, but it turned out to be of someone else entirely.

During their conversation, Nev discovered that she had fabricated many other aspects of her identity as well. If she lied about something as

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basic as her appearance, Nev reasoned, then her integrity was suspect overall. He was devastated by the revelation that he had been the victim of a clever deception. The repercussions on one's own life are crucial, even though they may appear trivial or irrelevant at first. "Psychology Today 2012" quoted Ph.D. candidate Auzeen Saedi as saying, " The study's findings show that the mere act of looking at pictures of loved ones helps people endure more pain. In such case, the deep bond that may develop even over great distances could make more sense. by unending promises of love and commitment, dissolving into nothingness instead of snapping a photo.

ONLINE HARASSMENT AND INTIMIDATION

The ability of bullies to humiliate their victims publicly online has made cyberbullying a major problem among today's youth. Aggressive behavior directed towards a helpless individual over a period of time is what we mean when we talk about bullying. A new kind of bullying known as "cyberbullying" has emerged as a result of the extensive use of the Internet and mobile devices. When someone is bullied online, particularly via social media, it is called cyberbullying. Similar to the catfish cases of the past, cyberbullies may cause great distress to their victims while remaining anonymous. Twenty-three percent to thirty-five percent of pupils in a recent poll reported being bullies, victims, or both. According to research conducted by the National youngsters' Home, one in four youngsters in the United Kingdom have been bullied online. Teens who went through this said it caused them permanent mental suffering; some went so far as to try suicide.

Many youngsters, regardless of their intelligence, engage in extreme forms of harassment, some of which result in suicide attempts or leave lasting psychological scars. There have been several moral debates on the negative effects of social media in light of the numerous suicides, deaths, and emotional difficulties plaguing our youth. The likelihood of developing mental health issues and attempting suicide increases among those who have been bullied. If the theory that teenage mental health issues raise the likelihood of

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adult psychiatric disorders is correct, then these results emphasize the necessity for anti-bullying measures. Authorities are aware of the connection between cyberbullying and suicide, particularly among young people. Threatening others through electronic means is now a criminal offense. There are a lot of people wondering. In order to prosecute criminals, others seek to make it more difficult to maintain internet anonymity. Several Countries have lately enacted regulations to safeguard cyberbullying victims.

POSITIVE IMPACTS OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF STUDENTS

There are several benefits to using social media as a consumer, including as the lessons aren't just filler. Multiple academic organizations exist for students to join. They can probably learn all they need to know about their field of study by perusing relevant social media sites. True data disseminated by reputable third parties. It's possible they'll have some insights to share. Acknowledged these companies, which boosted their morale and contributed to their instructional strategy. It's possible that professors' increased proficiency in social media might improve group communication. You may count on your other students to share relevant course materials and study aids with you those enrolled in school. Students are encouraged to share their viewpoints, new ideas, and uncertainties. The investigation of these communities that they conducted with the aid of faculty and other students. In a way, this is helpful. Students' participation in these small-group discussions is crucial since it will help heir understanding will grow as a result. Additionally, teachers may provide their pupils a link where they may upload the tasks assigned to each member of the study group. A lot of effort and time is spared thanks to this. It's appropriate for usage in the classroom.

Promoting group work amongst students by use of online networking. They're collaborating on something at the moment. This facilitates their interaction and They may be able to save time, energy, and transportation costs by sharing project-related information quickly finds work on projects

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easily, etc. YouTube, a popular social media platform with millions of instructional videos, is used by students because it helps them in their pursuit of knowledge and also fosters the development of a wide range of practical skills and talents. Many students avoid contributing to class discussions or working with others on group projects. Students might encourage their peers to view any relevant films they find interesting and instructive by recommending them to them. Some of them have trouble keeping up with their classmates in everyday conversation. These young individuals freely and openly participate in online discussion groups and social media platforms.

