

The impact of excessive facebook usage on the academic grades of students

Basit Ali¹, Zaitoon Bi Bi², Sanaullah³

1.Department of Social and Gender studies, University of Swat, Pakistan.

2.Department of Sociology, PMAS-Arid Agriculture University, Rawalpindi, Pakistan

3.Department of Sociology, University of Malakand, Pakistan.

Corresponding author: Zara.Khan94@ymail.com

ABSTRACT

Facebook is one of the dominant aspect of Social Media, which is influencing the students dramatically. The focus of this research study is to know about the effects of excessive facebook usage on the grades and assignments of students before and after sign up on Facebook. This research study has been delimited to the students of social sciences, University of Swat. The nature of the study is quantitative and the data has been collected, processed and analyzed through structured questionnaire, SPSS, and the results has been drawn. The students belonged to all social sciences departments having population 1314 (Social sciences) both genders who were excessive users was the target population of researcher. The results were drawn in the form of tables having percentages and frequency distributions. The findings of the research study in relation to objectives and hypothesis expresses that Facebook have reduced the grades of students in their assignments and exams. It shows that students stays for long hours on Facebook and procrastinates their studies which puts a bad effects on their academic grades. The study suggests that students have to use Facebook rationally and for academic purpose. In addition, awareness campaign must be run in order to curb the negative effects of Facebook effects of Facebook through TV, Print media and researches.

Keywords:

INTRODUCTION

Social media is mean any medium which allows people to stay and connect together by sharing posts, videos and other contents which all the participants see and can comment on any content by writing or verbally (Baldwin, 2004). Social media have brought dramatic changes in the past few years around the worlds. It has been viewed that 75% youths are using social networks sites (Dominie, 2009). According to a research study by Gerlich (2010), social media enforce students to more violent behaviour, delaying works, and more easily to have alcohol. In addition to this, every day lot of students remain online on social networks which can lead them to a dull life. It is wasting their precious time and digree them from their academic goals. The extreme of social media have created a widened gap between students and their academics such as studying, participation in classroom activities, questioning and answering in class, fulfilling the tasks assigned by teachers (Jacobson & Forste, 2011). As the

students are procrastinating these responsibilities therefore mistrust nourishes between teachers and students. This mistrust further leads to take interest in academic activities which is then felt boring and dull. The addiction of students to social media lowers the academics of students to alarming rate. Lot of parents are complaining that their children are spending too much time on social media whether it is Twitter, my Space, Facebook, Imo or other online networks. Many parents are worried that their college students are spending too much time on Facebook (Brydolf, 2007). This research sstudy specifically focus the impact of excessive facebook usage on the grades of students in public sector universities of Khyber Pakhtunkhwa.

Statement of the Problem: Facebook has merits and demerits which depends on the extent of its usage. Along with other educational problems of Pakistan the social media (Facebook) has been observed as one of the top issues which our country is faced

with. As the current government trying their best to improve the education of the masses, but the results are dissatisfactory because a nation could not achieve their goals until the masses are not fully focused. Facebook has halted the attention of students to focus their studies with zeal and enthusiasm. The teachers and parents are gravely concerned how to raise the academics of students (Junco, 2012).

To fulfil academic tasks, it requires commitment, dedication and efforts with full zeal. As the students stays for long hours on Facebook so they could not focus their academic tasks which can leads to their degradation of their academics (Pollet, 2010). Anderson (2001) is of the view that student's addiction to latest technology can have a strong influence on the career of students. Majority of the students are staying for long time on social networks while some of them are using it after a short break as a result of which they have a disruptive attention. The previous studies demand to learn more about the impact of social media on the academic activities of students.

