

# **IMPACT OF SOCIAL MEDIA USE ON ACADEMIC PERFORMANCE OF UNIVERSITY STUDENT IN KARACHI**

**By**

**Warda Irfan Ali**

**22714**

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## Declaration

### Declaration of Authentication

I, hereby, declare that no portion of the work referred to in this thesis has been submitted in support of any application for another degree or qualification of this university or any other institution of learning.

**Signatures:** \_\_\_\_\_

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## Abstract

**Purpose-**Aim of this study was to evaluate the impact of social media on academic performance of university students in Karachi. Many studies have been conducted over the impact of social media on university students, and found both negative and positive relation in their studies.

**Methodology/sample-** The study involved use of questionnaires filled by 350 respondents. Convenience sampling technique is used for data processing. Questionnaire instrument has being utilized to collect the data from the respondents. The data collected has being deeply analysed through the implication of various tests run on SPSS. To analyze the data, Regression, ANOVA, Chi-square and Correlation tests were applied.

**Findings-** The analysis and comparative results clearly suggested that this study plays a very progressive role that is directly connected with the use of social media network through internet improving the academic performance of university students

**Practical Implications-** The outcomes of the research might help the student to understand the impact of social media on their academic performance.

**Keywords:** social media usage, academic performance, university student, internet, technology.

# Chapter One

## Introduction

# Chapter 1

## Introduction

### 1.1 Background of the study

Modern technology has changed the entire world so drastically. Everything has its two sides positive and negative. In today's world the medium of internet is so fast that everyone is engaged in their own interest. From the past decade internet is playing a vital role in everybody life as a student, teacher, doctor, businessman and so.

Advancement of technology and its abundance usage significantly impact people lives. Social media has become student's daily life routine, in this era everyone follows and competes with each other either in technology or profession. Students are addicted to social media as they can't live without opening it.

Later the beginning of 21<sup>st</sup> century brings people social and aware of the world before that people where not social. The 21<sup>st</sup> century has changed the world by the development of social media and has made the people social and aware of the world. Social media has not become the important part of the people lives but it has also changed the medium of media. People not only get the knowledge and information from social media but they also share their feeling and the information to the world.

Youth are the important element of the society; they are the backbone to the any nation. Youth can change the future of the nation and can develop the society and its culture. But everything has two face or sides positive and negative. Similarly, youth can change the society into both positive and negative way.

But unfortunately, the youth is addicted to the social media and was wasting timing by using it unnecessarily. Millions of users are connected to social media sites and many people have integrated these sites such as Facebook, Myspace, Cyworld and Bebo into their daily practices (Boyd and Ellison, 2007).

University students and youth are the most frequent users of the social media. Social media has taken the world to the other level where people were indulge most frequently in facebook, twitter and instagram sharing their photos, posting and updating status on their wall, chatting etc.

Student with limited time available for studies, spent too much time on socializing could have negative effects on professional success (Astin, 1984; Chickering and Gamson, 1987; Junco 2012)

### **1.1.1 Definition of Social Media**

According to business dictionary, Social media is the online internet based interactive communication websites, applications and tools to share information among people. It is a platform to communicate and engage with different people so to share your feelings, ideas and thoughts with them. Social media includes Facebook, Twitter, Instagram, Google plus, LinkedIn, wikis, blogging sites.

#### **1.1.1 Facebook**

According to Wikipedia, Facebook is an online social networking site which was launched in February 2004. From then the users have been increasing at a large scale. Currently there are 1.44 billion monthly active users March 31, 2015 on Facebook world-wide. In Pakistan 12.6 million active users per month by the end of Jan 31, 2014 of which over 75% users belong to the age group of 18-24 which is youth.

#### **1.1.1 Twitter**

According to Wikipedia, Twitter is also an online social networking site which was launched in July 2006 and has more than 302 million active users worldwide. Mostly formal people are connected to Twitter as it has some limitations.

#### **1.1.2 Instagram**

According to Wikipedia, Instagram is also an online platform of social media which allows users to share photos and videos. This social site was released in October 2010 and it became more trendy in current year. According to Instagram, around 400 million users are connected to it and the popularity is growing on.

#### **1.1.3 GOOGLE+**

It is a social networking site but not similar to Facebook, Twitter, Instagram. Google Plus is a site for communication and sharing, people get connected to the whole world. It is another medium to communicate and connect with people.

## **1.2 Social Networking Sites Used In Pakistan**

The 21<sup>st</sup> century brings modern technology and internet in Pakistan; it seems that Pakistanis became addicted to the internet. A survey conducted on the internet usage in Pakistan, according to the survey more than half of the respondent were age between 18-25 year, the survey also highlighted domination of male as 70 percent and 30 percent females, 94 percent respondent were from Karachi, Lahore and Islamabad, the average internet usage is 5 hour a day, 83 percent respondent use social media most of the time and facebook is the mostly used social site (Tribune, 2013).

Social media is rising massively in Pakistan. It has become the important source of every Pakistani either it is children, adult, youth, media, politician etc. It is the easier source and platform to get the knowledge and information of the whole world.

According to Pakistan advertiser's society report 2014, the number of monthly active users were 12.8 million of which 72% were male and 28 % females, 65% of users age between 18-34 and with the majority below 18 years (pas 2014). Facebook is among the mostly used social site in Pakistan that even school going student. According to the third quarter 2015 report, facebook had 1.55 billion monthly users worldwide.

According to some researchers that students have become skilled at carrying out numerous tasks same time and maintaining balance between their studies and online activities. Others add that their online activities is costing their grades (Kirschner, 2010)

## **1.3 Academic Performance**

In today's generation, gadgets become kids' constant companion. There are lots of versions and variations of these gadgets which are now available in the market. One of the features of a gadget which make it more appealing to the public is its capacity to stay connected in the Internet. The target market of these gadgets are mostly students since this technology for youngsters serve as their playmates too. Internet, indeed, has been part of a child's life in today's generation.

Academic performance is the outcome of education, success and failure is dependent on the academic performance of student and it is commonly measure by the examination, gpa, assessment, assignment.

## **1.4 Social Media and Academic Performance**

In the present business world, Social networking teaches students skills to survive and to create and maintain connections to many people in many industries is an integral part of developing a career or building a business (Dunn 2011). Social media is affecting the life and academic performance of every student whether the school, college and university going student it is due to the addiction of social media. The students can't spend a day without using the social sites. Social media is a useful medium to university students for announcements, forming groups of common interest, group studies, assignment discussion, and reports.

