

# IMPACT OF USE OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN A PUBLIC SECTOR UNIVERSITY

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## Abstract

*This study seeks to determine the preference, extent, and persistence of usage of social media to formulate an understanding of what classifies as social media usage that has tendency to affect academic performance of students in a public sector university. The sampling technique appointed to choose 53 students from different departments of a public sector university in Karachi was simple random. A Questionnaire titled: “Social Media and Academic Performance of Students Questionnaire (SMAAPOS)” by Osharive (2015) was adopted, which consisted of Likert type (5-point) questions, to obtain primary data from the sample. This questionnaire was used to collect primary data, while secondary data was acquired from related books, journal articles, surveys, and websites, among other sources. For data processing, Microsoft Office Excel and SPSS were used. The evaluation of responses was done through descriptive analysis of frequency and percentages. The findings of this research justified that a large proportion of participants utilizes various social media platforms for both educational and entertainment means. While addiction of social media seems to be overweight and distraction because of social media is students’ concern. The researcher proclaims that social media usage should be utilized for educational purposes in order to help students improve educational activities and prevent failures in students’ academic success, along with decreasing the social media addiction for lessening the distractions that students face. This is to establish equilibrium between trending association with social media and involvement in academic activities of youngsters, for the purpose of minimizing obstacles in academic achievements.*

**Keywords:** Social Media, Students, WhatsApp, Twitter, Instagram, Facebook, Undergraduate, Academic, University

## INTRODUCTION

The progress in development of technologies providing communication tools have significantly increased the varying information shared through such, because of which their importance is valued largely across the world. Such communication tools help individuals in becoming knowledgeable, educated, and informed with global events. The increasing development of technology has transformed the world, which has implied the preference of receiving knowledge through these technological provisions. But it is true that, technology has both a good and a bad side. The internet technology is perceived to be an effective communication channel. More than half of the world uses social networking and blog related sites, utilizing them as tools for interacting and communication. Social networking sites (SNSs) comprises of a population of Internet users with familiar interest that allows them a reason to interact and engage with one another. (Williams, et al., 2009). Engaging in social media networking has a clear link with academic performance. The calamitous side of growth in technology, however, has led in quandaries such as the loss of significance of real-life values, specifically among students, who are majorly using social networking sites for communication. The platforms providing social networking service are designed to foster and reflect social connections among people who share similar interests or preferences. The availability of several options to choose social media platforms on the internet, entice students to converse with friends online, at the expense of neglecting coursework and study time. Most of the youth is now obsessed internet, such as

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Facebook and Twitter. It was speculated by a study in 2010 that most teenagers and students have created Facebook profiles. The speculation was that most of them may be performing poorly in examinations as they waste their time using Facebook rather than studying (Oche & Aminu, 2010).

According to Kuppuswamy and Shankar (2010), social networking websites are alluring enough to demand students' attention and then redirecting it to uneducational and unsuitable activities such as meaningless conversation. (Kuppuswamy & Narayan, 2010) On the other hand, a particular study found that social engagement, specifically sharing of everyday social experiences, is a huge part of students' conversing on social networking platforms (Liccardi, Ounnas, Pau, & Massey, 2007).

### ***Purpose of the Study***

The primary purpose of this study is to survey the impact of extent of usage, preference and persistence in usage of social media upon academic performance of students at a public sector university in Karachi.

### ***Research Questions***

To manifest the purpose of this study, the following research questions were made basis for the significance of the findings of this research.

RQ1: Does students' preference to use social media has a significant impact on their willingness to buy subscriptions?

RQ2 (a): Does the type of site/app students' use significantly affect daily screen time?

RQ2 (b): Which social media site do students use more?

RQ2 (c): Do the majority of students have high daily screen time?

RQ3: Do students have a greater preference of using social media for entertainment purposes than educational?

RQ4: Does social media addiction carry a significant negative influence on academic performance of students according to them?

RQ5 (a): Do high number of students face social media distraction?

