

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/350431649>

EFFECTS OF SOCIAL MEDIA ON STUDENT'S PERFORMANCE IN EXAMINATION

Article · January 2021

CITATIONS

0

READS

1,049

3 authors, including:



[Dr. Abdul Ghafoor Awan](#)

Institute of Southern Punjab

276 PUBLICATIONS 1,164 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



The effect of Marxism on the young Novelists [View project](#)



The impact of Marxism on young Novelists [View project](#)

EFFECTS OF SOCIAL MEDIA ON STUDENT'S PERFORMANCE IN EXAMINATION

Rabia Safeer¹, Prof. Dr. Abdul Ghafoor Awan²

ABSTRACT- *The objective of this research paper is to analyze the effects of social media on students' performance in the examination. For this purpose, a questionnaire was structured for collection primary data from 200 students of a private and public universities through convenience sampling technique. The data was analyzed through 5-points Likert scale. The results show that there is negative relationship between social media and students' performance in the examination. The results also show that the students of urban areas spend more time on social media sites than the students of rural areas. Similarly, male students used social media as compared to female students and as such their grade (GPA) was lower in the examination. It was suggested to encourage students to use social media for educational purpose only.*

Key words: Social media, students' performance, Face Book, YouTube.

Type of study: **Original Research work**

Paper received: 10.09.2020

Paper accepted: 22.11.2020

Online published: 01.01.2021.

1. M.Phil Scholar, Department of Education, Institute of Southern Punjab, Multan.
kainat.mumtaz@gmail.com

2. Dean, Management Sciences, Institute of Southern Punjab, Multan
ghafoor70@yahoo.com. Cell # 0923136015051.

1.INTRODUCTION:

Social media is growing with a lot of social networks which is changing current social phenomena rapidly (Gibson, 2008). This platform is very easy for availability and every one can access it with little restrictions. Commonly, Social media reflects the educational, political, economic, and other social aspects of society very prominently (Smith, 2009). The decade we are passing through has been revolutionized by social media specially Face book through their widespread contents such as Photos, literature, and videos (Boyd. 2000). The popularity of Face book has grown since 2004, mainly because a large number of users have subscribed Face book. In this connection, eighty-five per cent of undergraduate students are using Face book across the world (Guynn, 2012).

The students are making their accounts on Face book which leads to their polarization in social life. Along with Face book the users of YouTube are also growing which is showing that social media encompassed the lives of subscribers (Wang, 2012). The students are cyber socializing which leads to social media addiction in a way that students avoid social relationships with whom they are in actual social ties. The students' interaction with family, which is very important for seeking socio-cultural maturity, has changed to Face book to Face book interaction (Poellhuber, 2011). The students are experiencing Facebook very badly as they come across with different contents at the same time. Similarly, a study suggests that 22% of nine and nineteen years old, daily and weekly users have accidentally ended up on a site with violent photos (Livingstone and Bober, 2005). Along with this it has been found that using internet for too much time, visiting markets, and other homes are predictive behaviors associated with expose of sexual material on internet

(Li, 2006). Some of the research shows that offline bullying increase in middle schools but online persecution occurs later and continues in High schools (Wolak, 2006). According to a research study conducted by Shankar (2010) that in total of one Hundred and Five students only five percent are using Face book for academic purpose). Kuppuswamy (2010) pointed that social networks attract total attention of students and manipulates them towards unsuitable actions. They are wasting their time in unsuitable activities such as useless chatting; time killing by random searching and not doing their jobs. According to research studies, 90% of the college students are using social networks. The innovation in micro technology has introduced small devices and Android phones through which social media are accessed by multitude of students. The positive sides of social media could not be denied, but the bad effects it has on young students is very dangerous. The easy availability of social media on every Android sets are inviting every student for addiction, which is having bad effect on their academic activities (Nalwa, 2003).

1.1. Objectives of the Study:

The objectives of study are given as under: -

- To quantify the impact of social media on student performance in examination.
- To assess the gender wise impact of social media on student's academic achievement.

1.2 Significance of the Study:

An understanding of social media, its usage and how it is influencing students learning environment would be of great relevance to students, researcher, students' affairs practitioners and various bodies that comes to play which are dealing with social media and school life. The results of the study

will help reconstruct their attitude regarding the use of social media. It will also push people further to identify the exciting opportunities social media add to human and student life as a whole.