Rifkin et al. (2011) any potential helpful academic advisors may now be found on various social media platforms. To help kids figure out ways to solve their homework problems. Experts are available to teach the students as well or read their social media blogs to get knowledge in a wide range of subject areas. The necessary background and expertise in their chosen area. This could facilitate their obtaining providing them with facts and anecdotes they can use in the real world. A learner may using professional social networks like LinkedIn to find internships in their field of study. This might provide them with useful, actionable advice that will allow them to improve their record in the classroom. Several different instructional blogs are available for students to peruse.

According to Yunus and Salehi (2012) pupils who made use of social media saw improvements in their linguistic and scholastic skills. Deng and Tavares (2013) claim students' critical thinking skills may be developed via the use of social media, aids in the process of daily decision-making if the report is to be believed Apeanti and Danso (2014) discovered that students believed that if they were more engaged in class, they would do better academically. They might use social media to pose questions to teachers and get feedback. So, social media may be a helpful influence if used appropriately for constructive and instructional purposes. Student achievement in the classroom might benefit from media exposure. Though many if not utilized

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properly and sensibly, social media might have negative consequences, significantly slow down kids' brain growth.

NEGATIVE IMPACTS OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF STUDENTS

The frequency with which each of these is used has a strong link with the decline in kids' academic performance is often blamed on their time spent on social media. What this points to is Adolescents who spend a considerable amount of time on social media often struggle more in school. Performance. Social media is widely used among college students for informal communication, professional development, and recreational purposes. A lack of productive use of time. They didn't leave themselves enough time to study, thus they failed timely completion of all assignments, projects, and homework. They struggle at school, which eventually has a negative effect on their grades. While studying, many college students use social media accounts for current developments and proclamations. They end up losing because they can't focus on the game. Their capacity to concentrate on schoolwork may be holding them back.

There is evidence that students are using social media even during class. Students. Instead, they ignore what is being spoken and taught in class. to remain in contact with them via social networking sites, or they may squander a lot of time reading meaningless stuff on online networking sites. This means that listeners may fail to catch part of the information being conveyed. Homework, tests, and quizzes are typical classroom fare. They risk lower grades as a result. Students' writing has suffered as a result of the proliferation of social media because of the trend toward using shorter sentences.

A compilation of a very large vocabulary. As an example, you may use "k" in place of "okay," "coz," or "cuz." due to the fact that, instead of, etc. This kind of brief writing is not advised for examinations or school assignments incorrect, which might lead to worse grades. Online courses and

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forums may be all that some students ever engage with teachers who rely more on online forums and chat rooms than face time with students in academic settings as well. As a result, many children struggled to acquire the language skills necessary to thrive. They don't believe in their ability to influence their teachers or other students. They won't be able to voice their opinions in class or in small group settings and risk receiving a lower mark. The dangers of social media addiction are many. A sore back is one such problem. The usage of social media has become more unbalanced and irresponsible.

Some warning signs include shifts in sleep and mood, as well as continuous eye strain and mental distress. A student's students' performance may suffer if they are unable to focus on their studies due to health problems. Also, Excessive social media usage among students has been linked to a number of psychological problems. Anxiety, depression, and a pervasive sense of isolation are all examples of psychological difficulties. In this regard, might cause students to neglect their schoolwork, which would be disastrous for their development.

The average time spent on social networking sites depending on how long pupils can focus for. The ability to focus on a single task a quiet space where children may do their homework without interruptions. Knowledge was gained by them shown that youngsters who had longer attention spans also spent less time on social media. As per using Facebook has been linked to a number of negative outcomes, as reported by Junco (2012) kids' report card grades. According to research by Kirschner and Karpinski (2010) there is a possibility that students' usage of social media will have a detrimental effect on their overall performance in the classroom.

Conceptual Framework

The conceptual frameworks of the study illustrate the pictorial link among independent and dependent variables.