RQ5 (b): But what percent of them seek to avoid social media distraction through restriction of usage?

The present literature illustrates the relationship between the variables adopted in this research. Several studies have taken place to determine the effect or outcome of social media usage on academic performance of students at all levels and to deduce a relationship between the two. It is patently discernable that there are both complementary positive and negative influences of social media usage on the academic ability of learners, particularly undergraduate students in this context. The observed factors that determine the outcome of using social media on the academic achievement of students are, time and duration spent using it, frequency of usage, and for what purpose the students are using social media.

To set forth an understanding of the subjects or fields of interest employed in working of this research, several established views, and definitions regarding the idea of *social media* and *academic performance* were considered.

### ***Addictiveness of Social Media***

A study performed to analyze social networking habits of students determined that these platforms are frequently used by younger people. This 2012 study also justified that Facebook was found to be the most used site by a huge number of individuals and therefore, having several significant impacts on such individuals. The fast and easy access to the internet, along with the development of smart and android phones, become the most essential forces effecting the engagement with social media, and researchers conclude that SNS improve knowledge level to some extents (Shambare, Rugimbana., & Nikosinathi, 2012).

At an educational institute in Bangladesh, Alam and Aktar (2021) did research to examine the impact of using social media on academic achievement of students. 150 respondents, of whom 60% were men and 40%

were women, provided the data. According to the study's findings, usage of social media by students has both beneficial and negative implications depending on how such services are used. The researcher discovered that many students use social media for fun and entertainment which cannot benefit them. It has been speculated that students who spend more time on social media show reduced interest and performance in their studies. It becomes an addiction when students start to spend more and more time on social networking sites i.e., Facebook, Instagram, and WhatsApp. Unclassified addiction could negatively affect other activities like concentrating on studies and taking active parts in sports. Inferred through the results of this 2021 research, the researchers recommended that the duration spent on social media by students should be reduced to prevent addiction towards these platforms by offering students the opportunity to actively take part in extracurricular activities (Alam & Akhtar, 2021).

### ***Exposure to Social Media***

Landry in his 2014 research stated that social media is a tool that can be utilized for positive or negative, depending on the individual. Social networking has both beneficial and harmful aspects. It is often simpler to notice the negativity than the goodness, but these networking platforms give opportunities to individuals all over the world (Landry, 2014). A study at Kogi State University discovered that students' exposure to social media had an influence on their academic activities. Social media clearly has a detrimental impact on a student's academic performance. Students who excessively spend their time on social media are more likely to get bad grades. This entails a preference in conversing and finding friends on social media, instead of reading books, which undoubtedly profess a bad impact on their academic grades (Ezekiel S, 2013).

### ***Influence of Social Media on Academics***

Recently, considering the extensive impact and inclusion of social media in the lives of people all over the world, a heated debate has risen on the negative influence of social media usage on individuals, more specifically teenagers and students' population. In a common man's perspective, social media and such sites are often responsible for negative influence upon younger generation, and there are several interpretations discerning the influence of using social media on Pakistani students. Over the previous few years, the use of social media applications and networking sites has increased rapidly (Malita, 2011). Generally, the reason for this quick development is because youth- College and university students are using social media applications to acquire broad exposure to a community of people with similar interest to them. These social media sites, such as Facebook and Twitter, are maximizing the obsession in our society (Stathopoulou et al., 2019).

In this research, the cluster sampling method was used, and participants were chosen from five different regional areas to create a sample that was reflection of the whole nation. 831 proper responses were collected from a selected sample group of 1013 forms that were given to university students between the ages of 16-35. The social gratification theory was used in this study to investigate students' behavior when using social media. The data demonstrated that social media use had a detrimental effect on a student's attitude in Pakistan, as opposed to a positive effect. These findings show that using social media in balance might help prevent the harmful consequences of excessive usage. The research also educates future researchers what additional characteristics they should look for to build on the components employed in this study to acquire a better understanding of students' perspectives regarding social media sustainability. Further research should be conducted to investigate the consequences of certain social media platforms including as Twitter, WhatsApp, Facebook, etc. Additionally, comparable studies can carry out focusing on other Pakistan's cities without including university students (Jaffar Abbas, 2019).

