

# Effects of Facebook Usage on the Academic Performance on the Undergraduate Students of Quetta City

A. Murad (Ayesha Murad)<sup>1</sup>, A. Gul (Ayesha Gul)<sup>2</sup>, R. Changezi (Rahim Changezi)<sup>3</sup>, A. Naz (Arab Naz)<sup>4</sup>, N. Khan (Nasar Khan)<sup>5</sup>

Original Article

<sup>1</sup> M. Phil Scholar Sociology Department, SBK Women's University Quetta, Pakistan

<sup>2</sup> Assistant Professor Social Work Department SBK Women's University Quetta, Balochistan, Pakistan

<sup>3</sup> Assistant Professor, Social Work Department, University of Balochistan, Pakistan

<sup>4</sup> Professor Sociology Department University of Malakand, Khyber Pakhtunkhwa, Pakistan

<sup>5</sup> Lecturer Sociology Department University of Chitral, Khyber Pakhtunkhwa Pakistan

## E-mail address:

gul\_aisha@hotmail.com

## Reprint address:

Ayesha Gul  
Social Work Dept. SBKWU University Balochistan  
Bawrery Road, Quetta  
Balochistan  
Pakistan

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Steve Szydlowski  
University of Scranton School of Education, USA  
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**Abstract:**

Facebook plays an important role in a student's daily life. Facebook has great impacts on the academic performance of the undergraduate's students in Quetta city. Facebook has infiltrated the 21st-century generations of Internet users, making it a very active means of communications, particularly among students of higher institutions of education. The purpose of this study was to identify the effects of Facebook usage on the academic performance of undergraduate students in Quetta city. The researcher takes in-depth interviews or FGD (Focus Group Discussion) from the private or government colleges of Quetta city. This study found that Facebook has positive effects on the academic performance of undergraduate students in Quetta city, the students gain a lot of information from it and easily communicate with each other's, interaction with peers, perceived usefulness, study notes or share information about research resources etc.

**Introduction**

Technology plays a vital part in our lives; changes our modes. Additionally, the Internet is constantly evaluating our personal, social and vocational roles. It provides extensive information and quite different recreations (Qazi & Fiaz, 2011). More than 90% of students use Facebook as well as other social networking sites in their daily lives. Technology leads the way for progress. It plays an important role by giving accelerated development of compact communication devices; devices easily accessible for anyone, anytime, anywhere that contain small CPUs processors; iPads with steady, stable unpretentious headsets etc. As long as there is a lot of access from collective webs which is an imperative demand of dependence to any adolescent and grown-up as practical pleasure. Internet access is not sufficient for those scholars who hurt from communal separation (Tariq, Mehboob, Khan & Fasee Ullah, 2012).

The current tools for youth communication go by a peculiar set of names: Wall Posts, Status Updates, Activity Feeds, Thumbs Ups, and Profiles are some of the links that youth today use to communicate

with one another. These tools are features of social network sites (SNS), such as Facebook and Myspace. SNS is part of a suite of Web applications, also called social media (Ahn, 2011). Within the last several years, social media platforms such as Facebook have come to dominate college students' personal lives and have become invaluable tools for maintaining interpersonal relationships, exchanging information, and providing entertainment value (Camus, Hurt, Larson & Prevost, 2016). 90.4% of college students participate in social networking; 96.6% use Facebook. Recent research at a major public university affirms this trend, suggesting that the proportion of undergraduate students with Facebook accounts exceeds 98% (Hurt, 2012). Over the past five years, social networking sites (SNSs) have become one of the most prominent genres of social software, popularized by Facebook applications that now each boast hundreds of millions of users (Qazi & Fiaz, 2011)

SNSs are personal and personal secure spaces for online conversations and sharing of content based typically on the maintenance and sharing of 'profiles' where individual

users can represent themselves to other users through the display of personal information, interests, photographs, social networks and so on. Users of an SNS can maintain their own profile and access the profiles of others on their network with a view to establishing connections with preferred 'friends'. Given their broad range of features, SNSs function in optional ways depending on the preference of the user (Selwyn, 2009).

Social networking sites enable students to get in touch with their friends, faculty members, institutions and allow them to connect with more friends. Students can use these sites to create and share their identities. They can join groups and communicate with other students and faculty members by commenting on topics or by introducing topics they hope would encourage discussion. They can share information; exchange files; seek comments and advice; give opinions, suggestions, and ideas about their academics. Students can also use these sites as a platform to connect with long-lost classmates, batch mates, and family members (Haneefa & Sumitha, 2011).

