*Full Length Research Paper*

# A look out for academic impacts of Social networking sites (SNSs): A student based perspective

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This study implies the exploration of relationship between SNSs usage and educational performance of the student users. A sample of one thousand students was selected from different universities of Pakistan. In first step of Multistage Sampling Technique, simple random sampling technique was used to select 6 universities i.e. 2 from private sector and 4 from public sector. To form clusters, these universities were further divided and each cluster consisted of four faculties i.e. faculty of social sciences, faculty of engineering, faculty of business/management sciences and faculty of natural sciences. Simple random sampling was done at last stage of multistage sampling. Personally administrated questionnaires were used as data collection tool and 73% students responded back. Conclusion drawn is that student manage their time efficiently and fulfill their study requirements effectively, hence use of SNSs does not have an adverse impact on their academic performance.

**Key words:** Social networking sites, students, academic performance, Pakistan.

## INTRODUCTION

Technological changes have always been seen as strong evolutionary force but the advent of internet is something that has shaken almost all spheres of personal, social and professional human life. Right from the mere ways of interaction to the running of huge systems, we are utilizing the conveniences provided by the existence of internet. Developments made in the internet applications are beyond our imagination. No one would have ever imagined that a networking tool developed solely for military purpose in U.S in 1969 would become a rich source of knowledge, entertainment, communication and many more. Significant benefits have been drawn from internet being a connection and communication tool. Internet users who visit social networking sites or any blogging site comprise two-third of world's internet users consuming about 10% of the whole time spent on internet (blog.nielsen.com) and accounts for 65% of internet usage (www.socialadblog.com).

Millions of people can stay connected together using the web provision called social networking sites. A social network if formed by the connection of many online communities leading towards the sharing of not only information and knowledge but cultural values as well (Nethistory.info). Classmates.com was founded in 1995 being the first official SNS. Purpose of its creation was to provide the students a mean of connection during or after their degree completion (Classmates.com). After it, SixDegree.com was created in 1997 leading towards the chain of emergence of Cyworld (2001), Friendster (2002), Skyblog (2002), Orkut (2004), Myspace (2005), Yahoo 360 (2005), Twitter (2006) and Facebook (2006) (Social networking sites and its positive effects).

The most successful and largest social networking site is the Facebook that is the latest among all other social networking sites. Reviewing the origin and creation of Facebook, he was Mark Zuckerberg who funded the Facebook. In 2003, he was a student at Harvard's School and there he created a site called Facemash. This site was instantaneously shut down after coming into the notice of school administration and M. Zuckerberg was charged for Privacy Breaching by school admin. After releasing form this charge, "The Facebook" was recreated in February 2004. In 2005, word "The" was dropped from its URL and it became "Facebook (www.webhostingreport.com).

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More than 500 million members had been found as active users of Facebook in July 2010. Considering its popularity among students, Facebook high school version was launched in September, 2005. Its members are multiplying greatly with each day passing i.e. Facebook had 100million users on Aug. 26, 2008 while this number increased to 500million on Jul. 21, 2010 and growth rate was 153% during the last year (blog.Facebook.com). Social networking sites brought many positive implications to human life. The idea of social globe or global village has been translated into reality through these sites connecting millions of people from all around the world. Simultaneous communication of many people even at distant places promotes the creation of social capital fetching personal, professional and social benefits not only to the users of these sites but to the society as a whole. But every technological revolution brings some dilemmas and darker issues along as well. Likewise, these increasing links and networks online are setting back the real values of life especially students are accepting some adverse impacts from using these sites as they form the major chunk of SNSs users.

An ever increasing growth rate of SNSs not only calls for the parental and teacher monitoring of student users but also attracting the focus of academicians and researchers towards this phenomenon. In September, 2005, out of total adult internet users (18-29 years) 16% were those who were using any social networking site and this percentage increased to 86% on May, 2010 (www.marketingcharts.com). With 17.5 million internet users, Pakistan got a 7th rank among the Asia's top ten internet countries (Internet Users in Pakistan hit 17.5 Million Mark) and student users of SNSs account for 50% of total internet users (www.pewglobal.org). These students are paying more attention towards these social networking activities rather than utilizing this time for their studies and this might affect their academic performance adversely. This area grasps researchers' attention but in Pakistan it is an "unexplored Area" and this study is an effort to fill this research gap. Current study specifically aims at exploring the relationship between SNSs usage and educational performance of the student users so would be a value addition to this research area.