The focus of this research is to know about the impact of Facebook on the examination performance and grades of students. This study explores the ways due to which the students digress from their required studies. As it has been observed that the contents on Facebook are violent, vulgar, and not according to one's academic needs. These kind of posts effects the perception, attention and priorities of students. There is imbalance to have conformity on social media because the laws that has been made are not implemented fully to restrict its spontaneous usage. Various researchers have focused the impact of social media on morality, personality and behaviour on youth and general masses. The focus of this research study is to know about the negative effects of Facebook on the grades of students in Khyber Pakhtunkhwa.

LITERATURE REVIEW

An article titled too much face and not enough books by Junco (2012) expresses the relationship between multiple indicators of Facebook and academic performance of students. This shows that staying for long time on social network and checking it regularly is associated with low grades. Along with this spending large time on Facebook predict the

possible negative outcomes of Facebook on users. In addition to this, Lei in 2012 wrote an article on online social networking and its impact. This revealed the significant negative relationship between Facebook and students spending of time on academic performance. The higher the students' time on social networks the lower would be their grades. This idea is further supported by another research conducted by Karpinski in (2010) which shows that staying too much on social networks have bad effects on students academically. According to Smith (2012) more than ninety percent of teens and college students are actively staying on social networks. Users who are visiting social networks more than one time during study hours have low CGPA. A research study conducted by Nalwa & Anand (2013) shows that students are using social networks for activities not related to their studies therefore they are wasting their time. This study is further supported by Pemperek (2009), which declare that students who are using social media have lower grades than those who are away from it. It has been shown that lot of students are doing their works other than their academic activities. Further, they are doing multitasking on social media which have adverse effects on them. Some of the social network are very common among students and attracts them definitely. All such platform influence students negatively in a way that they farewell their study and they are selecting tasks which are giving them pleasure and amusement (Morris, 2011). In addition to this, according to a new research study by completed by Wolak (2005) reveals the facts that college students who are using social networks have low Cumulative grade point average than those are not using it. It was guessed that the GPAs of passive members were relatively higher than those who were active users. The research shows that 68% of the student who were active Facebook users was having low CGPA than those were passive users. An interesting fact revealed that 79% of the Facebook user was not agree with the Impact of Facebook on their academic grades. Which was proving that they did not perceive the reality that addiction to social networks has affected their grades (Mehmood, 2013). A study by Nalwa and Annand (2013) searched that there is a significant negative relationship between

Facebook use and students' academic performance. In a study it has been shown that Facebook users who were spending many hours in week on its use were significantly low in their grades than those who were passive to facebook use. A pool of students claimed that they are checking their once or twice in a day. An interesting happening was the fact that initial intention towards logging to facebook account only for just checking(Kuppuswamy,2010).

Research Questions:

- What is the impact of facebook on student's grades?
- Is there any difference in student's grades before and after sign up on Facebook?
- Is there any influence of excessive Facebook usage on students' assignments completion on time?

Objectives of the Study:

- To know about the effects of excessive Facebook usage on the grades of students
- To find out the Impact of excessive Facebook usage on students grades before and after sign up on Facebook
- To search out the influence of Facebook usage on assignments completion

Hypothesis of the study: The higher the students are using Facebook excessively, the

CGPA before sin up on Facebook	Frequency	Valid Percent	Cumulative Percent
Below	29	13.5	13.5
2.0-2.4	56	26.0	39.5
2.4-2.9	74	34.4	74.0
3.0-3.4	51	23.7	97.7
3.5-4.0	5	2.3	100.0
Total	215	100	
Missing	65	23	
Total	280		

lower would be their grades

Methodology of the study: This research study has been conducted in the University of Swat which was accessible and feasible for researcher. The researcher has picked the students of social sciences because of their interest and availability of time which has been justified by initial survey. The target

population is composed of graduate and post graduate students. For identification of accessible population the researcher carried out initial survey, having biographical questions, time extent of facebook usage and questions regarding agreeability for structured questionnaire. After, survey the researcher then accessed the identified population. According to simple random sampling method the researcher collected the data from those respondents who were identified in initial survey.