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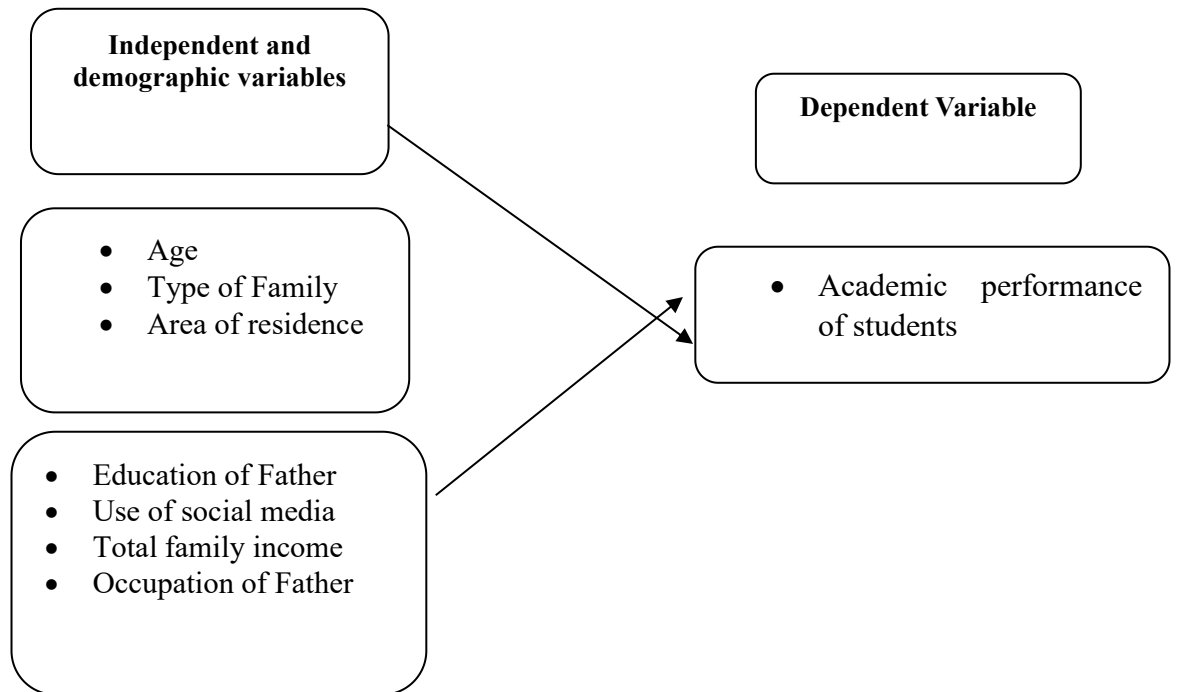


Figure 2.1: Conceptual Framework

RESEARCH METHODOLOGY

In the conceptual frameworks of the study, images are utilized to show the connections between the variables that are independent and those that are dependent. The purpose of this chapter is to investigate the relationship between children's usage of social media and their academic performance in District Bhakkar by outlining the primary objectives of the research as well as the methods that were used throughout data collection and analysis.

Methodology

In the third phase, which follows the phase in which the subject is defined and the phase in which the literature is evaluated, the strategy for doing the study is designed. The particular activities or procedures that are utilized to gather, select, analyze, and evaluate data around a topic are referred to as the research methodology. How to get it (data collection methods), how to analyze it (data analysis techniques), who to collect it from (sample design), what data to acquire (and what data to overlook), and how to gather it

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(sample design) are some of the topics covered in (Creswell & Garrett's (2008).

SAMPLING

"A small set of the population that a researcher selects from a large pool and then generalizes to the population" (Babbie, 1994). The technique of sampling takes into consideration a number of different aspects and is determined by the kind of organization, the purpose, the level of complexity, the amount of time that is available, and any previous research done in the sector. As a consequence of this, sampling refers to the deliberate process of choosing a number of individuals to conduct research. These individuals were picked in such a way that they will correctly reflect the larger group from which they were drawn. Research that is built on samples, rather than research that looks at the entire world, is more productive and requires less money.