## LITERATURE REVIEW

### Internet evolution and concept of social capital

Technological changes have always been seen as strong evolutionary force but the advent of internet is something that has shaken almost all spheres of personal, social and professional human life. Right from the mere ways of interaction to the running of huge systems, we are utilizing the conveniences provided by the existence of internet. But it has always been a topic of discussion if negative impacts of using internet are outweighing these conveniences. Special focus has been given to teenagers who are using this facility and most of them are students. Students are the social asset/capital for the nation on the whole. They are the pillars strengthening the social worth and are the major determinants of type of social capital possessed by a nation (Pasek et al., 2006). Indicators of social capital are positively associated to the informative use of internet whereas are affected negatively by recreational usage (Shah et al., 2001). Productivity of students is enhanced by technology usage for informational purposes. Also informational usage of technology promotes the efficiency of teachers and this increased productivity ultimately leads to build a strong social capital (Oskouei, 2010). Social capital was defined by Coleman and James (1988) as resource built up of people interaction and development of direct relationships among them.

### Academic performance

Quality education produces productive students who lead to the prosperity of their respective educational institution and subsequently are proved as strong contributors to the national well-being. Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Shah et al. (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Also, Oskouei (2010) proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination.

### Emergence of social networking sites (SNSs)

Creation of social networking sites (SNSs) is a huge leap of technological evolution in the world of internet. These sites are widely used throughout the world connecting millions of people simultaneously. Classmates.com was founded in 1995 being the first official SNS. Purpose of its creation was to provide the students a mean of connection during or after their degree completion (Classmates.com). After it, SixDegree.com was created in 1997 leading towards the chain of emergence of Cyworld(2001), Friendster (2002), Skyblog (2002), Orkut (2004), Myspace (2005), Yahoo 360 (2005), Twitter (2006) and Facebook (2006) (Social networking sites and its positive effects). There is an availability of over 100 social networking online connecting millions of users, that

is, 500 million members on Facebook; 130 million members on MySpace.com; 75 million members on Linkedin.com; 90 million members on Friendster.com; over 10 million users on Stumbleupon.com; Orkut.com with membership of 100 million users; 50 million members on Classmates.com; 2 million members on Meetup.com; Xanga.com with 27 million members; Care2.com with Over 9 million members; Ryze.com with 500, 000 members and so on.

Other names to be mentioned are: Bebo, BlackPlanet.com, Flickr.com, Reunion.com, aSmallWorld, Bebo, BlackPlanet.com, Blue Dot, Bolt, Broadcaster.com, Buzznet, CarDomain, Consumating, Couchsurfing, Cyworld, Dandelife, DeadJournal, DontStayIn, Doostang, Ecademy, eSPIN, Faceparty, Flickr, Flirtomatic, Fotki, Friends Reunited, Gaia Online, Geni.com, GoPets, Graduates.com, Grono.net, Hyves, imeem, Infield Parking, IRC-Galleria, iWiW, Joga, Bonito, Last.fm, LibraryThing, LiveJournal, LunarStorm, MEETin, MiGente.com, Mixi, MOG, Multiply, My Opera Community, myYearbook, Netlog, Nexopia, OUTeverywhere, Passado, Piczo, Playahead, ProfileHeaven, Pownce, RateItAll, Reunion.com, Searchles, Sconex, Shelfari, Soundpedia, Sportsvite, Studivz, TagWorld, TakingITGlobal, The Doll Palace, The Student Center, Threadless, TravBuddy.com, Travellerspoint, Tribe.net, Vampire Freaks, Vox, WAYN, WebBiographies, Windows Live Spaces, Woophy, XING, Xuqa, Yelp, Zaadz, Zooomr (www.selfgrowth.com)