1. Facebook and grades of students

A convenient summary of students' performance that inform all interested parties of students' achievement(Stutzman,2006).

Table 1:Effect of Facebook on students grades

Yes/No	Frequency	Valid Percent	Cumulative Percent
Yes	248	88.6	88.6
No	32	11.4	100.0
Total	280	100.0	

The Table discusses the effect of Facebook on academic grades of students. Following the question 248(280) having 88.6% marked Yes that , while 32(280)% having 11.4% denied the effect that Facebook have on the Academic grades of students.

2.CGPA before sign up on Facebook: It was guessed that the GPAs of passive members was relatively higher than those who were active users. The research shows that 68% of the student who were active facebook users was having low CGPA than those were passive Users. An interesting fact revealed that 79% of the facebook users were not agree with the Impact of facebook on their academic grades. Which was proving that they did not perceive the reality that addictions to social networks have effected their grades (Anderson,2011).

Table 2: CGPA before sign up on Facebook

The table presents that, 29(280) respondents having 13.5% expressed that their CGPA before sign up on Facebook was below 2.0. In addition to this, 56(280) respondents

Total population Sources: Provost office University of Swat	Target population (Social Sciences students)	Sample size	Method of sampling
1300	1354	300	Simple random sampling

having 26.0% marked that their CGPA before sign up on Facebook was between 2.0- 2.4 before sign up. Further, 74(280) respondents having 24.0% stated that their CGPA before sign up on Facebook was between 2.4-2.9. Similarly, 51(280) respondents having 23.7% marked their CGPA in 3.0-3.4 range. Moreover, 5(280) respondents having 2.3% marked their CGPA between 3.5-4.0 while 65(280) respondents having 23.2 missed the parameters.

3 .CGPA after sign up on Facebook

Table 3 : Students CGPA After sign up on Facebook

CGPA after sign up on Facebook	Frequency	Valid Percent
Below	30	14.0
2.0-2.4	78	36.3
2.5-2.9	63	29.3
3.0-3.4	36	16.7
3.5-4.0	8	3.7
Total	215	100.0
Missing	65	23.2
	Total	280

The grades of students after their excessive usage of Facebook has been shown above. Comparison has been shown in table 4.41 and table 4.42 to check the effect of excessive Facebook usage before and after their Facebook usage. It shows that 30(280) students having 14.0% stated their CGPA below 2.0. Similarly, 78(280) students having 36.3% marked their CGPA, between 2.0-2.4. Further, 63(280) students having 29.5% stated their CGPA between 2.5-2.9 . In addition to this, 36(280) respondents having 16.7% pointed their CGPA 3.0-3.4. Furthermore, 8(280) respondents having 3.7% rated their CGPA between 3.5-4.0. Moreover, 65(280) respondents having 23.2% missed the parameters.

4. Do you think that excessive Facebook usage reduced your marks in assignments?

A research study shows that 68% of the student who were active facebook users were having low CGPA than those were passive Users. An interesting fact revealed that 79% of the facebook user were not agree with the Impact of facebook on their academic grades. Which was proving that they were not perceiving the reality that addiction to social networks have effected their grades(Agosto, 2013).

Table 4: Facebook and Reduction in assignments Marks

Yes/No	Frequency	Valid Percent
Yes	190	88.4
No	25	11.6
Total	215	100.0
Missing	65	23.2
Total	280	

The table above shows the agreement and disagreement to the question that whether excessive Facebook usage have reduced their Marks in assignments or not. In this regard, 190(215) students having 88.4 % marked yes, while 25(215) students having 11.6% pointed No.

5. Extent of effect on the assignments of students:

An assignment is the work given to students for their self-practice back in hostel and room. It has been shown that students are plagiarizing their assignments because of easy access to net resources (Pollet,2011).