Social media's negative effects outweigh its good ones. These social media platforms may have harmed society as a result. More than anybody else, students are at risk of social media exploitation. This is possible

because using social media can distract them while studying or looking up academic material online and divert their attention from their tasks (Bozoglan, 2017). Another study looked into the relationship between academic performance and social media use among Pakistani students. The results show a conflict between students' usage of social media and their academic performance. If social media platforms are used productively, they can help students and youngsters learn things that will improve their academic performance (Hasnain, Naseer, & Ijaz, 2015).

### ***Academic Performance***

Academic performance refers to York et al. (2015) formulate the understanding of academic success as the framework consisting of the level of knowledge, achievement in academic requirements, and competency and perseverance skills. According to them, the quality of students, their grades across courses, GPA, and other requisites, can be considered- collectively- as outcomes predicting academic achievement.

### ***Relationship between Social Media Usage and Academic Performance***

It is evident that social networking sites has significantly aided students in reaching academic satisfaction within the limitations of negative effects. Today's students remain dependent on information and expertise that is readily available on social networking sites. Whereas, in most cases, the quality and authenticity of academic work loses its value since the information obtained through social media is often not credible. As a result of student involvement with these websites, students' ability to learn and do research is often declining. This is because their involvement with these websites makes them lack focus, which makes them spend few hours studying and negatively affects their academic success (Hoffmann & Bublitz, 2017).

According to Sangwaan (2019), social media has had an impact on the educational sector. According to the research, social media could be both good and bad for students' study. It also emphasized strategies to decrease social media's negative effects on students' academic performance, such restricting spending time on social media. However, the study done by Tamayo & Dela Cruz (2014) investigated relation between use of social media by students and their academic performance. The study's findings showed that students' usage of social networking sites hinders their ability to learn and directly affects their attendance. A scatter diagram was used to display the study's results in order to highlight the connections between the variables. Social media and academic performances are mutually influence one another. It indicates that a student's academic success and achievement in class deteriorate when he engages in using social media excessively (Tamayo & Dela Cruz, 2014).

A research looked at how students in Saudi Arabia used social networking sites and in what way it influences their academic success. 108 people participated in the research. The average weekly time students spend on social media and their GPA levels did not correlate linearly, according to the study. In addition to social media use, students said that poor time management also had a bad effect on their academic success (Alwagai, Shahzad, & Alim, 2014).

## **METHODOLOGY**

### ***Instrument***

To gather the required information from the students, a well-designed Likert-type scale questionnaire was designed by adopting questionnaire by Osharive (2015) titled "Social Media and Academic Performance of Students Questionnaire (SMAAPOS)" and the instrument used by Lahiry et al. (2019). There are three sections to the questionnaire (Section 1, 2 and 3). Section 1 was for collecting information about respondents' personal data, Section 2 was for getting responses from respondents, about their usage of social networking sites with options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), Section 3 was for getting responses

from respondents, about the effect on academic performance with multiple choices of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The generated questionnaire was given to the supervisor for approval, revision, and verification before being distributed to respondents.

### **Procedure**

The researchers gathered the necessary information by using a questionnaire and sending it to the different faculties of a public sector university. The questionnaire was distributed under the researchers' supervision. An online Google document with a questionnaire was given to the students to collect their responses. The questionnaire received 53 of the total replies. Utilizing descriptive statistics like frequency counts and percentages, the survey results were evaluated.