SAMPLE SIZE

An equal number of male and female students were chosen at random to comprise the study's sample of two hundred, and each of the two hundred students who volunteered to take part in the research was given a questionnaire to fill out.

SAMPLING TECHNIQUE

To examine anything in a very small area before summarizing the whole thing is an example of sampling, which is the simplest way to define the term (Lance & Hattori, 2016). Using a straightforward random selection method, 200 students from the District of Bhakkar were chosen, with each of the two institutions' student bodies contributing 100 male and 100 female candidates. To facilitate the data collection process and take into account the objectives of the research, a comprehensive interview schedule was developed. For the purpose of analyzing the data that had been collected, the Statistical Package for the Social Sciences (SPSS) was used.

TOOLS FOR DATA COLLECTION

This is a research study using quantitative methods. "A survey is a method for

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collecting data to define, compare, or explain knowledge, attitudes, and behavior. The survey includes the following steps: establishing the objectives for information gathering, planning the study, developing a reliable and valid data collection, designing the research, developing a reliable and valid data instrument, analyzing the data, and reporting the results. In this investigation, interview schedules were the method that was utilized (Fink, 1995).

INTERVIEW SCHEDULE

The interview schedule consists of a number of questions that are pertinent to the research issue that is being examined and are asked in-person to the respondents by the researcher. The researcher can get the exact data required for analysis by using this systematic methodology (Gregory, 1953).

PRE-TESTING

The pre-testing phase of the survey is essential for determining whether or not the study's goal has been accomplished. It is also critical to obtaining an accurate result. Pretesting is another name for the advanced testing of a thing, such as a product, an idea, or a questionnaire. Pretesting is also another name for the process of using the questionnaire in a mock survey before it is actually used. It was possible that using this technique, errors in the questionnaire will be found. As a result, it was asked that 200 respondents complete the survey. The results demonstrated that the questionnaire was error-free.

EDITING CODING AND DATA ENTRY

In order to make the data more intelligible, data are statistically and qualitatively reduced via the critical process of coding. Modifying data via coding makes it suitable for computer analysis. Variables were collected and coded simultaneously for analysis. After editing and coding, data were being put into the SPSS spreadsheet. Software called SPSS was developed to analyze social science data, and it may be used in a variety of ways. It also helps the investigators recode and calculate the variables.

DATA ANALYSIS

Data analysis is the process of examining, categorizing, tabulating, or

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otherwise recombining the data to determine the answers to the study's original assumptions. Data analysis technique known as "open coding" was utilized to merge the questionnaire data.

This approach involves a process of breaking down, looking at, contrasting, understanding, and classifying facts. To classify and categorize data in order to identify patterns and draw conclusions, open coding enables the researcher.

PERCENTAGE

A percent (from the Latin per centum, "by a hundred") is a measurement or ratio that is stated as a fraction of one hundred. It is often represented by the percent symbol (%) (Raut & Mahajan, 2022). To make the data in this research understandable, percentages of different classes for certain data components were employed. The percentage was calculated using the method below.

$$P = \frac{F}{N} \times 100$$

P is equal to %.

Frequency total = N

frequency group, F

CHI-SQUARE

The relationship between the independent and dependent variables was analyzed using the Chi-Square test (b). The category variables were analyzed using this method. To achieve this, we construct a null hypothesis and an alternative hypothesis to test for associations between the two factors. Acceptance or rejection of the null or alternative hypothesis is determined based on the chi-squared value and the number of tables (Allua & Thompson, 2009). The technique for determining Chi-Square is detailed below.