1.3 Delimitation of the Study:

Due to the constraint of time and resources, the research study was delimited to the followings:

- Study is limited to the students of only two educational institutes; Institute of Southern Punjab and National University of Modern Languages.
- Convenient sampling technique was used that threatens the external validity of research
- Sample size is too small for generalizing the findings of study.
- Demographic characteristics that were exposed were not enough as a predictors of social media

2.LITERATURE REVIEW:

2.1 Social Media:

Social media developed with fast speed. Various scholars define it in different ways. According to Jacka and Scott (2011: 5), there is no single established definition of social media. Drury (2008: 1) describes the effect of social media by way of “online resources that people use to share content: video, photos, images, text, ideas, insight, humor, opinion, gossip, news. Safko and Brake (2008), supporting vague usage of social media by way of “activities, practices, and behaviors among communities of people who gather online to share information, knowledge, and opinions using conversational media. Conventional media are web-based applications that make possible for one to create and easily transmit content in the form of words, pictures, videos, and audios.

2.2 Academic performance:

Academic performance is the focus of this study and is described as the progress a student has shown in his/her academic life. Academic enactment at university level is deliberated up to the spot if the student has determinedly upheld his GPA. Still, external factors may affect the student's academic progress such as social media use Drury (2008: 1). In view of this, our aim is to examine the impact of social media on academic progress / performance of students and to define whether it has positive or negative effect.

2.3 Social media usage and Academic performance

An investigation was initiated by Madge, Meek, Wellens and Hooley (2009) among the academies of United Kingdom. The findings revealed negative association between Face book and academic progress. According to Pasek, More and Hargittai (2009), using Face book possesses an affirmative link with educational act. Their study showed that students who possessed better grades in school used more Facebook. Besides, Paul, Baker and Cochran (2012) proposed an adverse association between time used on social sites and their educational progress. Increase in the usage of internet is also a large concern in Pakistan culture as it has highlighted some important sections of the community. The data shows that 20 million people in Pakistan use internet on consistently in 2011 1 and 1.9 million Pakistani used common social networking website like Twitter which made up 1% of all the users of twitter (source: DAWN, August 3, 2011). A study of Asdaque, Khan and Rizvi (2010) was conducted on hundred (100) apprentice students in tw national academies in Pakistan. It observed the relation between academic performance

and using internet was negative. Bashir, Mahmood and Shafique (2008) conducted research study in a Pakistani university which focus on internet practice through different level of apprentices like undergraduates, graduates and the post graduate students. In this study sample of 300 users in addition measured link between internet and frequency, places and experiencing internet habit. The outcomes suggested an affirmative link between students and internet use as 63 percent students stated that they were using internet for educational purpose. Suhail and Bargees (2006) analyzed the effect of social interaction trends in Pakistan by using Internet Effect Scale (IES). The study focused on 7 elements such as: behavioral problems, internet abuse, scholastic complications, psychological difficulties, and positive effects in addition to interpersonal problems. Their study outcome proposed the over usage of social media produce adverse effects on behavior of students. As more time consumed on social media affect students' relational, psychological, physical and educational aspects of life. However, there are evidence that internet help to improve academic scores. A study by Akhtar (2013) revealed that undue use of internet may develop a craving tendency and produced academic difficulties. He further stated that internet craving gives less time for study, lower scores, little attention towards events in addition to deficiency in concentration in classes. Furthermore, internet craving in the middle youngsters leads to mental and psychological difficulties like depression, feeling of loneliness in addition to anxiety. Ndaku, (2013) stated that students spent more time on social webs as compared to theoretical activities, resulting in decrease in Average of Grade Point (GPA). Nicole, (2007) stated that students and youth have particularly acknowledged the social media platforms to interact with their colleagues, part data, re-invent the facades and show off

the social living standards. Facebook handlers usually faced bad academic progress. Nalwa & Anand (2003) contended that students who love internet use as a way to escape from their main task ultimately results in their bad performance in school. Karpinski (2009) pointed out that the social media podiums (Facebook, WhatsApp etc) users make a habit to give less time to their studies and is proven from possessing lower GPA than those who did not indulge in such activities. It had also been revealed by Karpinski, & Duberstein (2009), that social media was one of the main disturbers of the current group. According to Kubey, Lavin, and Barrows (2001), an association exists between performance in school and usage of social media.