Through Social networking student collaborate with each other and are better able to communicate meeting times or share information quickly, which can increase their performance and help them learn how to work well in groups (Dunn 2011).

Social media is widely spreading and adopted by college students, therefore there is a great deal of interest in how Facebook use is related to academic performance (Junco, R., 2012).

Social networking activity is helps the student in academic activities, it is dependent on the student who avail the opportunity and who get distract. It is observed that students devote more attention to social media than they do to their studies (Ndaku, 2009). Many researchers have conducted on social media and academic performance. A research conducted by Ebele & Oghenetena, 2014 their finding shows 70.1 percent do not use social media for academic purpose where as 30.61 percent use for academic reason (Ebele & oghenetena, 2014).

Their research further found that 79.59 percent of undergraduates student perform poor due to addiction of social media activities (Ebele & oghenetena, 2014).

An undergraduate student focuses on their extracurricular and social activities; facebook is related as a source of communication and exchange of ideas (Jamil et.al 2013)

## **1.5 Aim of the Study**

The aim of the study is to find out how social media has affected the academic performance of university students of Karachi. It will also reflect the time, students spend on the social networking sites, and how useful it is for interaction for the purpose of academia and how badly it has ruined the concentration of the students towards their studies.

## 1.6 Conceptual Framework

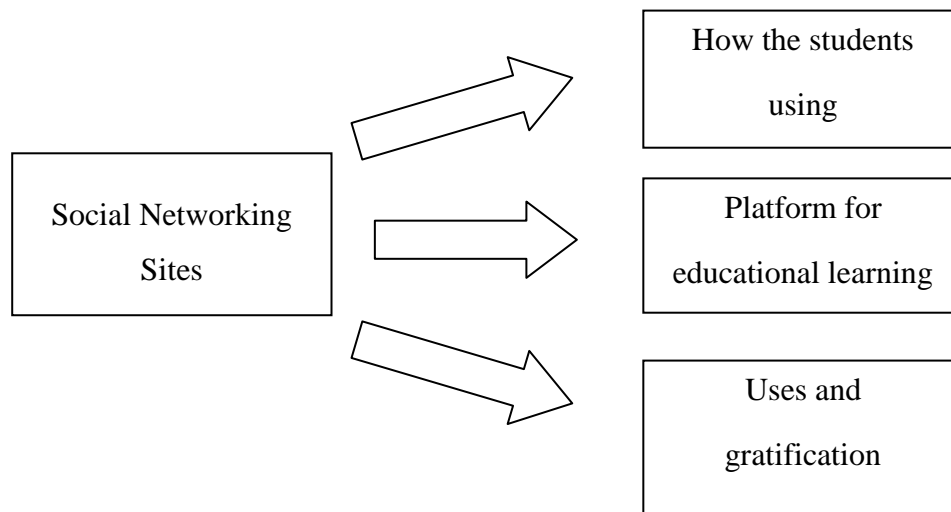


Figure 1.1 Conceptual Framework

## 1.7 Research Questions

Research questions are presented as followed:

1. To what extent, social media impacts on the academic performance of the students?
2. How social networking sites can be utilized for the building of communicative and collaborative platform for the learners and instructors?
3. How does social media networking can be utilized as effective learning platform for the learners?

## 1.8 Organization of Thesis

The thesis will comprise six chapters, a list of references / bibliography and appendices.

Chapter 1 will constitute the problem background, aim of the research, research questions/hypothesis and objectives and introduction to the organization/sector over which the research is being conducted etc.

Chapter 2 will provide information on research methodology – nature and kind of research, sample size, sampling method, data collection methods employed during the study, kind of data collected, and the way the data is integrated.

Chapter 3 will provide critical review of the existing literature containing the critical academic debate about with the views of the academicians' and practitioners' on the matter.

Chapter 4 will comprise the research data of both kinds – primary as well as secondary – collected and integrated. It will also show findings of the data and their interpretation and analysis.

Chapter 5 will comprise a critical debate on the study drawing on the literature review and contrasting it with the findings of this study.

Chapter 6 will constitute recommendations and conclusions to the study.



# Chapter Two

## Literature Review

## **Chapter 2**

### **Literature Review**

The advancement in technology has changed the world into global village. But it has its advantages and disadvantages specially the internet. Technology helps people to do work in better way (Jessica, 2009).

The 21<sup>st</sup> century has brought a drastic change in acquiring education through the use of technology. It has become an important tool for acquiring education without which there is no advancement. The whole learning is based on technology. The use of social media has changed the way the people communicate with each other. Now the development and improvement has become easier if there is any need to bring improvement in education sector.(Oghenetega et. al, 2014 ).

The common method known as collaborative learning is defined as when the group of students study together in which they learn new paradigm to achieve their educational goal. (Gokhale, 1995)

To achieve collaboration there are many sites that are known as social sites such as Facebook, Twitter, and Skype have been used by students to collaborate with each other. They are the greatest source of information from where students can get reviews, resources and articles which exhibits flexible way of learning. When a student uses these social sites it develops a great collaborative environment preventing communication barrier. It provides an easy way to students to interact with their peers and have discussion on their assignments. When the student actively participates in social media, it helps students to get academic success. (Tarantino & McDonough 2014)

Millions of users are connected to social media sites and many people have integrated these sites such as Facebook, Myspace, Cyworld and Bebo into their daily practices (Boyd and Ellison, 2007).As more student gets the internet facilitated phones and using the online sites every time which causing their grades (Stollak, 2011).

Student with limited time available for studies, spent too much time on socializing could have negative effects on professional life. Facebook is the most used site among students. About 85 to 90% of students use Facebook frequently. (Junco, 2012)

Facebook is a social site, a communication tool which has web pages designed for users, chat option, message option, include pictures uploading, where user can create pages, make groups, work for cause and create events to socialize. (Heiberger & Harper 2008)

Several studies showing negative relationship between Facebook and its impact on academic performance, children spending more time on Facebook are lower attention and children spending less time on Facebook are higher attention seeker. Undergraduates spend more time on Facebook, Twitter and other social media through smart phones that are now in abundance among these youth. (Paul, Baker and Cochran, 2012)

According to Pakistan advertiser's society report 2014, the number of monthly active users were 12.8 million of which 72% were male and 28 % females, 65% of users age between 18-34 and with the majority below 18 years (Pas 2014).