Table 5: Extent of effect on the assignments of students

Extent of Effect on Assignments	Frequency	Valid Percent
Other	23	10.7
1-5%	11	5.1
6-10%	61	28.4
11-20%	64	29.8
21-30%	49	22.8

31-40%	7	3.3
Total	215	100.0
Missing	65	23.2

The Table has shown the impact of excessive Facebook usage on students' marks in assignments. In total of 215, respondents stated other effects 23 students having 10.7% stated other effects on their assignments. Similarly, 11(215) respondents having 5.1% marked that excessive Facebook usage have reduced their marks from 1-5%. Further, 61(215) respondents having 28.4% stated that their marks in assignments are reduced between 6-10%. Moreover, 64(215) respondents having 29.8 % pointed that excessive Facebook usage have reduced their marks 11-20% ,while 49(215) respondents having 22.8% marked their effect of reduction in marks between 21-30%. Furthermore, 7(215) respondents having 3.3 % marked the effect of excessive Facebook usage on their assignments 31-40%. In contrast to this, 65(280) respondents having 23.2 % showed no responses to the parameters.

Major Findings:

- To the question that whether the excessive Facebook usage have effected there grades or not? 248(280) having 88.6% marked "Yes".
- 74(280) respondents having 24.0% stated that their CGPA before sign up on Facebook was between 2.4-2.9.
- 78(280) students having 36.3% marked their CGPA, between 2.0-2.4 after sign up on Facebook which shows that their CGPA has been reduced by 4 points.
- 190(215) students having 88.4 % marked "Yes" that Excessive Facebook usage have reduced their marks in assignments.
- 64(215) respondents having 29.8 % pointed that excessive Facebook usage have reduced their marks 11-20%.

CONCLUSION

Students' academics are boosted and lowered by their examinations. In this connection the

study has resulted that large number of students accepted that Facebook has effects on their examination performance. In this regards students noted that Facebook does not fulfil their examination requirements. Most of the students stated that they are using short words in their papers unconsciously and large number of students showed agreement that its use have lowered their grades. In addition, students having CGPA before account on Facebook was 2.5-2.9 has been lowered to 2.0-2.4. In the same way students also noted that Facebook usage have lowered their marks in assignment up to 11-20 %.

REFERENCES

- Agosto, D.E. & J. Abbas, J. (2013). *Youth and online social networking: what do we know so far?* The information behavior of a new generation: children and teens in the 21st century, Scarecrow Press: Lanham.
- Anderson, K. J. (2001). Internet use among college students: *An exploratory study. Journal of American College Health, 50*(1), 21-26.
- Bargh, J. A., & Mckenna, K. Y. A. (2004). The Internet and social life :*Annual Review of Psychology, 55*(1), 573-590.
- Bashir, S., Mahmood, K. and Shafique, F. (2008). Internet use among university students: *A survey in University of Punjab, Lahore. Pakistan Journal of Library and Information Science, 2008*(9), 49-65
- Baldwin, T. T., Bedell, M. D., & Johnson, J. L. (1997). The social fabric of a team-Based M.B.A. Program: Network effects on student satisfaction and performance. *Academy Of Management Journal, 40*(6), 1369-1397. doi:10.2307/257037
- Brydolf, C. (2007). Minding MySpace: Balancing the benefits and risks of students' online social networks. *Education Digest, 73*(2), 4.
- Choney, S.(2010). *Facebook Use Can Lower Grades by 20 Percent*. Retrieved from:

- http://www.msnbc.com/id/39038581/ns.technology_and_sciencetech_and_gadgets/Retrieved on 14/08/13
- Domine, V. (2009). A social history of media, technology and schooling. *Journal of Media Literacy Education*, 1(1), 42-52.
- Gerlich, R., Browning, L., & Westermann, L. (2010). *The social media affinity scale: implications for education*. *Contemporary Issues in Education Research*, 3(11), 35-41.
- Jacobsen, W. C., & Forste, R. (2011). The Wired Generation: Academic and Social Outcomes of Electronic Media Use Among University Students.
- Junco, R., Merson, D., & Salter, D. W. (2010). The Effect of Gender, Ethnicity, and Income on College Students' Use of Communication.
- Kuppuswamy, P.B., & Shankar, N. (2010). The Impact of Social Networking Websites on the Education of Youth: In *International Journal of Virtual Communities and Social Networking*, Vol. 2,(1). Pp 67-79.
- Lei, J., & Zhao, Y. (2005). Technology uses and student achievement: A longitudinal study. *Computers & Education*, 49, 284-296.
- Lovitts BE, Nelson C (2000). The hidden crisis in graduate education: Attrition from Ph.D. programs. *Academe Online* (November- December). Retrieved on September, 2010,
- McEwan, B. (2011). Hybrid engagement: How Facebook helps and hinders students' social integration. *Cutting-Edge Technologies in Higher Education*, 2(1), 3-23.
- Mehmood, S., & Taswir, T. (2013). The effect of social networking site on the Academic Performance on students in college of applied sciences: *International Journal of Arts and Commerce*. Vol.1 (1). Pp :111-123.
- Nalwa, K., and Anand, A. (2003). Internet addiction in students: a cause of concern. *CyberPsychology and Behavior*, Vol. 6, Pp:653-656.
- O'Keeffe, G. S. and Pearson, K. C. (2011). The impact of social media on children, adolescents and families. *American Academy of Paediatrics*, 127(4)
- Ogedebe, P. M. and Emmanuel, Y. M. (2012). A survey of Facebook and academic performance in Nigeria universities. *IJERA*, 2(4), 788-797
- Omar, H., Embi, M. A., & Yunus, M. M. (2012). ESL learners' interaction in an Online discussion via Facebook. *Asian Social Science*, 8(11), 67-74.
- Pearson Education, India. Seago, J. H., & Vallado, D. A. (2010). *Goodness-of-fit tests for sequential orbit determination*. Paper AAS 10-149. *Statistic Brain*. (2013a). Social networking statistics. Retrieved April 29, 2014, from www.statisticbrain.com/social-networking-statistics/
- Pempek, T. A., Yermolayeva, Y. A., & Calvert, S. L. (2009). College students' social networking experiences on facebook. *Journal of Applied Development psychology*, 30(3), 227-238.
- Poellhuber, B., & Anderson, T. (2011). Distance students' readiness for social media and collaboration. *The International Review of Research in Open and Distance Learning*, 12(6), 102-125.
- Pollet, T.V., Roberts, S.G. & Dunbar, R.I. (2011). Use of Social Network Sites and Instant Messaging Does Not Lead to Increased Offline Social Network Size, or to Emotionally Closer Relationships with Offline Network Members, *Cyberpsychology, Behavior, and Social Networking*, 14 (4), 253-258.
- Stutzman, F. (2006). An evaluation of identity-sharing behavior in social network

communities. Journal of the International Digital Media and Arts Association, 3(1), 10–18. Tavakol, M., & Dennick, R. (2011).

Suhail K, Bargees Z (2006). Cyber Psychology & Behavior, doi:10.1089/cpb.2006.9.297. 9(3): 297-307. The beginnings of the internet. Retrieved on September, 2010, from [http://www.nethistory.info/History%20of%20the%20Internet/beginning s.html](http://www.nethistory.info/History%20of%20the%20Internet/beginning%20s.html)

Valenzuela, S., Park, N., & Kee, K. F. (2009). Is there social capital in a social network site: Facebook use and college students' life satisfaction, trust, and participation. Journal of Computer-Mediated Communication, 14(4), 875–901.

Wolak, J., Finkelhor, D., & Mitchell, K. J.(2005). The varieties of child pornography Viewing child pornography on the Internet: Understanding the offence, managing the offender, helping the victims, production. Vol.22 (1).Pp:31-48.

IJSER