3.RESEARCH METHODOLOGY:

3.1 Research Design:

This is descriptive study in which mixed methods such as qualitative and quantitative were used. The population of this study was of the students of public and private Universities located in Multan Division. A convenient sampling method was used to collect data. Two hundred students, 100 each from Institute of Southern Punjab and National University of Modern Language were selected as a sample of study. The size of sample was 200 students. A questionnaire was developed for collection of data and validity of data was checked through Cronbach's Alpha technique. Value of Cronbach's Alpha for Social media is (.948) while the reliability of performance in examination is (.910). The data was analyzed through 5-points Likert Scale. The value assigned to each response will be based on Likert Scale having '5' options given below:

- Strongly agree (SA) : 5
- Agree (A) : 4

- Undecided (UD) : 3
- Disagree (DA) : 2
- Strongly Dis- Agree (SDA) : 1

The mean score of each item was calculated by using following formula:

$$\text{Mean Score: } \frac{F_{SA} \times 5 + F_A \times 4 + F_{UD} \times 3 + F_{DA} \times 2 + F_{SDA} \times 1}{N}$$

4. DATA ANALYSIS:

4.1: Analysis of statements:

Statement #1: Social media can be helpful for the students in learning process

The answer to the above statement are shown in table 1:

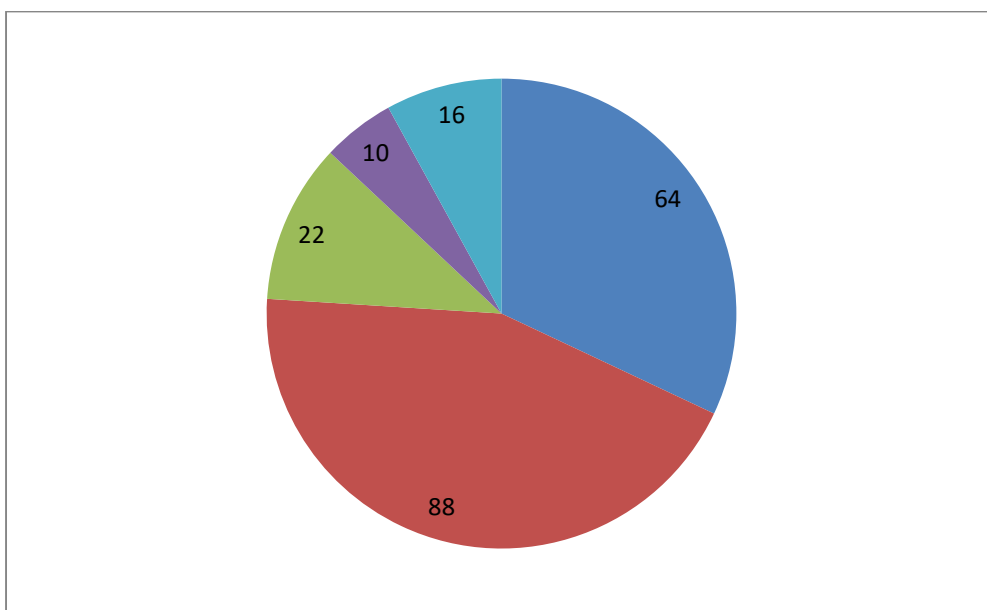
Table1: Role of social media in learning process

Option	Frequency	%	S. Deviation	Mean
SA	64	32	1.12	3.87
A	88	44		
N	22	11		
DA	10	5		
SDA	16	8		
Total	200	100.0		

Table 1 shows that a large number of respondents (76%) are either strongly agree (SA) or agree (A) with the statement. A few respondents (11%) were not confirmed about the exact option of the questionnaire and they selected the

option neutral (N). On the other hand, a few students (13%) selected the option strongly disagree with SDA and disagree with DA on Likert scale. The mean score for the above-mentioned statement i.e, Social can be helpful for the students in learning process was 3.87. As the mean score is $3.87 > 3$ so it is clear that a large number respondents are in favor of this statement Also the standard deviation of this statement is 1.12 which is a small value and it tells about the fact that there is no much contradiction in the opinions of the respondents. These results are shown in Figure 1.

Figure 1: Role of social media in learning process.