Where:

A = Measured Results

Value expected = Total C-gamma statistics

GAMMA STATISTICS

When both the independent and dependent variables are rated on an ordinal

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scale, gamma statistics may forecast the degree and direction of the association between the cross-tabulated data. The values -ve1 and +ve1 of the gamma distribution represent the most optimal positive and negative correlations between the two variables, respectively. The gamma was calculated using a more modern formula. When there is no correlation between two variables, the value is zero (Sheskin, 2020).

$$\text{Gamma} = \frac{N_s - N_d}{N_s + N_d}$$

N_s is the number of matched pairings where both ratings are the same, and N_d is the number of matched pairs where the ratings are different.

RESULTUS AND DISCUSSION

UNIVARIATE ANALYSIS

Table: *Frequency and percentage distribution of respondents according to their gender of Respondents.*

Classes	Frequency	Percentage
Male	100	50.00
Female	100	50.00
Total	200	100

Table No 1 represents the total gender distribution of respondents. It shows that 50% respondent were male while 50% respondents of were female.

Table: *Frequency and percentage distribution of respondents according to their Age of Respondents.*

Classes	Frequency	Percentage
18-21	175	87.5
22-25	25	12.5
26-29	0	0
30+	0	0

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Total	200	100
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This table tells us about the age of the respondents. According to above data 87.5% of respondents were between age group 18-21, 12.5 % and 12.5% to 22-25 years. The above table reveals that huge majority of the respondents belonged to age group 18-21 years.

Table: *Frequency and percentage distribution of respondents according to their type of family Respondents.*

CGPA/division in the last degree?

Responses	Frequency	Percentage
2.00 - 2.90		
Second/45-59%	80	40
3.00 - 3.90		
First/60-79%	110	55
4.00		
High first/ 80% and more	10	5
Total	200	100

This table shows that 40 % of respondents got CGPA between 2.00 -2, 90, 55% got between 3.00- 3.90 CGPA and 5% got 4. 00CGPA.Data of this table reveals that CGPA of the majority of the respondents was 3.00-3.90. The findings of this table are similar as of another study conducted by Kirschner and Karpinski (2010) there is a possibility that students' usage of social media will have a detrimental effect on their overall academic performance.

Present department of study

Responses	Frequency	Percentage
Science	60	30
Arts	134	67

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Computer	4	2
Any other	2	1
Total	200	100

This table shows that 30 % of respondents were from science department, 67% were from Arts department, 2% were from Computer department and 1% was from other departments. This table reveals that majority of the respondents were from Arts department.

Use of social media

Responses	Frequency	Percentage
Yes	110	55
No	90	45
Total	200	100

This table shows that 95% respondents use social media sites and 5% don't use social media sites. Data of this table displays that thumbing majority of the respondents was using social media.

Table: Use of number of Social Media Sites

Responses	Frequency	Percentage
1	22	11
2	47	23.5
3	42	21
More than 3	89	44.5
Total	200	100

This table shows that 44.5% respondents used more than three social media sites, 11% used only one site, 23.5% used two sites and 21% used three sites. Data of this table reveals that majority of the respondents were using more than three social media sites. Results of this table are similar and

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supported by research conducted by Tariq et al. (2012) who found that today students are using more than one social media sites.

Table: Distribution of the responders regarding their opinion "Social media made human life easier"

Responses	Frequency	Percentage
Yes	157	78.5
No	43	21.5
Total	200	100

The above table shows that 78.5% of the respondents said that yes social media made human life easier while 21.5% said that social media did not make the human life easier.

Table: No of hours spend on social media Daily

Responses	Frequency	Percentage
One-Four	115	57.5
Four-Nine	41	20.5
Ten and more	44	22.0
Total	200	200

This table shows that 57 % respondents were using social media one to four hours' daily, 20.5% respondents were using social media five to nine hours and 22.0% were using social media ten and more hours daily more than 5 hours daily. Data of this table demonstrates that majority of the respondents were using social media for one to four hours daily.

Table: Use of social media to find information for academic purpose

Responses	Frequency	Percentage
Always	110	55
Rarely	90	45
Never	0	0

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Total	200	100
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The table shows that 92.5 % of respondents always used social media to find information for academic purpose, 7.5% respondents respond rarely and no one said that he never used social media for academic purpose. DeAndrea (2012) found the similar results in his study on the use of social media.