## SNSs and ever increasing number of users

Internet users who visit SNS or any blogging site comprise two-third of world's internet users consuming about 10% of the whole time spent on internet (blog.nielsen.com) and accounts for 65% of internet usage (www.socialadblog.com). Similarly, 44% of the America's Internet traffic accounts for social networking sites' usage as mentioned in a report by a consulting firm "Juxt Consult Research and Consulting Pvt. Ltd" (www.livemint.com). The 20 most-visited social networking Web sites have more than 145 million users (www.scribd.com). A research was conducted on 1,200 students. It was found that 96% use SNSs (www.scribd.com). One of the most commonly and frequently used SNS is "Facebook". More than 500 million members had been found as active users of Facebook in July 2010. Considering its popularity among students, Facebook high school version was launched in September, 2005. Its members are multiplying greatly with each day passing i.e. Facebook had 100million users on Aug. 26, 2008 while this number increased to 500million on Jul. 21, 2010 and growth rate was 153% during the last year. (blog.Facebook.com). It would be justified to say that young people are being obsessed for Facebook as they the first task after getting connected to

internet is to sign in their account on Facebook. In 2006 only 16% of Facebook users were young people (14-22 years) whereas this ratio increased to 40% in 2008 (Zuckerberg, 2009).

Among other popular SNSs, about 190 million users visit Twitter per month and 65 million users Tweets everyday (techcrunch.com). Despite of many SNSs emerging worldwide before and after the creation of Orkut, It is still a favorite of almost 650,000 users (ezinearticles.com). Other SNSs are also showing a rising growth rate each year particularly Friendster.com with 50%, Orkut with 41% and Bebo.com with 32% growth rate per year (Social Networking Explodes Worldwide, Facebook User Base Up 153%).

## Social networking sites and student users

Every technological innovation has been a topic of debate and center of researchers' attention and same is the case with the development of SNSs. Various researchers have conducted studies to pinpoint the several impacts of these sites on their users and findings suggested both bright and dark aspects. It has been found that excessive usage causes many psychological, physical, interpersonal and educational problems to users (Suhail and Bargees, 2006). Numerous studies have also been conducted to delineate the impact of SNSs on young generation and students. Cassidy (2006) proposed that young people compete on the basis of their efficiency regarding using SNSs and the criteria of this competition are number of friends one can accumulate using these sites. Baroness Greenfield proclaimed that Internet-obsessed children find it hard to focus and correspond while being offline and this leads to lower performance in academics (leaderswedeserve.wordpress.com). Similar idea was proposed by Dr Himanshu Tyagi that teen agers vigorously start spending their time online and they underestimate the worth of their real lives less including education (www.telegraph.co.uk). He proposed that such users indulge so much to cope with the fast pace of online social networking that they start finding the real world around them un-stimulating. Tim Pychyl emphasized on more destructive dimensions of social networking sites argued that using Facebook can lead to distraction and procrastination and despite of using technology to get students working together, class management systems can be improved to for this purpose.

## SNSs and academic performance

Students are paying more attention towards these social networking activities rather than utilizing this time for their studies and this surely affects their academic performance as Thomas et al (1987) stated that activities

of students are associated with grade-related differences among them. Karpinski (2009) found that Facebook usage is negatively correlated with collegiate grade point averages (CGPAs) of its users. He observed that CGPAs range 3.5-4.0 for non users but lesser for users i.e. 3.0-3.5. But the most interesting finding was that 79% Facebook users denied having any adverse impact of this usage on their CGPAs. It means they are not even aware of the fact that their networking habits are affecting their academic performance. Grades of student users are adversely affected by Facebook usage as mentioned in report by MyFox Dallas/FortWorth (www. Myfoxdfw.com). Similarly, Miami CBS affiliate announced that Facebook usage yields lower grades among its users (CBS4, 2009). An academic research was conducted by Wilson (2009) through which he proposed that university results are harmfully affected by Facebook usage. Likewise, Khan (2009) found that Facebook users had poor performance in exams. Englander et al. *(*2010) proclaimed that internet usage is negatively associated with academic performance of student users and destructive impact of internet usage is far more momentous than its advantages. Internet addiction has come forth as a result of striking boost in internet usage over the past few decades. Nalwa and Anand (2003) proposed that addicted users prefer using internet setting back their personal and professional responsibilities and this ultimately leads to poor academic performance.