Statement #2: Social media groups are source of information for the students and they learn more about their projects and assignments.

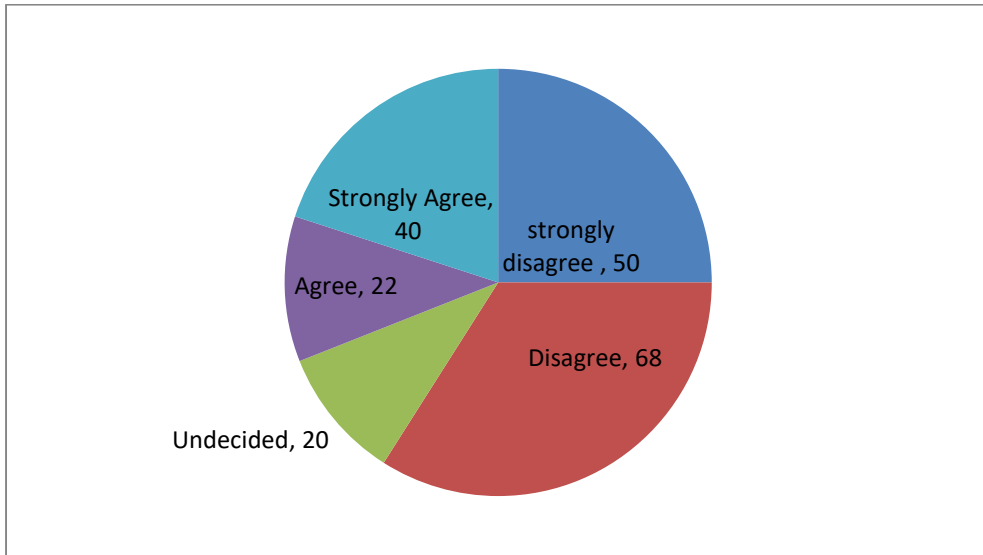
The answers to the above statement are shown in Table 2:

Table 2: Role of social group in learning process

Option	Frequency	%	S. Deviation	Mean
SA	50	25	1.19	3.33
A	68	34		
N	20	10		
DA	22	11		
SDA	40	20		
Total	200	100.0		

Table 2 shows that majority of respondents (59%) are either strongly agree (SA) or agree (A) with the statement. A few respondents (10%) did not give their exact option of the questionnaire and they selected the option neutral (N) on the 5 option Liker scale. In contrast, a few students (31%) selected the option strongly disagree with SDA and disagree with DA on the Likert scale. The mean score for the above- statement i.e social media groups are source of information for the students and they learn more about their projects and assignments is 3.33. As the mean score is $3.33 > 3$ so it is clear that a large number respondents are in the favor of this statement. Also the standard deviation of this statement is 1.19 which is a small value and it reveals the fact that there is no much discrepancy in the opinions of the respondents. The results are shown in Figure 2:

Figure 2: Role of social group in learning process



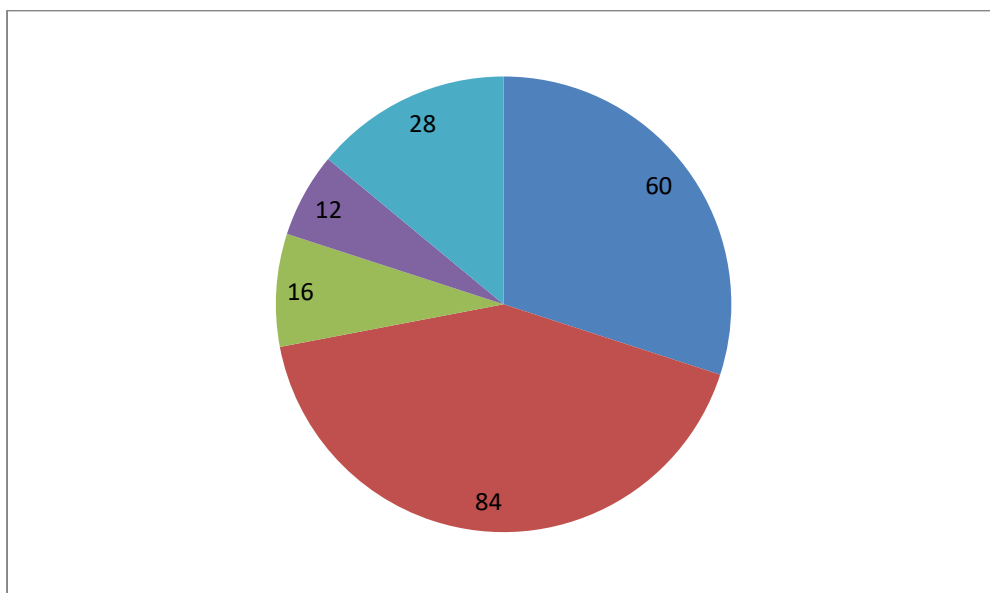
Statement #3: Videos on YouTube facilitate you in the lecture sense when you don't attend your class.