Today, a majority of social media tools support the integration of multi-media elements, and this functionality makes media multitasking much easier than was previously possible. Because students are likely to use more than one medium simultaneously, the potential influence of media multitasking behavior has been under scrutiny for years. Regarding cognition, media multi-tasking was found to be negatively related to cognitive control ability in adolescents (Ophir, Nass & Wagner, 2009). Thus, it is believed to be predictive of poor academic performance.

Researchers and educators alike are interested in the effects of social media on student academic performance, and numerous

empirical studies have explored whether such effects are positive, neutral, or negative (Cheston, Flickinger, Chisolm, 2013). Little, however, is known about how social media usage and how social media multi-tasking (SMM) influences academic performance of university students. Accordingly, this study examined whether and how these two behaviors predict academic performance among university students. People use online social networking websites for a variety of reasons, including searching for friends, relationships, jobs. One of the most popular websites for online social networking is called Facebook. Launched in 2004 at Harvard University, Facebook is the fastest growing online social utility with more than 2.3 billion monthly active users (December 2018) worldwide. The initial purpose of the website was to connect students at Harvard University, but this purpose was soon expanded to connect high school students, college students, and adults worldwide.

With its expanded purposes, it is no surprise that Facebook has become a popular website among American teenagers. A 2009 survey conducted by the Pew Internet & American Life Project showed that 73% of all online American young people between the ages of 12 and 17 used social networking websites for communication (Lenhart, Madden, Smith, Macgill, 2010). For many of these teens, logging onto Facebook is their first activity when they wake up and their last activity before they go to sleep.

Social media usage by American adults aged 18-29 years soared from 12% in 2005 to 90% in 2015 (Pank, 2015). In education, social media can be used to share information with students, collect information when overseas while conducting research; share personal academic interests with other people; engage students and understand what they think about during instruction; form student study groups; enhance e-textbook

functions by connecting students with social tools for collaborative purposes (Brien, 2012). Social media also develop students' capacities to create and arouse interests in academic subjects (Lau, Lui & Chu, 2016). Students more easily communicate with working professionals through social media.

Cox and McLeod (2014) found that social media foster communication among teachers, students, parents, and community members, and helps create online professional learning communities. Facebook is one of the most commonly used sites by people of all age groups, not only as a social network tool, but also as an online team-based pedagogically sound learning platform that is fast becoming recognized in the education community. Facebook has many applications that support teaching and learning and it has been found to cultivate positive learning experiences as well as to enhance the rapport between the educators and their students (Mazer *et al.*, 2007). While studies investigating the use of Facebook for teaching and learning are still in their infancy, these studies suggest that Facebook as a social networking tool has the potential to be a transformational technique for learning and teaching in higher education. It is therefore imperative that educators understand their students' academic and social backgrounds before, reflecting on, that they believe will highly engage their students in the learning process. People use Facebook to stay connected with friends and family; to be informed and entertained within their social circle; to share and express what matters to them (Facebook, 2013). Launched in February 4, 2004 Facebook, an innovation of Mark Zuckerberg, a nineteen year old Harvard University student and his roommate for connecting Harvard University campus students (Grossman, 2010). At the time of Facebook launch, the founders had no idea this social network would turn from

a small networking site to a giant online social network (Communities, 2007).

In September 2013, there is more than 1.19 billion monthly active members using Facebook worldwide; 82% of monthly users are outside of the United States and Canada (Facebook, 2013);

2.3 billion monthly active users (December 2018). "We have entered the age of Facebook; if Facebook were a country it would be the third largest, behind only China and India" (Grossman, 2010). The trend of traditional studies regarding students' lives focus on academics and between student and faculty relationships (Granovetter, 1973). Moreover, discussions and estimates concerning the effects of information technology on campus have mostly links with academic learning and academic activities. But due to popularity of Facebook on university campuses the link with academic learning by information technology may be affected. Some recent research are demonstrating the impact of Facebook on students' academic performances. It is necessary to define the academic performance before we go any further. According to Aliyas, Hope & Justin (2012) 'academic performance is a function of attention span; time management skills; student characteristics; time spent on online social network; academic competence. Academic competence is defined as a student's ability to manage the required course load and course materials for his/her chosen field of study'.