Kirschner and Karpinski (2009) stated that Facebook users devoted lesser time to their studies than the non-users did and subsequently had lower GPAs. Karpinski (2009) also said that among various unique distractions of every generation, Facebook has been proved as the major distraction of current generation. Kubey, Lavin and Barrows (2001) proposed that impairment of academic performance and internet dependency are correlated with the use of synchronous communication applications including social networking sites and chat rooms.

American Educational Research Association conducted a research and it was declared on its annual conference in San Diego, California (2009) that SNSs users study less and generated lower grades eventually (21stcenturyscholar.org). Similarly, Banquil and Burce (2009) found a continuing drop of grades among student users of social networking sites.

Also, Boogart and Robert (2006) declared that use of SNSs and Facebook detrimental impacts on academic performance of student users. Then, Grabmeier (2009) observed lower GPAs among students who log in any SNS. Internet abuses are increasing at an alarming rate and putting forward a serious need to promote usage regulations among student users. While using SNSs, issues of privacy, identity protection, and e-professionalism must be paid attention as proposed by Mattingly et al. (2010) but a contrasting finding was given by Sengupta and Chaudhuri (2010) that SNSs memberships are not correlated with online abuse of teenagers.

## Arguments in favor of internet and SNSs' usage

Many researchers found a positive association between use of internet and SNSs and academic performance of the student users. Students, using internet more, scored higher on reading skills test and had higher grades as well (Linda et al., 2006). Also it has been found that Facebook usage is helpful for cure in case of some psychological problems including low life-satisfaction and low self-esteem (Ellison et al., 2007). SNS also provide a rich mean of interaction between teachers and students as stated by Roblyer et al. (2010). Shah et al. (2001) proposed that informational use of internet is positively correlated with civic indicators of social capital such as civic engagement, interpersonal trust, and life contentment.

Pasek et al. (2006) stated that a site-specific culture can both positive and negatively affect the building of social capital and found that Facebook usage is not positively associated with lower grades of the students rather found Facebook users scoring higher grades. No association was found between GPAs of student users and Facebook usage in a study conducted by Kolek and Saunders (2008). SNSs promote interactivity among students and teachers. In a research Lovitts and Nelson (2000) found that strong integration of students into their professional and social life is sturdily correlated to the successful completion of their degree.

In lieu of the contrasting findings mentioned above, Current study specifically aims at exploring the relationship between SNSs usage and educational performance of the student users.

## METHODOLOGY

Academic performance of students must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance and this research was conducted with the major objective of exploring the impact of social networking sites on academic performance of the students. Students are viewed as highest customer segment and the most vivid users of SNSs. Also, this segment comprises 37% of the total population. Students, being the most literate portion of the whole population, cover the major chunk of internet users. Hence, a sample of one thousand students was selected from different universities of Pakistan.

In first step of Multistage Sampling Technique, simple random sampling technique was used to select 6 universities that is, 2 from private sector and 4 from public sector. To form clusters, these universities were further divided and each cluster consisted of four faculties i.e. faculty of social sciences, faculty of engineering, faculty of business/management sciences and faculty of natural sciences. Simple random sampling was done at last stage of multistage sampling. Personally administrated questionnaires were used as data collection tool.

Out of total 1000 distributed questionnaires, 730 fully completed questionnaires were received back. Most ingredients of questionnaire were adapted and taken from the research report of Raizada et al (2009) and Banquil et al. (2009). Questionnaire was reliable and worth using as reliability of the customized questionnaire was found to be 0.762. Furthermore, SPSS 17.0 was used to analyze the collected data.

**Table 1.** Respondents' personal information.

| Personal information | | Frequency | Percentage |
|---|---|---|---|
| | 17-22 | 603 | 83.05 |
| | 23-28 | 113 | 15.56 |
| Age | 29-34 | 5 | 0.06 |
| | 35-40 | 5 | 0.06 |
| | | | |
| | Male | 463 | 63.8 |
| Gender | Female | 263 | 36.2 |
| | | | |
| | Bachelors | 282 | 38.8 |
| | Masters | 423 | 58.3 |
| Degree | M.Phil | 21 | 2.9 |
| | | | |
| | Private | 126 | 17.35 |
| Type of Institute | Public | 600 | 82.65 |
| | | | |
| | Social sciences | 160 | 22.0 |
| Discipline | Management sciences | 312 | 43.0 |
| | Natural sciences | 105 | 14.5 |
| | Engineering | 149 | 20.5 |
| | | | |
| | $1^{st}$ | 237 | 32.6 |
| Year of Degree | $2^{nd}$ | 204 | 28.1 |
| | $3^{rd}$ | 142 | 19.6 |
| | Final Year | 143 | 19.7 |