Table: Important of social media for academic purposes

Responses	Frequency	Percentage
To great extent	150	75
To some extent	30	15
Not at all	20	10
Total	200	100

The table shows that 75 % of respondents said that social media is important for academic purpose to great extent, 15 % respondents said to some extent and only 10% said that social media is “not at all” important for academic purpose.

Table: Contribution of social media to academic achievement

Responses	Frequency	Percentage
To great extent	190	95
To some extent	10	5
Not at all	0	0
Total	200	100

The table shows that 95 % of respondents said that social media contributed in academic achievements” to great extent”, while 5 % respondents respond to some extent and no one said that there is no contribution of social media at all to academic achievement. The findings of this table are similar as of another study conducted by Mingle and Adams (2015) which stated that

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majority of students experienced negative effects i.e., poor spelling and grammar, late submission of assignments, less time for study and poor academic performance since they spent too much time on social media networks.

Table: Use of social media to discuss academic matters such as assignments with university peers or professors

Responses	Frequency	Percentage
To great extent	131	65.5
To some extent	69	34.5
Not at all	0	0
Total	200	100

The table shows that 65.5 % of respondents said that they discuss the use of social media regarding academic matters with peers and professors to great extent while 34.5% said that they discuss the use of social media regarding academic matters with peers and professors to some extent. No one said that they never discuss the use of social media with peers and professors regarding academic matters.

Table: Use of social media to exchange knowledge with peers

Responses	Frequency	Percentage
To great extent	180	90
To some extent	10	5
Not at all	10	5
Total	200	100

The table shows that 90 % of respondents to great extent, 5 % respondents to some extent and 5% respond not at all use the social media to exchange knowledge with peers respectively.

Table: Influence of social networking addiction to academic performance

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Responses	Frequency	Percentage
To great extent	75	37.5
To some extent	65	32.5
Not at all	60	30.0
Total	200	100

The table shows that 37.5 % of respondents said that use of social media influences the academic performance of the students to great extent ,32.5% said to some extent and 30.0% respondents said that use of social media did not influence the students' academic performance at all. Results of this table are similar to a study conducted by Sudha and Kavitha (2016) who found that the vast majority of students' who use of social media had a more significant negative effect on their academic achievements than a good one.

Table: Effect of social media networking use on student's health

Responses	Frequency	Percentage
To great extent	75	37.5
To some extent	65	32.5
Not at all	60	30
Total	200	100

The table shows that 37.5 % of respondents said that of use of social media influences the health of the students to great extent ,32.5% said to some extent and 30.0% said that of use of social media influences the health of the students not at all. The findings of this table are similar as of another study conducted by Kim and Chun (2005) which stated that the perceived Health Status scores was lowest in the severe social media addiction group.

Table: Spending time on social media networking by gender

Responses	Frequency	Percentage
Male	141	70.5

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Female	59	29.5
Total	200	200

This table shows that 70.5 % male and 29.5% female use more social media networking.

Conclusion

According to the data, the student spends almost all of his leisure time on social media. The respondents' social media habits demonstrated the negative influence it had on their academic performance. Thus, students are targeted by social media, often known as social networks or the web. The impact of mobile phones and other digital technology on young people's intellectual and spiritual development has broadened considerably in recent years. Due to the potential negative impacts of social media on adolescents' school performance, careful consideration must be given to how often and for how long adolescents use these platforms. Remember that social obsession may be dangerous if it gets out of hand. In light of the data and results, the following recommendations have been made: Institutions should make an effort to make enjoyable activities also beneficial, such as encouraging social media as a means of expression, recreation, and education. It should be easy for users of social networking sites to restrict access on specific days, for example, to students just during a session. Finally, students need to realize the dangers of social media overuse and take responsibility for their own academic success.

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