Table 3: Help of YouTube videos in learning without attending classes

Option	Frequency	%	S. Deviation	Mean
SA	60	30	1.17	3.68
A	84	42		
N	16	8		
DA	12	6		
SDA	28	14		
Total	200	100.0		

Table 3 shows that majority of respondents (72%) are either strongly agree (SA) or agree (A) with the statement. A few respondents (8%) did not give exact option of the question and they selected the option neutral (N). Conversely, a few students (20%) were strongly disagree with SDA and disagree with DA on the Likert scale. The mean score of this statement i.e videos on YouTube facilitate you in the lecture sense when you don't attend your class is 3.68. As the mean score is $3.68 > 3$ so it is clear that a large number respondents were in favour of this statement. Also the standard deviation of this statement is 1.17 which has a small value and it indicates that there is no much contradiction in the opinions of the respondents.

Figure 3: YouTube videos' role in learning process



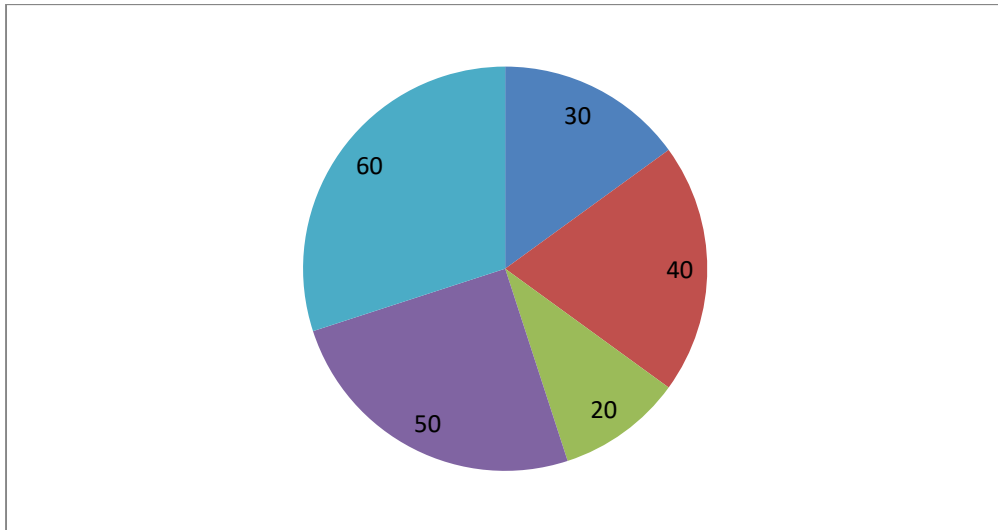
Statement # 4: Social media has negative impact on the student's personality.

Table 4: Negative effect of social media on students' personality

Option	Frequency	%	S. Deviation	Mean
SA	30	15	2.15	2.65
A	40	20		
N	20	10		
DA	50	25		
SDA	60	30		
Total	200	100.0		

Table 4 reflects that 35% respondents are either strongly agree (SA) or agree (A) with the statement. A few respondents (10%) were not confirmed about the exact option of the questionnaire and they selected the option neutral (N) on the 5-point Likert scale. While majority of students (55%) selected the option strongly opposed this statement. The mean score of this statement i.e., Social media has negative impact on the student's personality is 2.65. As the mean score is $2.65 < 3$ so it is clear that a large number respondents are not agreeing with this statement. Also the standard deviation of this statement is 2.15 which has a large value and it indicates that there is much contradiction in the opinions of the respondents. The same results are shown in Figure 4.

Figure 4: Negative effects of social media on students' personality.