## RESULTS

The following portion covers the findings of the study. Table 1 shows the details regarding demographical features of respondents of this study. While considering the age of respondents, most of them (83%) were representing the age bracket of 17-22 years. Hence, findings and results of this study are mainly based upon this sample portion. Gender wise, majority respondents were Male (63.8%) and remaining were Female (36.2%) so both sub-categories represent a good strength. Results about last/latest degree of the respondents show that majority were representing the Master Degree (58.3%), 38.8% were students at bachelors level and only 3% were studying at post-graduate level. Data was collected from students of both public and private universities and majority of them (82%) were representing public sector universities. When division was made on the basis of faculties, majority respondents were from Management sciences faculty (43%), second major portion was represented by social sciences (22%), third was Engineering faculty (20.5%) and 14.5% respondents represented natural sciences. 32.6% respondents were studying in first year of degree, 28% were in $2^{nd}$ year, 19.6% in $3^{rd}$ year and 19.7% were in final year of their degree.

Table 2 shows findings about several factors related to internet and SNS' usage. Respondents were asked about their regular usage of internet and about 50% respondents were those students who use internet everyday and students using internet seldom, weekly or once in a while collectively represent half portion of the respondents. As this research was conducted with an objective to study the relationship of internet usage and academic performance of students and luckily half of the respondents were using internet everyday. Also, this finding affirmed the claim that students in Pakistan form a major portion of regular customers of internet. As mentioned that majority of respondents use internet almost everyday so it is very important to identify the time limit of this usage. When respondents were inquired about this, 71.5% respondents were those who use internet for 1-3 h a day while 21% respondents were those who consume 4-6 h a day just to use internet and only 7.4% respondents were using internet for 7-9 h or above. Respondents were asked whether they use social networking sites or not. In response to this query, majority of the respondents were found to be users of SNSs and only 32.3% respondents were non-users of these sites.

Table 3 shows various social networking activities and extent of involvement of student users therein. When

**Table 2.** Usage of internet and social networking sites (SNS).

| Parameter | | Frequency | Percentage |
|---|---|---|---|
| Extent of internet usage | Seldom | 135 | 18.6 |
| | Once in a while | 102 | 14.0 |
| | Weekly | 131 | 18.0 |
| | Almost everyday | 358 | 49.3 |
| Number of hours spent on Internet | 1-3 | 519 | 71.5 |
| | 4-6 | 153 | 21.1 |
| | 7-9 | 29 | 4.0 |
| | More Than 9 | 25 | 3.4 |
| SNS usage | Yes | 492 | 67.7 |
| | No | 235 | 32.3 |

**Table 3.** Social networking activities and extent of involvement.

| Parameter | | Frequency | Percentage |
|---|---|---|---|
| Number of social networking sites used | 1 | 194 | 38.8 |
| | 2 | 189 | 38.0 |
| | 3 | 51 | 10.3 |
| | 4 and above | 64 | 12.9 |
| Most visited social networking site | Facebook | 455 | 91.3 |
| | Twitter | 17 | 3.4 |
| | Orkut | 11 | 2.2 |
| | Others | 15 | 3.0 |
| Time spent on social networking sites | 1-3 | 375 | 75.3 |
| | 4-6 | 97 | 19.5 |
| | 7-9 | 14 | 2.8 |
| | more than 9 | 12 | 2.4 |
| Purpose of using social networking sites | Being connected to friends | 366 | 73.5 |
| | Join educational communities | 68 | 13.7 |
| | Find employment | 35 | 7.0 |
| | Others | 29 | 5.8 |

respondents were asked to mention the total number of SNSs they use, 38.8% respondents were found to be active users of 1 SNS, 38% were using 2 SNSs, 10.3% were visiting 3 SNSs and 12.9% users are those who have signed up for at least 4 social networking sites. When respondents were inquired about their most visited SNS, 91.3% respondents were found to prefer using Facebook over any other SNS and very few were using any other SNS such as Twitter (3.4%), Orkut (2.2%) or any other networking site (3%). This proves the tremendous growth and popularity of Facebook among Pakistani students.