According to some researchers that students have become skilled at carrying out numerous tasks same time and maintaining balance between their studies and online activities. Others add that their online activities is costing their grades (Kirschner, 2010)

Social networking activity is distracting the academic work of student. It is observed that students devote more attention to social media than they do to their studies (Ndaku, 2009). According to (Haq & Chand 2012) using Facebook had an unfavourable effect on the educational performance of university students.

It is also suggested that students that are not familiar with technology that is internet and the use of social media have difficulty in using technology in classrooms. The universal usage of mobile devices is not common in classrooms which make it difficult for students to use their own devices in classroom. (Welch & White, 2012)

A study by Mugahed Al-Rahmi & Shahizan Othman, the result shows that social media facilitates the academic experience but student need to control and manage their time or unless it will affect negatively on the academic performance of students (Mugahed Al-Rahmi & Shahizan Othman, 2011)

## **2.1 Social Media Sites**

In accordance to Jessica, (2009), "Social networking sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a

list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system.”

The researcher defined social media online as

“As virtual communities which allow people to connect and interact with each other on a particular subject or to just “hang out” together online. Social media sites around the globe provide users with a number of options to interact with each other through entertainment, chats, gossips, and games”. Through these set of social network students platforms are bale in meeting to the interaction with each other on several interests and topics. Importance of social media sites in relating to the building of effective collaboration and communication cannot be neglected at any instance.

Since recent years, the usage of the social media networking has being extensively utilized by the students for the educational purposes, however, its impact on the student’s academic performance cannot be neglected at any instance.

## **2.2 Educational Use of the Social Networks**

Social network has become one of integral parts of the students in the smooth running of the social life (Mugahed& Othman, 2011). These social networks have overall become significant as it serves as the platforms for the users in interacting and relating with their colleagues and peers. Social networks are being considered as one of the learning platforms and communities that can be used in enhancing the engagement of the students and improving performance.

Various of the research works (Haq& Chand 2012; Mugahed& Othman, 2011) have found various positive results in the building of effective online community engagement and communication amongst the students and peers. Research workPaul, Baker and Cochran, (2012) reflected that the written communication on the cyberspace overall enable the students to take part in the discussion at time that is convenient to them as well as articulating the ideas in the more appropriate and careful way and in structured ways.

In support of the research Kirschner, (2010) findings reflected that the “Web-based discussions can contribute to the development of students’ reflective ability and critical thinking skills.” Also in comparison to the face to face interaction, learners are more willing to the voice their perspectives or the even disagreements and is more attuned others opinions and views in the online discussion. In accordance to the research work Boyd and Ellison, (2007) students believe that it is really fun for their lecturers to the utilization of the social media. The findings also reflected that the results and academic performance of the students is much better who use the social media network for their education in comparison to the students who prefer alone learning. This was revealed in the University of Education.

Many researches have outlined many benefits that social media provides to the students in context to the education. The research study (Chickering and Gamson 1987) outlined that the good and appropriate utilization of the social media can help in building good communicative platform amongst the student and the teacher. Through the use of social media, teacher can share videos, audios and educational material to the learners which can overall help in the good conceptual learning. On the other hand, teacher can upload lecture notes in more effective way which can also be very helpful for the learners who have missed any lecture.

Tribune, (2013) indicated that the students have gained good vocabulary and improved their communicative skills, especially writing skill as their participation on the social networks which include Twitter and Facebook. The research findings reflected that the exchange of the resources, discussions and assignments related to the academic work and other various issues on the social network amongst the students.

### **2.3 Academic performance and Social Networks**

Mixed views and perceptions have being extracted from the researchers and academics related to the impact of the utilization of social networks by the learners on the academic performances. Most of the research studies (Jamil et.al 2013; Kirschner, 2010) have reflected that the student’s participation have tend to have both, positive as well as negative impact on their education or learning process. For instance, the research survey conducted has reflected

that the high use of the social media networking only for the entertainment and not considering as a tool for the learning prospective tends to have very negative impact on the academic performance as the learner spends lot of time on the social networks and due to which he or she is distracted from the education.

Kirschner, (2010) 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”. The academic performance of the students’ needs to be effectively managed in keeping the views of all the parameters and components which tend to have both, negative as well as positive impact on the educational performance. The utilization of the technologies such as internet and social media networks are considered to be one of the significant factors in influencing the educational performance of the students directly.

Many researches and studies found negative impact of the social media networking participation by the students on the students on the academic performance. In the research study (Jamil et.al 2013) findings reflected that the significant adverse relationship between the usage of Facebook and the academic performance. Users of Facebook reported that the lower GPA in comparison to the students who have being not the users of the Facebook or even spending few hours studying on the average than the Facebook Nonusers.

Most of the students claim that the utilization of the Facebook accounts at least once in a week. Research study found that “8.9% of students in 2000, and 4.4% in 2003, reported that their grades had suffered as a result of too much time spent on the Internet as well as on social media networks.”

# Chapter Three

## Research Methodology

## **Chapter 3**

### **Research Methodology**

Chapter 3 provides the information related to the research conducted on thesis.

Methodology of any research tells that how the research is conducted. It is an important chapter of the thesis. It gives complete overview of what type of research it is, how the data is collected, the sample size of the research, and the technique of the research what test is applied. In this research, the data is collected through questionnaire from the students of different universities of Karachi. There were 350 respondents chosen from different departments were asked to fill the questionnaire to get the result to know the impact of social media on academic performance of different universities of Karachi. The instrument used for the research is both likert scale and close ended questions in order to measure the respondent attitude for research findings.

#### **3.1 Nature of Research:**

This research is quantitative in nature. Quantitative research is the type of research in which the result is generated through statistical mean. In this research the test which are applied are regression and correlation analysis. It is based on primary data to be collected from university students as well as secondary data that is collected from previous research related to the topic.

#### **3.2 Sampling Technique and Sample Size**

The target population for the study was the university students including the different level graduates, post graduate, phd from various university student in Karachi, Pakistan.

Sample size of the thesis determines how many respondents will participate or to be chosen to test the research and to generate result. The target population of this research is the students of different universities age between 19-25 years old. The group is comprised of 50% females and 50% males. The sample size is comprised of 350 students from different universities.

Convenience sampling is a type of non-probability sampling technique. Non-probability sampling focuses on sampling techniques that are based on the judgement of the researcher in this research the Convenience sampling has been utilized.