Table 1

### *Participants*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage %</b>
Male	26	49.1%
Female	27	50.9%
<b>Age</b>	<b>Frequency</b>	<b>Percentage%</b>
18-24	51	96.2%
25-34	21	3.8%
<b>Degree</b>	<b>Frequency</b>	<b>Percentage%</b>
BS English	35	66%
BS IR	4	7.5%
BS Psychology	4	7.5%
Other	10	18.9%
<b>Year</b>	<b>Frequency</b>	<b>Percentage%</b>
1st Year	13	24.5%
2nd Year	26	49.1%
3rd Year	10	18.9%
4th Year	4	7.5%
<b>GPA</b>	<b>Frequency</b>	<b>Percentage%</b>
3.5-4	20	37.7%
3-3.5	17	32.1%
2.5-3	12	22.6%
below 2.5	4	7.5%
<b>Attendance</b>	<b>Frequency</b>	<b>Percentage%</b>
70-100%	45	1.9%
50-70%	7	13.2%
30-50%	1	84.9%

The total number of participants selected through probability random sampling was 53. The 26 of the sample represents (49.1%) male and 27 representing (50.9%) female participants. The 51 participants (96.2%) of the population represented ages between 18-24 years, and only 2 (3.8%) were between 25-34 years. 13 (24.5%) of the respondents were from 1<sup>st</sup> year, 26 (49.1%) from 2<sup>nd</sup> year, 10 (18.9%) from 3<sup>rd</sup> year, 4 (7.5%) from 4<sup>th</sup> year or exceeding. The faculty or field of education of students was: 35(66%) of total respondents were from BS English,

4(7.5%) of respondents are from BS IR, 4(7.5%) of respondents are from BS Psychology, 10(18.9%) of respondents are from other degree programs.

Academic records of respondents were recorded as through GPA and percentage of attendance: 20 (37.7%) of respondents having GPA between 3.5-4, 17(32.1%) of respondents having GPA between 3-3.5, 12(22.6%) of respondents having GPA between 2.5-3, 4(7.5%) of respondents having GPA below 2.5. 1(1.9%) of respondents' attendance is between 30-50%, 7(13.2%) of respondents' attendance is between 50-70%, 45(84.9%) of respondents' attendance is between 70-100%.

**FINDINGS AND DISCUSSION**

The findings of this study are demonstrated to answer the initially presented research question. The pattern of analysis of findings is not similar to the research from which the present study has been adopted, as the researchers of present study seek to answer question through frequencies and percentages at each question level. Whereas responses with strongly agree and agree are considered agreeing factor; disagree and strongly disagree are considered disagreeing factor; no surety presented through neutral responses.

**Usage of Social Networking Sites**

Research Question 1: Does students' preference of using social media have a significant impact on their willingness to buy subscriptions?

Table 2

<b>QNO.</b>	<b>QUESTION</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Q2A.</b>	I prefer connecting to people through social media.	12 (22.6%)	25 (47.2%)	14 (26.4%)	1 (1.9%)	1 (1.9%)
<b>Q2B.</b>	I think that social media apps are useful.	16 (30.2%)	24 (45.3%)	10 (18.9%)	2 (3.8%)	1 (1.9%)
<b>Q2I</b>	I prioritize subscriptions for using social networking services	4 (7.5%)	8 (15.1%)	24 (45.3%)	15 (28.3%)	2 (3.8%)

Table 2 Q2A. shows that 12(22.6%) of respondents strongly agree of connecting to people through social media, 25(47.2%) agree, 14(26.4%) neutral, 1(1.9%) disagree, while 1(1.9%) strongly disagree; Q2B shows that 16(30.2%) respondents strongly agree that social media apps are useful, 24(45.3%) agree, 10(18.9%) neutral, 2(3.8%) disagree, while 1 (1.9%) strongly disagree; Q2I shows 4(7.5%) respondents strongly agree with prioritizing subscriptions for using Social Networking Services, 8(15.1%) agree, 24(45.3%) are neutral, 15(28.3%) disagree, and 2(3.8%) strongly disagree.