**Statement # 5: Your institution provides you free internet access.**

The answers are given in Table 5:

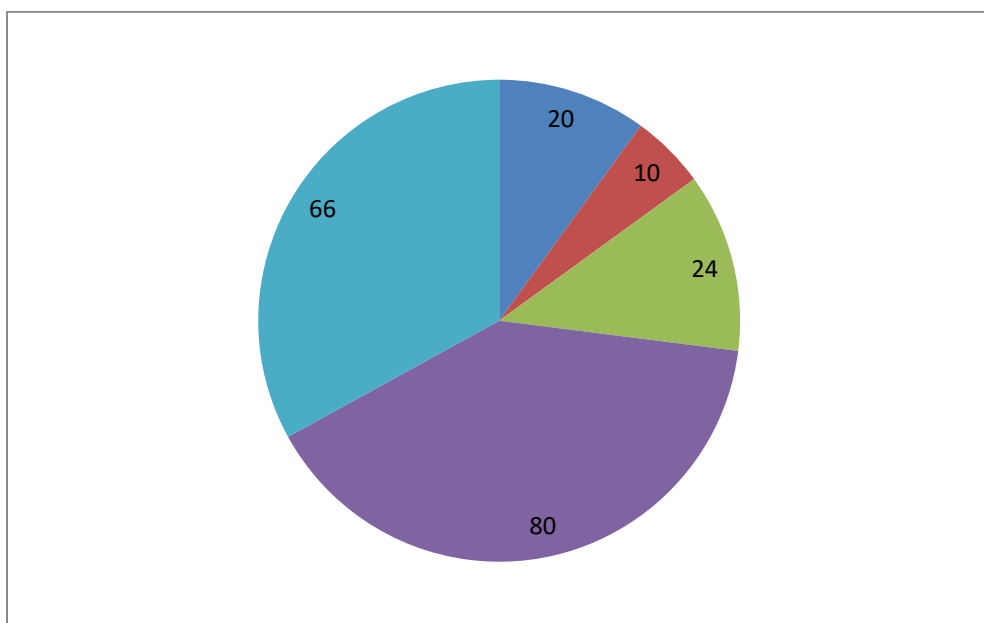
Table 5: Provision of internet access by institution.

Option	Frequency	%	S. Deviation	Mean
SA	20	10	2.22	2.19
A	10	5		
N	24	12		
DA	80	40		
SDA	66	33		
Total	200	100.0		

Table 5 shows that 15% respondents are either strongly agree (SA) or agree (A) with the statement and 12% respondents were not confirmed about the

exact option of the questionnaire and they selected the option neutral (N) on the 5 option Liker scale. On the other hand, majority (73%) of students were disagree with this statements. The mean score for the above statement i.e., Your institution provides you free internet access.2.19. As the mean score is $2.19 < 3$ so it is clear that a large number respondents denied that their institutions are providing internet facility. The standard deviation of this statement is 2.22 which is a large value and it reveals the fact that there is wide difference in the opinions of the respondents. The same results are highlighted in Figure 5:

Figure 5: Provision of internet facility by institutions



5.Findings of study:

It has been found that social media brings substantial effect on students' academic performance or grades in negative perspectives. Gender is identified as a demographic characteristic that play a significant role in the tendency of

using social media among students. Male were found with greater addiction or use of social media than female students and resultantly their academic grades were lower than female students. Furthermore, it was also found that students, who belong to urban areas, have higher tendency to use social media as compare to the students of rural areas. Results identified that at different level of education i.e M.Phil Level, use of social media varies while there was no difference found in academic performance of M.Phil students.

The Results revealed that academic performance of student in examination is significantly negatively affected due to use of social media. It is founded that those students who use social media frequently and spent most of day on social media, their academic performance is adversely effected. Thus, it has been proved that there is negative correlation between social media and academic performance of the students. Comparisons were made between male and female students were made about using social media and academic performance in examination. The Results show significant difference between male and female students on SM and AP. It was found that male students consume more time in using SM as compared to female; therefore, their degree of academic performance is founded less than female students' performance in the examination. Similarly, the students belonging to urban areas used more social media network as compared to the students of rural areas.