### **3.3 Data Collection Method**

#### **3.3.1 Primary Data**

The data collected on first hand through various tools such as questionnaire is called primary data. To collect primary data, a fine, well designed and pre tested questionnaire is used to carry out this study.

Questionnaire is a list of questions used to take views of the respondents in a limited frame. There are different types of questions listed in questionnaire. Closed ended questions are used in designing the questionnaire. A five point Likert scale method is lists of questions which are on scale from strongly disagree to strongly agree.

The questionnaire designed for this research is based on Likert method questionnaire.

The questionnaires were distributed in the different universities that are Iqra University, Bahria University, and SZABIST and others. The students from different department were asked to fill the questionnaire from each class.

#### **3.3.2 Secondary Data**

The data that is collected through different articles, previous researches, newspapers, online forums, digital library and books etc. is called Secondary Data. The secondary data for this research is collected through various researches previously done in different countries.

#### **3.3.3 Development of Questionnaire**

Questionnaires of this research have being developed on the basis of the variables extracted from the past researches. In this questionnaire, we have used likert scale which indicates components that are Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

### **3.4 Data Integration Method**

For the purpose of data analysis and to integrate the data, Statistical Package for Social Sciences (SPSS) software is used. Regression Analysis, correlation and Chi square tests are used in this research.

### **3.4.1 Regression Analysis**

Regression analysis is a way of estimation as to how variables have relationship with each other. It tells how the change affected dependent variable when any of the independent variables slightly get changed while others remain constant (Haque Jahanzaib, 2013)..

### **3.4.2 Correlation Analysis**

It is the type of relationship between two variables in such a manner when one variable changes systematically, the other variable will also experience the change systematically.

### **3.4.3 Chi Square Test**

In statistical context, the test used to get the goodness of fit between the data being expected from hypothesis and the data being observed or received.

### **3.4.4 ANOVA**

Analysis of variance known as Anova is widely used in statistical test. It tells us the mean difference between different groups and their related methods.

## Chapter Four

# Data Analysis, Interpretation and Presentation

## **Chapter 4**

### **Data Analysis and Presentation**

This data analysis and presentation chapter plays a very dynamic role leading towards the completion of the study. Modern information technology system has changed the entire world so drastically. In today's world the medium of internet is so fast that everyone is engaged in their own interest. Internet and social media networking is playing a vital role in everybody life as a student, teacher, doctor, businessman and so. Advancement system of information technology and its abundance usage significantly directly impact people lives. Social media has become student's daily life routine, in this era everyone follows and competes with each other either in technology or profession.

The researcher mainly focuses is on analysing the impact of social media for determining the academic performance evaluated with the support of university students. This chapter is divided into four statistical tests. First statistical test is frequency analysis covering the important personal information about university student such as gender, age, education level, visiting social media web sites and many other related activities performed that directly as well as indirectly connected with social media and academic performances. Second statistical test is correlation analysis which is used for testing of suggested hypotheses derived with research model. Third statistical test is regression analysis which is used for determining the statistical process for estimating the relationships among variables. These variables are independent and other one is dependent variable.

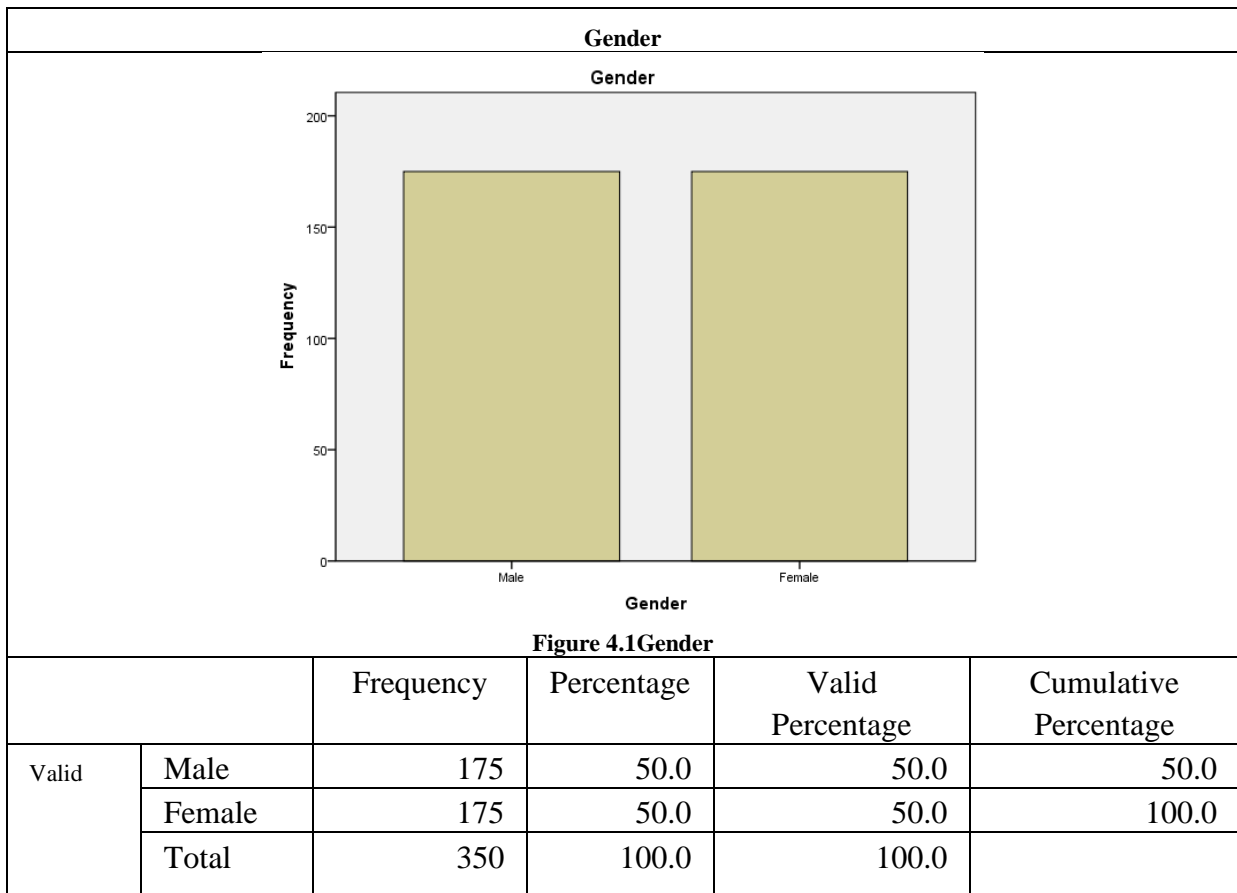
Questionnaire has being developed and designed based on the basis of the likert scale which includes the parameters of strongly agree, agree, neutral, disagree, and strongly disagree. In accordance to the research model it is analysed that independent variable is social media use and dependent variable is academic performance. Forth statistical test is Pearson chi square used for determining the relationship among variables.