Facebook is holding the largest percentage of members in online social networks today and most of them are students around the globe. Use of Facebook might have good or bad impacts on their academic performance and academic lives. The excessive use of Facebook among the students is generating the main question: is Facebook use effecting students' academic performance and playing

a positive or negative role in their social and academic lives? If the students use the Internet they are increasingly likely to use Facebook as the platform to get more out of it and new forms of communication (Kirkpatrick, 2010). In university, students and faculty members have increasingly adopted various social media tools such as Facebook and Twitter to promote teaching and learning both inside and outside the classroom. Empirical studies have shown the following educational benefits associated with the use of social media technologies **(a)** enhanced communication between students and instructors ; **(b)** increased opportunities for networking or collaborations among students; **(c)** rapid sharing of resources; **(d)** access to course materials by students after class; **(e)** provision of an alternative platform to official learning management systems; **(f)** exposure of students to technologies and skills that may improve their future employment success (Legaree, 2015).

Because students are likely to use more than one medium simultaneously, the potential influence of media multitasking behavior has been under scrutiny for years.

## The Significance of the Study

The significant point of this study is to find the relationship between Facebook usage and its effects on the academic performance of undergraduate students in Quetta City. There is no previous work on this topic with college level students. This is a unique work because this study was done with college level students and most undergraduate students' academic performance were affected by using Facebook accounts. This Study was intended to bring awareness among undergraduate students about how Facebook affects their academic performance. This study also sought to form a better understanding of the relationship

between Facebook usage and academic achievement by seeking information beyond time spent on Facebook including students' integration of Facebook in their daily lives and students' emotional connection to Facebook. The students know how to manage their time and did not waste their time on Facebook. The institutions must provide knowledge to the students how to use Facebook for their academic purpose. Students think there are no ill effects of Facebook on their academic performance, but this is a misconception that needs to be corrected. A major problem being that of addiction to Facebook. Finally, future research should investigate the notion of Facebook friends; personality traits of profile owners; the content of the profiles using path analyses to clarify further the effects of Facebook on college adjustment.

## Aim of the Study

The purpose of this study was to examine the relationship between Facebook usage and the academic performance of undergraduate students of Quetta City.

## Research Methodology

### Research Questions:

- Is Facebook distracting you from your academic activities?
- What kind of information do you gain from Facebook?
- How can Facebook be used to increase existing academic performance of students?
- How much time does a student spare for Facebook?

## Research Design & Methodology

Qualitative research methods have been used in carrying out this research because the overall approach because it focuses on

the experiences of people involved and attempts to understand the reasons behind certain behavioral descriptions. The evaluation has been carried out using three systems of data collection techniques: literature review; interviews; questionnaires. The literature review and interviews were used to collect qualitative data: questionnaires were used to collect qualitative data. This study was a qualitative research approach used as exploratory and descriptive designs. The purpose of the study was to find the effects of Facebook usage on the academic performance of undergraduate's students in Quetta City.

## Participants & Samples

This study was conducted at various colleges of the Quetta City, Pakistan. I selected the undergraduate students of various colleges as the respondent or participants. I have also collected the academic administration records for the assurance of the method. I selected the respondents from the two main departments of the colleges; the Social Sciences or the General Sciences of the Colleges. Both male and female undergraduate college students selected from the designated main colleges; respondents were 16 to 18 years of age; 20 undergraduate students consisting of 10 male and 10 female participants. The randomly selected undergraduate students were those who used Facebook in their daily lives. This study sought to discover the effects of Facebook usage on the academic performance of undergraduate students. False names of the respondent created for confidentiality.

### Data Collection Tool:

The study was conducted to measure any effects of Facebook usage on academic performance of college students. The first step in the data collection process was to obtain permission from both Girls and Boys College's

Principals as research sites. After receiving permission from the Principals I started data collection procedures (Alexander, 2012). Next, I visited undergraduate students from the General Science and Social Science Departments of both Girls and Boys Colleges. Information gathering was conducted using Qualitative Research Technique.

Students who used Facebook were selected for this study. Data was gathered by in-depth interviews and FGD's (Focus Group Discussions) as the data collection tools from the Arts and Sciences Departments of each Quetta City College in the month of September 2017. I personally went to the colleges first meeting with the Principals and obtaining the permission and then started my data collection from those students who used Facebook. I randomly selected the students and conducted the in-depth interviews from 10 undergraduate students of the two selected colleges of Quetta City. I also conducted FGD's (Focus Group Discussions) among undergraduate students of both departments of the selected colleges.

## Limitations of the Study

The study helps discover the effect of Facebook usage on college undergraduate and graduate students of the main Colleges of Quetta City. It was geographically limited to two main government Girls Degree College Quetta cant and Qawari Girls College; and two main Boys Colleges Tameer-e-Nau Boys College and Boys Science College of Quetta City. The aim of the study was to reveal Facebook effects on the undergraduate students. The Main focus was limited only to those students who were using Facebook accounts that might affect their academic performance. Facebook is widely used by students all over the world having both positive and negatives effects on students.