6. Conclusions:

We can conclude from the above findings that social media affects the level of students' academic performance and grade negatively and therefore the students must be refrained from using social media excessively. The students allow only to use internet facilities for educational purpose and

encourage to attend classes as compared to using YouTube and other resources for learning purpose because these resources cannot prove as effective as classrooms' studies. The interaction between teachers and students enhance communication and widen scope of learning. It brings positive impact on the knowledge and personality of students.

7.Recommendations:

The recommendations of this study are given below: -

- The sample of study should be expanded in future
- Probability sampling technique should be used in collection of data.
- Comparative study must be design between public and private sector universities and especially such type of research must be conducted on college students.
- Effects of social media should be explored on students' level of aggressions, motivation, depression and insomnia, and others aspects of their personality.
- Students' socio-economic status must be identified in using the level of social media
- Awareness must be created among students about the use of social media in effective way of leaning in education
- Parents' role must be studied in future to investigate the use of social media by their children.
- A study must be carried out on adolescents who are enrolled in college and comparison made between college and university students.

REFERENCES

- Asdaque, M. M., Khan, M. N., & Rizvi, S. A. A. (2010). Effect of internet on the academic performance and social life of university student in Pakistan. *Journal of Education and Sociology*, 4, 21-27.
- Awan, Abdul Ghafoor, Mushtaq, Sidra (2020) The effects of Technological innovations on employment: Evidence from Manufacturing sector of Pakistan. *Global Journal of Management, Social Sciences and Humanities*, Vol 6 (3): 613-638.
- Awan, Abdul Ghafoor (2012). Human Capital: Driving force of Economic growth in selected Emerging economies, *Global Disclosure of Economic and Business*, Vol .1 (1):09-30.
- Awan, Abdul Ghafoor (1987) Comparative study of English and Urdu Medium Educational Institutions in Islamabad-Pakistan, *National Language Authority*, pp: 150.
- Awan, Abdul Ghafoor; Riasat, Aqsa (2015). Role of female teacher in increasing literacy rate: A case study of district D.D. Khan, *Journal of Literature, Languages and Linguistics*, Vol.13: 100-108.
- Awan, Abdul Ghafoor (2012). Diverging Trends of Human capital in BRIC countries, *International Journal of Asian Social Science*, Vol 2 (12):2195-2219.
- Awan, Abdul Ghafoor, Muhammad Imran Khalid (2015). Impact of knowledge Management on organizational performance: A case study of selected Universities in Southern Punjab-Pakistan, *Information and Knowledge Management*, Volume 5 (6): 59-67
- Awan, Abdul Ghafoor, Gilani, Syed Farhan (2026). Analysis of the impact of

- Cell phone usage on Pakistan's culture, *Global Journal of Management and Social Sciences*, Vol 2(3):1-31.
- Awan, Abdul Ghafoor, Mariyam Zahra (2016). 3G Technology use in Pakistan and its impact on acceptance behaviour, *Global Journal of Management and Social Sciences*, Vol 2 (1)1-12.
- Awan, Abdul Ghafoor,. Khaliq, Ayesha (2016). An Evaluation of the causes of low achievement in English at Elementary level in District Vehari,,*Global Journal of Management and Social Sciences*, Vol 2 (2): 86-96.
- Awan, Abdul Ghafoor,. Shafi, Mehvish (2016). Analysis of teaching methods of English language at Government secondary school level in D.G.Khan City-Pakistan, *Global Journal of Management and Social Sciences*, Volume 2 (2): 29-46
- Azeem, Mariyam Saif., Awan, Abdul Ghafoor (2017). Gender differences and its impact on students' performance: A socio-linguistic analysis, *Global Journal of Management, Social Sciences and Humanities*, Vol3 (2):352-37.
- Baron, D. P. (2009). A positive theory of moral management, social pressure, and corporate social performance. *Journal of Economics*.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of computer-mediated Communication*, 13(1), 210-230.
- Choney, S. (2010). Facebook use can lower grades by 20 percent, study says. *NBC Bay Area*.
- Collins, E., & Hide, B. (2010, June). Use and relevance of Web 2.0 resources for researchers. In *ELPUB* (pp. 271-289).