When responses were obtained about the time being spent on using SNSs, majority of users (75.3%) were those who spend only 1-3 h a day on using SNSs, few were spending 4-6 h (19.5%) and small number of users (5.2%) were found to spend too much time on using these sites that is, 9 h or above. This reflects that majority of student users consume a reasonable time on these using these sites. The issue to be explored was to identify the basic purpose of SNSs' usage among students and these findings clearly depict that about 73.5% respondents were using these sites to be in touch with their friends. Only 13.7% respondents use SNS for joining educational communities and these findings explicitly suggest that these sites are basically used for

**Table 4.** Academic costs of social networking sites (SNS).

| Parameter | | Frequency | Percentage |
|---|---|---|---|
| Number of hours spent on studies | 1-3 | 391 | 64.7 |
| | 4-6 | 165 | 27.3 |
| | 7-9 | 32 | 5.3 |
| | More Than 9 | 16 | 2.6 |
| Extent of studies | Daily | 251 | 41.6 |
| | Weekly | 212 | 35.1 |
| | Monthly | 25 | 4.1 |
| | Near exams | 116 | 19.0 |
| Enjoy time spent on studies | Disagree | 122 | 20.2 |
| | Indifferent | 166 | 27.5 |
| | Agree | 316 | 52.2 |
| Love for learning | Disagree | 87 | 14.4 |
| | Indifferent | 135 | 22.4 |
| | Agree | 382 | 63.2 |
| Balance time between studies and SNS usage | Disagree | 109 | 18.0 |
| | Indifferent | 104 | 17.2 |
| | Agree | 391 | 64.6 |

non-academic motives.

Table 4 shows the impact of SNS usage on academic activities of the students. When responses were obtained about the time being spent on their studies, 64.7% student respondents were those who spend 1-3 h per day on their studies and 27.3% devoting 4-6 h daily to their studies. Only 2.9% were spending more than 7 h a day to fulfill their studies' requirements. When students were inquired about the pattern of their studies, 41.6% of respondents were those who study regularly on daily basis, 35.1% of respondents were found to study weekly and respondents who used to study monthly or near exams were only 23.1% of total respondents. Now if connected to the last question in which 64.7% students responded that they daily spend 1-3 h to study, It is explicit that (despite of using internet or SNSs) students allocate reasonable time to their studies. So, according to the findings of present study, internet or SNS' usage is not significant enough to affect the academic performance of student users adversely. Students were asked about their attitude when they spend their time in studying. 52.2% of respondents affirmed studying as an enjoyable activity and only 20.2% disagreed to this while 27.5% were not able to give an opinion about and to assert any influence on the validity of this claim. Also, students were inquired about their eagerness to study and learn new things by reading and studying. 63% students voted in the favor of the fact that they like to learn more and more by studying and only 14%

disagreed to this. It shows that a major chunk of student respondents are keen towards their learning progress. Students in present study responded favorably to the claim that they can balance their time between the said activities. 64.6% agreed to this statement and only 18.2% disagreed while 17.2% were indifferent.

Table 5 represents the perceived academic performance of the students. Class performance is a major determinant of the academic performance. Students were asked about their perceived satisfaction for maintenance of their class performance and according to the findings of present research 76.5% respondents agreed that they can maintain their class performance and only 10.3% declared that they are unable to perform satisfactorily in the class while 13.2% of respondents were indifferent about. A student, who fulfils his study requirements effectively, does not face any drop of grades. So, respondents were asked about this. Here, again students responded positively (62.3%) that they are efficiently meeting their studies' targets. Only 12.9% were dissatisfied with their efficiency. It shows that despite of spending time on internet or on using SNSs, students are efficient enough for their studies that majority (62.3%) is not facing any deficiency in meeting their studies' requirements.