These findings demonstrate that more than half of the population (69.8%) falls under the agreeing factor regarding preference of connecting with people through social media and only 3.5% form disagreement factor and rest fall under neutrality. Regarding the opinion of whether participants perceive social media to be useful; 40 out of 53 participants fall under the agreeing factor (75.5%). Finally, only 12 participants (22.6%) are willing to pay for subscriptions, whereas 45.3% are neutral and 32.1% form disagreeing factor. Therefore, there's a significant negative relationship between preference and usefulness of social media and willingness to pay for it; indicating that although social media is preferred and considered useful by participant, but it is not enough for them to buy subscription.

Research Question 2 (a): Does the type of site/app students' use significantly affect daily screen time?

Research Question 2 (b): Which social media site do students use more?

Research Question 2 (c): Do the majority of students have high daily screen time?

Table 3

QNO.	QUESTION	SA	A	N	D	SD
Q2C.	I most frequently use Facebook.	7 (13.2%)	13 (24.5%)	10 (18.9)	17 (32.1%)	6 (11.3%)
Q2D.	I most frequently use WhatsApp.	28 (52.8)	21 (39.6%)	4 (7.5%)	-	-
Q2E.	I most frequently use Twitter	3 (5.7%)	6 (11.3%)	9 (17%)	19 (35.8%)	16 (30.2%)
Q2F.	I most frequently use Instagram	18 (34%)	18 (34%)	9 (17%)	5 (9.4%)	3 (5.7%)
Q2G.	I use social media a lot.	16 (30.2%)	23 (43.4%)	7 (13.2%)	7 (13.2%)	-
Q2H.	My daily screen time is more than 10 hours	6 (11.3%)	7 (13.2%)	7 (13.2%)	29 (54.7%)	4 (7.5%)

Table 3 Q2C-F shows 28 (52.8%) respondents strongly agree with using WhatsApp, 18 (34%) of respondents strongly agree of using Instagram, 7 (13.2%) of respondents strongly agree with using Facebook, only 3 (5.7%) of respondents strongly agree of using Twitter; 16 (30.2%) of respondents strongly agree that social media apps are useful, 24 (45.3%) agree, 10 (18.9%) neutral, 2 (3.8%) disagree, while 1 (1.9%) strongly disagree; Q2G shows that 16 (30.2%) of the respondents Strongly Agree that they use social media a lot, 23 (43.4%) Agree, 7 (13.2%) are Neutral, and 7 (13.2%) Disagree; Q2H shows that 6(11.3%) of respondents Strongly Agree that their daily screen time is more than 10 hours, 7(13.2%) agree, 7 (13.2%) are neutral, 29 (54.7%) disagree, 4(7.5%) Strongly Disagree. The findings demonstrate that more than half of the population (62.2%) disagrees regarding their daily screen time or social media usage to be more than 10 hours; 24.5% are in agreement and only 7 participants are neutral. This indicates that although students perceive social media to be useful, they do not agree to use it more than 10 hours per day. Furthermore, 20 participants (37.7%) agreed upon using Facebook frequently, whereas for WhatsApp nearly whole population (92.4%) is in agreement of frequent usage. Similarly, the agreement upon Instagram usage was high (68%) as compared to Facebook and Twitter, because only 17% form agreement factor for Twitter usage. The significant reading from this table is through the inquiry of how many participants agree to using social a lot, and if the results align with question regarding daily screen time. More than half of the population (73.6%) is in agreement of using social media a lot, whereas 13.7% are neutral and 13.7% in disagreement (an important factor being no participant selecting “strongly disagree.”) The peculiarity of such findings is noticed through the proximity between the percentages of agreement regarding social media a lot (73.6%) and disagreement regarding daily usage more than 10 hours (62.2%).

### ***Effect on Academic Performance***

Research Question 3: Do students have a greater preference of using social media for entertainment purposes than educational?