In the context of the data analysis, the questionnaire views and perceptions have being extracted and analysed through the implication of various tests that includes correlation, and regression analysis.

### 4.1 Frequencies Analysis

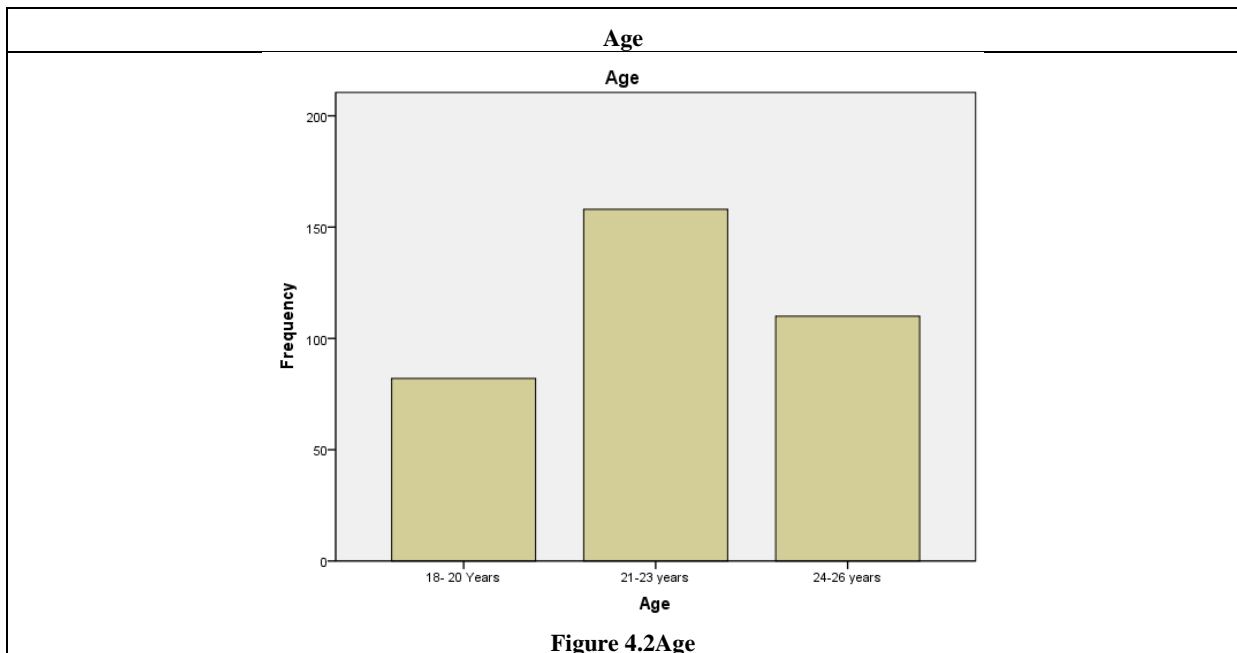
Important frequency analysis is extracted for determining the impact of social media on academic performance of university students is given below:

**Table 4-1Gender**



The result of gender is divided into two components. First component is male and second one is female. In accordance to result, it is determined that male participation for conduction of the study having frequency ratio of 175, out of 350 respondents and female student participation is also same which 175, out of 350 respondents is helpful for completion of the study.

**Table 4-2Age**

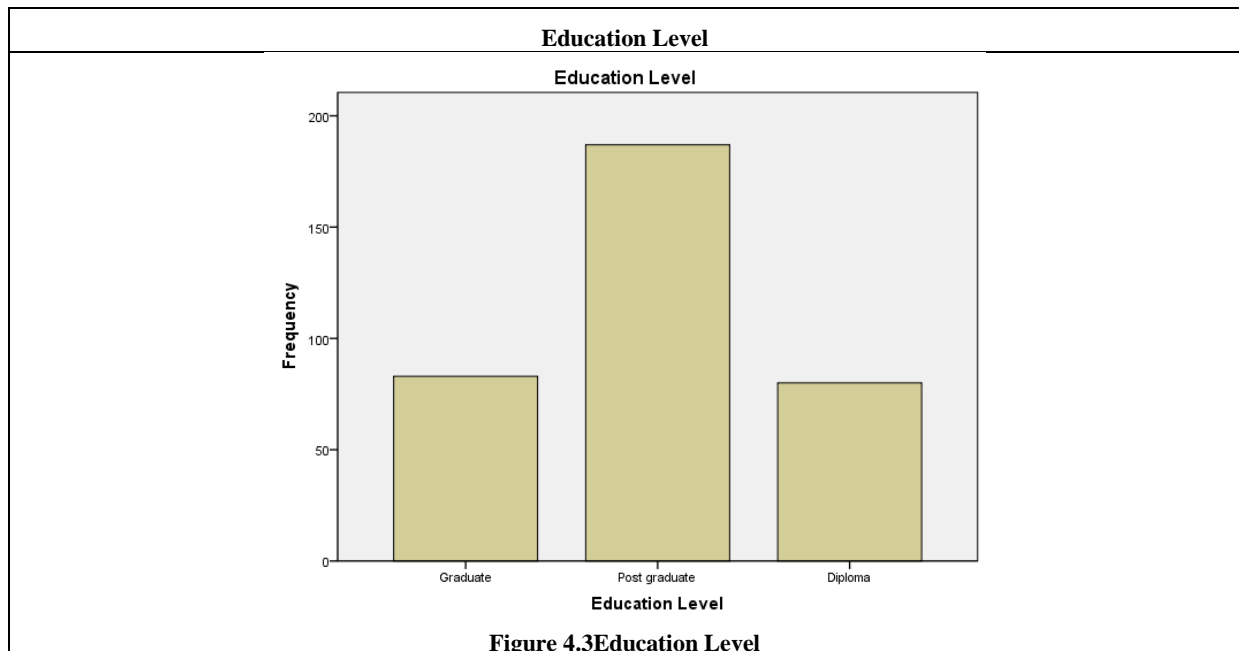


**Figure 4.2Age**

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	18- 20 Years	82	23.4	23.4	23.4
	21-23 years	158	45.1	45.1	68.6
	24-26 years	110	31.4	31.4	100.0
	Total	350	100.0	100.0	

The result shows that age table plays a very important role for completion of the study in term of analysing the impact of social media on academic performance of university student. This employee age result is divided into three components. First one is in between the age of 18 to 20 years, second one is 21 to 23 years and third one is in between the 24 to 26 years. These students age participate for conduction of the study based on their year of experience. In accordance to the results the frequency of 18 to 21 year i-e 82, out of 350 respondents, 21 to 23 years has frequency of 158, out of 350 respondents and 24 to 26 years having frequency of 110, out of 350 respondents helpful for conduction of the study.