## Data Analysis

One purpose of the study was to analyze the effects of Facebook usage on the academic performance of undergraduate's students. The main question of the study was "what are the effects of Facebook usage on the academic performance of undergraduate's students in Quetta City?" There were three objectives of the study: to find out if there are any effects of Facebook usage on the academic performance of undergraduate students; to investigate how much time an undergraduate student actively spent on Facebook per day; to analyze the effects of Facebook usage on the academic performance of undergraduate students. After conducting interviews and focus group discussions the data was analyzed and different themes emerged.

- The first theme of Facebook was Knowledge categorized into sub-themes academic knowledge: General Knowledge; Political Knowledge; Religious Knowledge.
- The second theme was Facebook as a learning tool categorized into sub-themes: Helpful for study; Group projects done on Facebook; Sharing notes/academic activities.
- The third main theme was Facebook as a connecting hub was categorized into two sub-themes: connecting us all over the world; connecting us to national and international mentors.
- The fourth main theme was Facebook as a way of communication was categorized into sub-themes: communication with classmates in school and academics; communication with teachers.
- The fifth main theme was Usage of Facebook was categorized into time spent on Facebook.
- The sixth main theme of Facebook was Provision of information categorized into sub-themes: News; Current affairs; Jobs; Educational Fields.
- The seventh main theme of Facebook was Distraction categorized into sub-themes: disturbance during study hours; diverts attention; attention span; social Influence.

## Discussion

Facebook a very popular online working can be a very addictive website among youth and university students. The purpose of this study was to examine the effects of Facebook usage on the academic performance of undergraduate students in Quetta City. Using in-depth interviews and FGD (Focus Group Discussion), I found that Facebook has positive impacts on the academic performance of the undergraduate students at Wollega University and the graduate students at Sabedassa University. According to this study many students spending their time using Facebook for enjoyment which affects their academic performance. It confirms that Facebook addiction negatively effects the academic performance of students (Bedassa, 2014). These days social media is playing a very significant role in student's daily life. The use of social media influences the academic performance of university students. It found that social media is not being used for academic purpose. Some students use Facebook only for enjoyment and non-academic purposes which play a negative role on the academic performance of those students (Lau, 2017).

As of December 2018, there were more than 2.3 billion monthly active users on Facebook all over the world but most people did not find the effects of Facebook on their social life. Facebook has become very popular with college students creating a Facebook addiction (Elgendi, 2015). This

study is based on the effect of Facebook on the Students' academic performance and social behavior. It found students spending most of their time on Social networking sites compared to family relationships or secondary relationships (Kabre & Brown, 2011). Students use Facebook to faceplate their study career believing it is very helpful for their study. They easily communicate with each other. The social media and networking sites have many advantages for students to explore. Students who spend some time on Facebook for academic purposes have no effect on their education. When Facebook effects student's academic performances the students have low GPAs; there are more negative effects of Facebook comparing to good effects. Students having low GPA mostly spent their time on Facebook. According to this study, mostly female students use Facebook compared to male students (Ismail & Abdullah, 2016).

There is a positive relation between Facebook and the academic performance of students. There is no big difference found between those students who use Facebook for academic performance compared to those students who use Facebook for general purposes. Use of Facebook for educational purpose positively influenced students' academic performance. The students aware of the use of Facebook as a learning aid get more information and knowledge about their study.

Online discussion is a very important tool for students 'academic performance. Those engagements are very helpful for students. It also provides educational information exchange and learning. This study suggests that Facebook is a better way for student participation in academic pursuits. It is an easy way for peer to peer communication (Melinda & Prevost, 2016). Focused on online effects of social networking sites on

students academic perfumes, this research did find a negative relationship between student's time spent on social networking sites and managing academic performance. Jimson found the heavy correlation between higher attention on academic performance and a shorter time online social networking sites (Jomon, 2012).

## Conclusion

In conclusion, the findings of this study indicated that Facebook is a beneficial learning tool for the undergraduate students of Quetta City.

## Recommendations/Suggestions

This research gives the suggestion that students are not properly informed about the Facebook learning tools; students needing proper guidelines for their academic performance. Future research should investigate the relationships between Facebook as a learning tools Facebook use for academic performance; teachers use of Facebook for classroom activities; Facebook effectively facilitates academic discussions. This study will be beneficial for future scholars, students, teachers and policy makers who control budgets.

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