Table 4

QNO.	QUESTION	SA	A	N	D	SD
Q3A	I often use social media for educational purposes	19 (35.8%)	23 (43.4%)	6 (11.3%)	4 (7.5%)	1 (1.9%)
Q2J	I often use social media for entertainment purposes	13 (24.5%)	29 (54.7%)	7 (13.2%)	3 (5.7%)	1 (1.9%)
Q3H.	I engage in academic discussions on Twitter, and this has improved my academic performances	2 (3.8%)	8 (15.1%)	10 (18.9%)	22 (41.5%)	11 (20.8%)
Q3I	I make use of WhatsApp to disseminate knowledge to my classmate	8 (15.1%)	28 (52.8%)	14 (26.4%)	2 (3.8%)	1 (1.9%)
Q3F	Hours spent online can never be compared to the number of hours I spend reading	13 (24.5%)	22 (41.5%)	9 (17%)	9 (17%)	-

Table 4 Q3A shows that 19(35.8%) of respondents strongly agree with often using social media for educational purposes, 23(43.4%) respondents agree, 6(11.3%) are neutral, 4(7.5%) disagree, and 1(1.9%) strongly disagree; Q2J shows that 13(24.5%) respondents strongly agree with often using social media for entertainment purposes, 29(54.7%) agree, 7(13.2%) are neutral, 3(5.7%) disagree, while 1(1.9%) strongly disagree; Q3H shows that 2(3.8%) of respondents strongly agree that they take part in academic debates on Twitter, which has boosted their grades, 8(15.1%) agree, 10(18.9%) neutral, 22(41.5%) disagree, 11(20.8%) strongly disagree; Q3I shows that 8(15.1%) of respondents strongly agree that they utilize WhatsApp to share information with their peers, 28(52.8%) agree, 14(26.4%) are neutral, 2(3.8%) disagree, while 1(1.9%) strongly disagree; Q3F shows that 13(24.5%) of respondents strongly agree that the amount of time spent reading can never be compared to the time spent online, 22(41.5%) agree, 9(17%) neutral, and 9(17%) disagree. The information provided in this section table is used to comprehend the interrelationship between social networking sites and academic success. As earlier discussed, it is undeniable that social media plays a dual nature role in students' social and academic life. The results of this study show that more than half of the population (62.3%) are in disagreement about using twitter for academic discussion – this aligning with less usage of Twitter together form the lack of usage of Twitter as a whole, whereas; 36 out of 53 (67.9%) participants agreed upon using WhatsApp to share knowledge and academic information with the peers. The significant finding is the difference between agreement upon social media usage for entertainment purposes and educational purposes, which was found to be none because both had 79.2% of participants in agreement of usage. An important point in this regard is the mere difference of one participant in disagreement factor; 5 participants disagreed to using social media for educational purposes, while 4 participants disagreed upon social media usage for entertainment reason. This illustrates that there might be a greater percentage– in a larger context too– of people who do not use social media for educational purposes, but this statement is doubtful and problematic to be found as basis of further study implications. *Students seem to have equal preference towards using social media for educational and entertainment purposes.* The results of comparability of hours students spend on social media as compared to reading, however, form a significant understanding. 66% of participants agree to not being able to compare the hours they spend online to the time



they spend reading.

Research Question 4: Does social media addiction carry a significant negative influence on academic performance of students according to them?

Research Question 5(a): Do high number of students face social media distraction?

Research Question 5(b): But what percent of them seek to avoid social media distraction through restriction of usage?

Table 5

QNO.	QUESTION	SA	A	N	D	SD
Q3B.	Social networking impacted badly on my academic performance	7 (13.2%)	12 (22.6%)	14 (26.4%)	17 (32.1%)	3 (5.7%)
Q3C.	I have never temporarily stopped myself from using social sites during exams	10 (18.9%)	15 (28.3%)	12 (22.6%)	13 (24.5%)	3 (5.7%)
Q3D.	Addiction to online social networks is a problematic issue that affects my academic life	9 (17%)	20 (37.7%)	10 (18.9%)	9 (17%)	5 (9.4%)
Q3E	Online social networks distract me from my studies	5 (9.4%)	28 (52.8%)	12 (22.6%)	4 (7.5%)	4 (7.5%)
Q3G	I usually have unlimited access to Facebook, and this has affected my academic performance negatively.	4 (7.5%)	11 (20.8%)	15 (28.3%)	17 (32.1%)	6 (11.33%)
Q3J	I will not perform well in academics even if I stop using social media	2 (3.8%)	8 (15.1%)	14 (26.4%)	16 (30.2%)	13 (24.5%)