**Table 4-3 Education Level**

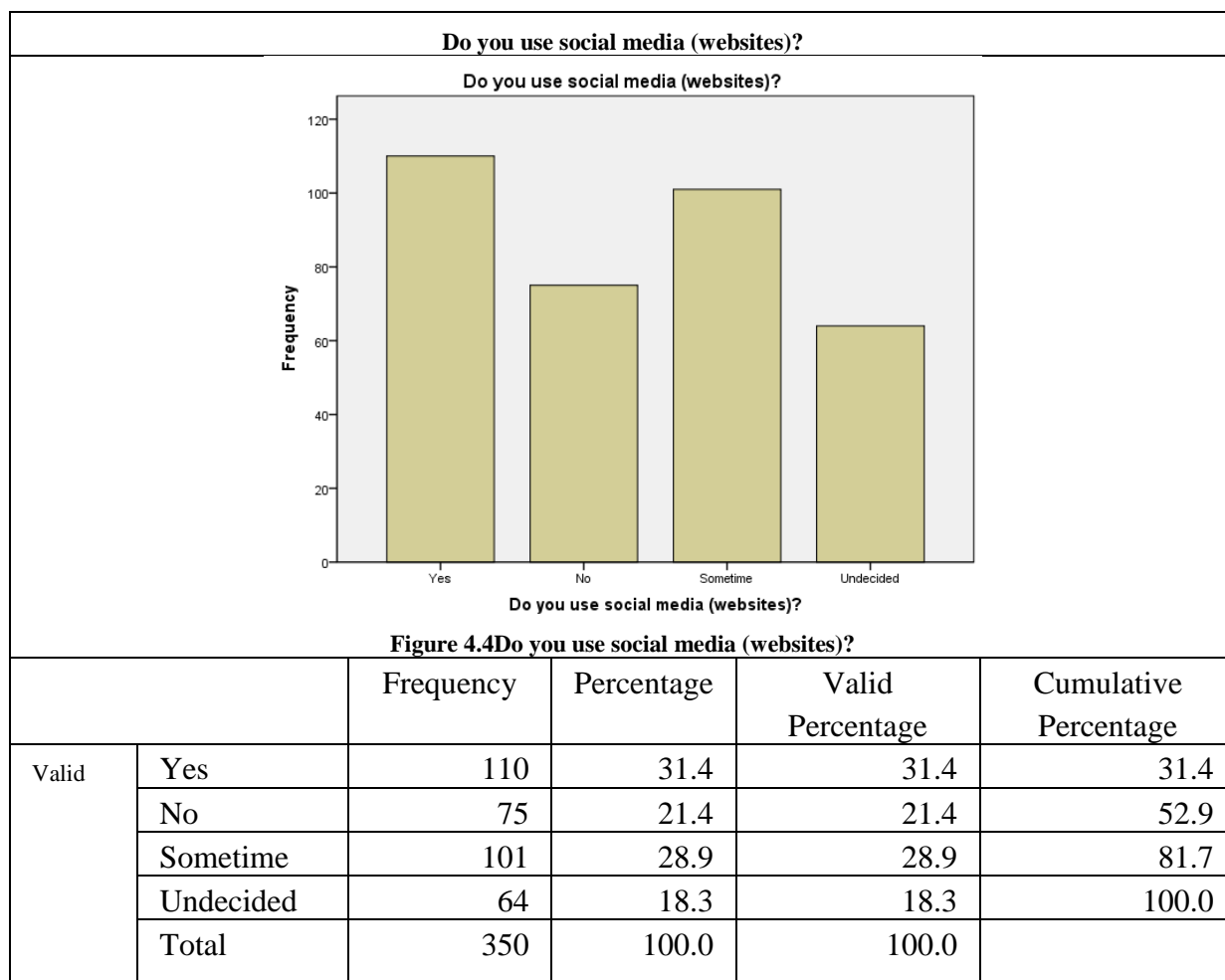


**Figure 4.3 Education Level**

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Graduate	83	23.7	23.7	23.7
	Post graduate	187	53.4	53.4	77.1
	Diploma	80	22.9	22.9	100.0
	Total	350	100.0	100.0	

The result shows that education level table plays a very important role for completion of the study in term of analysing the impact of social media on academic performance of university student. This education level result is divided into three components. First one is graduate student, second one is post graduate and third one is diploma. These students educational level participate for conduction of the study based on their year of experience. In accordance to the results the frequency of graduate student i-e 83, out of 350 respondents, post graduate student having frequency of 187, out of 350 respondents and diploma having frequency of 80, out of 350 respondents helpful for conduction of the study.