- Drury, G. (2008). Opinion piece: Social media: Should marketers engage and how can it be done effectively? *Journal of Direct, Data and Digital Marketing Practice*, 9(3), 274-277.
- Hasnain, H., Nasreen, A., & Ijaz, H. (2015, August). Impact of social media usage on academic performance of university students. In *2nd International Research Management & Innovation Conference (IRMIC)*.
- Helou, A. M., & Rahim, N. Z. A. (2014). The influence of social networking sites on students' academic performance in Malaysia. *International Journal of Electronic Commerce Studies*, 5(2), 247-254.
- Hicks, P. J., Schumacher, D. J., Benson, B. J., Burke, A. E., Englander, R., Guralnick, S., ... & Carraccio, C. (2010). The pediatrics milestones: conceptual framework, guiding principles, and approach to development. *Journal of graduate medical education*, 2(3), 410-418.
- Hassan, Umair,. Awan,Muhammad Tayyab,. Awan, Abdul Ghafoor (2018). Effect of school environment on Teacher's motivation and self-esteem at Secondary level in District Multan-Pakistan, *Global Journal of Management, Social Sciences and Humanities, Volume 4* (1): 211-223
- Kauser, Dahmina, Awan, Abdul Ghafoor (2015). Impact of Educated Mother on Academic achievement of her children: A case study of District Lodhran-Pakistan, *Journal of Literature, Languages and Linguistics, Vol 12*: 57-65.
- Karpinski, A. C., & Duberstein, A. (2009, April). A description of Facebook use and academic performance among undergraduate and graduate students. In *Annual Meeting of the American Educational Research*

Association, San Diego, CA (pp. 5-10).

- Kaukab, Munazza,. Awan, Abdul Ghafoor (2020). Impact of motivational techniques on the learning of students at secondary level in District Muzaffargarh, *Global Journal of Management, Social Sciences and Humanities, Vol 6 (2):*
- Mehmood, S., & Taswir, T. (2013). The effects of social networking sites on the academic performance of students in college of applied sciences, Nizwa, Oman. *International Journal of Arts and Commerce*, 2(1):111-125.
- Nalwa, K., & Anand, A. P. (2003). Internet addiction in students: A cause of concern. *Cyber psychology & behavior*, 6(6), 653-656.
- Ndaku, A. J. (2013). Impact of social media on students' academic Performance (A study of Students of University of Abuja). *An Unpublished Research Project, Department of Mass communication management and social sciences caritas university, Amorji-Nike, Enugu.*
- O'Keeffe, G. S., & Clarke-Pearson, K. (2011). Clinical report—the impact of social media on children, adolescents, and families. *Pediatrics*, 127(4): 800-804.
- Owusu-Acheaw, M., & Larson, A. G. (2015). Use of Social Media and its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, 6(6), 94-101.
- Pasek, J., & Hargittai, E. (2009). Facebook and academic performance: Reconciling a media sensation with data. *First Monday*, 14(5).

- Paul, J. A., Baker, H. M., & Cochran, J. D. (2012). Effect of online social networking on student academic performance. *Computers in Human Behavior*, 28(6), 2117-2127.
- Sarwar, Rabia Wahla,. Awan, Abdul Ghafoor (2014). Mobile Phone usage and employees' performance: A perspective from Pakistan, *International Journal of Academic Research in Accounting, Finance and Management Sciences*, Vol 4: 153-16
- Sobaih, A. E. E., Moustafa, M. A., Ghandforoush, P., & Khan, M. (2016). To use or not to use? Social media in higher education in developing countries. *Computers in Human Behavior*, 58, 296-305.
- Suhail, K., & Bargees, Z. (2006). Effects of excessive Internet use on undergraduate students in Pakistan. *Cyber Psychology & Behavior*, 9(3), 297-307.

CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research study was carried out in collaboration between two authors.

Author 1: Rabia Safeer has completed his M.Phil Education from the Department of Education, Institute of Southern Punjab. She designed the study, collected and analyzed data. She wrote first draft of the manuscript under the supervision of author 2. She can be reached at his Email ID: kainat.mumtaz@gmail.com.

Author 2: Prof. Dr. Abdul Ghafoor Awan did his first Ph.Ds in Economics from Islamia University of Bahawalpur-Pakistan and second in Business Administration from University of Sunderland, U.K. He contributed in this research paper by way of guiding author first about title selection, data analysis and statistical techniques. He also edited and gave final shape to the manuscript. In order to know about his other fields of research please look at his Web of Science Researcher ID □ [M-9196 2015 or his profile at Google scholar.](#)

Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.