Students were inquired whether they can cover their syllabus even with little time devoted to their studies. 60.8% of respondents were those who put little time being spent on studies but can cover their syllabus and

**Table 5.** Perceived academic performance.

| Academic performance | | Frequency | Percentage |
|---|---|---|---|
| Maintenance of class performance | Disagree | 62 | 10.3 |
| | Indifferent | 80 | 13.2 |
| | Agree | 462 | 76.5 |
| | | | |
| Meeting studies' targets | Disagree | 78 | 12.9 |
| | Indifferent | 150 | 24.8 |
| | Agree | 376 | 62.3 |
| | | | |
| Covering syllabus with little time devoted to studies | Disagree | 119 | 19.7 |
| | Indifferent | 118 | 19.5 |
| | Agree | 367 | 60.8 |
| | | | |
| Others get impress by class performance | Disagree | 59 | 9.8 |
| | Indifferent | 165 | 27.3 |
| | Agree | 380 | 62.9 |
| | | | |
| Competing well in studies | Disagree | 68 | 11.3 |
| | Indifferent | 164 | 27.15 |
| | Agree | 372 | 61.55 |

only 19.7% were those who can not cover it in a short time period than normal and 19.5% of respondents were indifferent about. In response to another query, 62.9% of respondents agreed that they can impress others with their academic performance and only 9.8% were those who were not able to impress others with their academic performance.

Students were asked about their capabilities to compete with others in studies and despite of using SNSs. 61.5% of them were assertive about their competencies to compete easily in studies and only 11.3% of respondents disagreed to this claim. Based upon responses of students, findings of present study suggest that there is no significant relationship between SNS usage and academic performance of student users Pasek et al. (2006), Kolek and Saunders (2008), Sengupta and Chaudhuri (2010).

**Conclusion**

The fact came forth in present study is that SNSs are mainly used for non-academic purposes by the students. This fact may give rise to a proposition that excessive usage of SNSs might be having adverse impacts on academic performance of the student users but actual results did not imply that. An interesting conclusion has been drawn on the basis of the findings of current study that students are managing their time efficiently and hence, use of SNSs does not harm their academic performance.

Findings suggested that despite of spending time on internet or on using SNSs, students are efficient enough for their studies that they do not face any deficiency in meeting their studies' requirements and can cover their syllabus even with little time devoted to their studies and still getting better grades even with less investment of their time.

Also they were assertive about their competencies to compete easily in studies. A student, who fulfils his study requirements effectively, does not face any drop of grades that is why SNSs' usage does not affect their academic performance adversely. Similar findings were given by Sengupta and Chaudhuri (2010) that SNSs membership has not significant impact on the students; Kolek and Saunders (2008) found no association between GPAs of student users and Facebook usage; Pasek et al. (2006) stated that Facebook usage is not positively associated with lower grades of the students.

**CONTRIBUTION AND FUTURE IMPLEMENTATION**

An ever increasing growth rate of SNSs not only calls for the parental and teacher monitoring of student users but also attracting the focus of academicians and researchers towards this phenomenon. In September, 2005, out of total adult internet users (18-29 years) 16% were those who were using any social networking site and this percentage increased to 86% on May, 2010 (www.marketingcharts.com). With 17.5 million internet users, Pakistan got a 7th rank among the Asia's top ten internet countries (Internet Users in Pakistan hit 17.5 Million Mark) and student users of SNSs account for 50%

of total internet users (www.pewglobal.org**).** These students are paying more attention towards these social networking activities rather than utilizing this time for their studies and this might affect their academic performance adversely. This area grasps researchers' attention but in Pakistan it is an "unexplored Area" and this study is an effort to fill this research gap. Current study specifically aims at exploring the relationship between SNSs usage and educational performance of the student users so would be a value addition to this research area. Findings of this study suggest that student manage their time efficiently and fulfill their study requirements effectively, hence use of SNSs does not have an adverse impact on their academic performance. These findings are of immense importance for parents, Teachers, academicians, practitioners and for all having direct stake in students' academic performance. To avoid setbacks, there must be parental and teacher monitoring for using these sites by young students and they must be provided with proper arrangements and training to ripe the fruits of this technological invention. This would surely lead towards enhanced learning and better academic performance of the students.

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