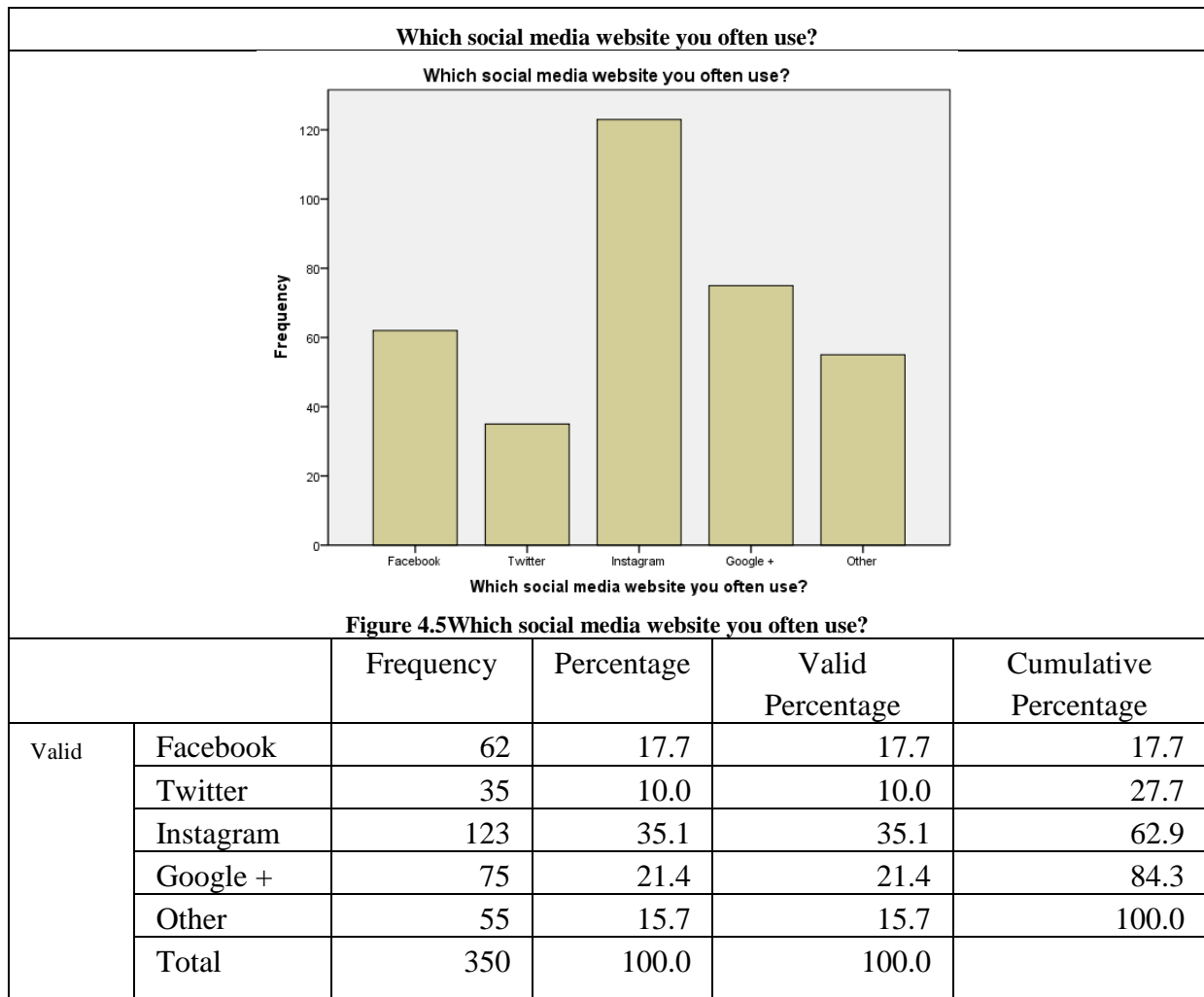
**Table 4-4 Do you use social media (websites)?**



The result shows that do you use social media table plays a very important role for completion of the study in term of analysing the impact of social media on academic performance of university student. This social media websites are divided into four components. First one is yes, second one is no, third one is sometime and forth one is undecided. These students educational level participate for conduction of the study based on their year of experience. In accordance to the results the frequency of yes student i-e 110, out of 350 respondents, no student having frequency of 75, out of 350 respondents, sometime having frequency of 101, out of 350 respondents and undecided having frequency of 64, out of 350 respondents helpful for conduction of the study.