Table 5 Q3B shows that 7(13.2%) of respondents strongly agree that social networking impacted badly on their academic performance, 12(22.6%) agree, 14 (26.4%) neutral, 17(32.1%) disagree, and 3(5.7%) strongly disagree; Q3C shows that 9(17%) of respondents strongly agree that their addiction to using social sites is a problematic issue that influences their academic ventures, 20 (37.7%) agree, 10(18.9%) are neutral, 9(17%) disagree, while 5(9. %) strongly disagree; Q3C shows that 10 (18.9%) of respondents strongly agree that they do have temporarily abstained from using social sites during exams, 15(28.3%) agree, 12(22.6%) neutral, 13(24.5%) disagree, while 2(5.7%) strongly disagree; Q3E shows that 5(9.4%) of respondents strongly agree that social networking divert their attention from studies, 28(52.8%) agree, 12(22.6%) neutral, 4(7.5%) disagree, while 4(7.5%) strongly disagree; Q3G shows that 4(7.5%) of respondents strongly agree that they often have unrestricted accessibility to use Facebook, and this affects their academic performance negatively, 11(20.8%) agree, 15(28.3%) neutral, 17(32.1%) disagree, while 6(11.3%) strongly disagree; Q3J shows that 2(3.8%) of respondents strongly agree that their performance in academics will not improve even if they stop using social media, 8(15.1%) agree, 14(26.4%) are neutral, 16(30.2%) disagree, while 13(24.5%) strongly disagree. This section table demonstrates the perception of participants regarding effect of social media communication and usage upon their academic performance. There is nearly an equal leverage between agreement (35.8%) and disagreement (37.8%) regarding the bad outcome of using social media on academic achievement and success of students, while 26.4% are unsure. Nearly half of the participants (47.2%) agree that they never restrict themselves from social media usage during exams, but 30.2% disagree. Regarding the addiction to social media being

problematic, 54.7% agree, 18.9% are neutral and only 26.4 % disagree. The question of whether social sites distract students and if yes, do they restrict the usage, is answered completely through the result of 62.2% of participants being distracted by social media sites, while only 15% not distracted. The perception that students do not restrict themselves, through results of this finding, is further explained through the inquiry of whether students think not using social media can positively affect their academic performance. More than half of the population disagrees with the statement that their performance will *not* improve even if they stop using social media. This shows that social media addiction preeminently exists, distraction is caused by social sites, but there is no surety of whether this just gives them difficult time or affects their academic performance at large but there's an implication that students understand that their fewer social media usage might benefit their academics. The analysis of this research formulates the understanding that social media is considered useful and is frequently used by students for both educational and entertainment purposes. According to students, social media usage does not significantly impact their performance, but they do have an addiction and social media distracts them from studies. Since students use social media for educational purposes too, they consider social media to be useful in that aspect. Lastly, restricting the usage of social media is not often done by students but they consider it to be beneficial for their academic performance, if ever done.

### CONCLUSION

The characteristics of social media which influence students' academic life seem complex at large, since the availability of multiple social networking sites and information obtained through them. Since the research is done by inquiring the perception of 53 participants across departments at a public sector university, there's subjectivity involved in the responses. Therefore, social media for students is a useful tool, from which they obtain all sorts of information and use it for entertainment. But students consider themselves to be addicted to social media and consider social media as a distraction in their studies. The researchers suggest that there should be implications towards the addiction of social media and systematic procedures and methods created to help students restrict their social media usage and escape their addiction.

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