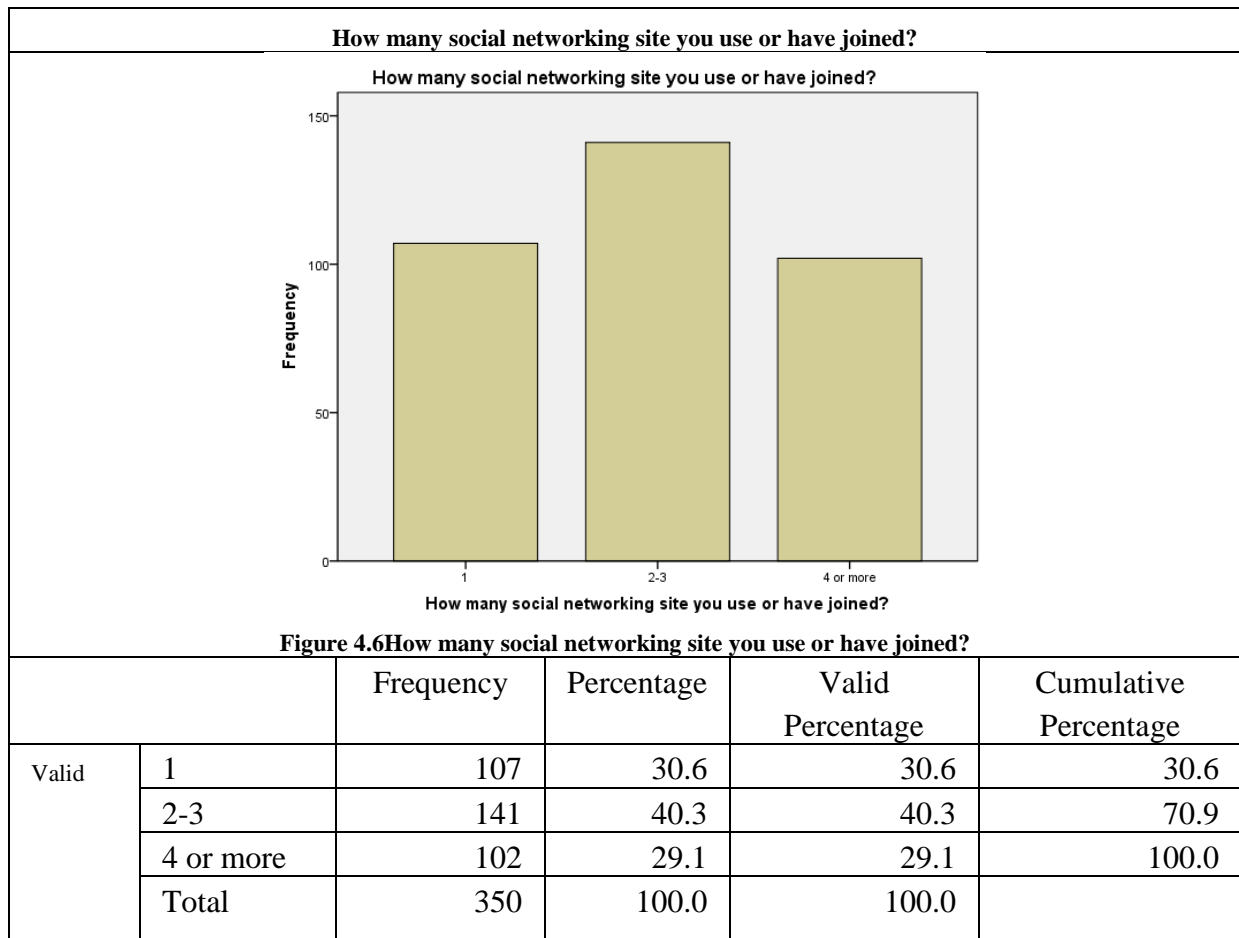


**Table 4-5 Which social media website you often use?**



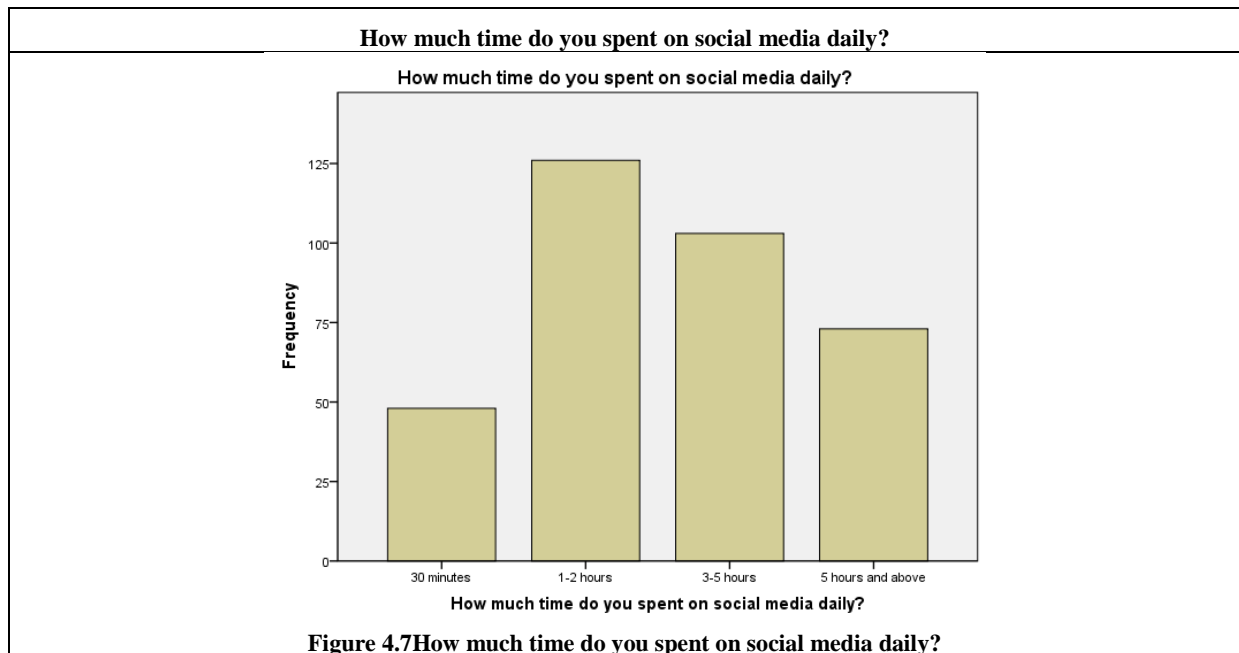
The result shows that which social media website table plays a very important role for completion of the study in term of analysing the impact of social media on academic performance of university student. This social media websites are divided into five components. First one is facebook, second one is twitter, third one is in stag ram, forth one is Google + and fifth one is other. In accordance to the results the frequency of Facebook student i-e 62, out of 350 respondents, twitter student having frequency of 123, out of 350 respondents, Google + having frequency of 75, out of 350 respondents and other having frequency of 55, out of 350 respondents helpful for conduction of the study.

**Table 4-6**How many social networking site you use or have joined?



The result shows that how many social networking sites you use or have joined table plays a very important role for completion of the study in term of analysing the impact of social media on academic performance of university student. These social networking sites you use are divided into three components. First one is 1, second one is 2 to 3 and third one is 4 or more. In accordance to the results the frequency of 1 i-e 107, out of 350 respondents, 2 to 3 having frequency of 141, out of 350 respondents and 4 or more having frequency of 102, out of 350 respondents helpful for conduction of the study.

**Table 4-7**How much time do you spent on social media daily?



**Figure 4.7**How much time do you spent on social media daily?

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	30 minutes	48	13.7	13.7	13.7
	1-2 hours	126	36.0	36.0	49.7
	3-5 hours	103	29.4	29.4	79.1
	5 hours and above	73	20.9	20.9	100.0
	Total	350	100.0	100.0	

The result shows that how much time do you spent on social media daily table plays a very important role for completion of the study in term of analysing the impact of social media on academic performance of university student. This social media daily are divided into four components. First one is 30 minutes, second one is 1 to 2 hours, third one is 3 to 5 hours and forth one is 5 hours and above. These students educational level participate for conduction of the study based on their year of experience. In accordance to the results the frequency of 30 minutes student i-e 48, out of 350 respondents, 1 to 2 hours student having frequency of 126, out of 350 respondents, 3 to 5 hours having frequency of 103, out of 350 respondents and 5 hours and above having frequency of 73, out of 350 respondents helpful for conduction of the study.

## 4.2 Correlations Analysis

Correlation analysis is used for testing of suggested hypotheses extracted with the support of theoretical framework model. The result of correlation analysis is given below:

**Table 4-8 Correlations**

<b>Correlations</b>			
		Social Media Use	Academic Performance
Social Media Use	Pearson Correlation	1	.421**
	Sig. (2-tailed)		.000
	N	350	350
Academic Performance	Pearson Correlation	.421**	1
	Sig. (2-tailed)	.000	
	N	350	350
** . Correlation is significant at the 0.01 level (2-tailed).			

Correlation analysis of this study is based on one independent variable and one dependent variable. Independent variable is social media use and dependent variable is academic performance. The researcher develop one hypothesis which is social media use is positively associated with academic performance. The Pearson correlation value i-e .421\*\*, significant level i-e .000 and number of respondent is 350. Hence, hypothesis is proved and supports this study for further proceeding.

## 4.3 Regression Analysis

Regression analysis is used for finding the impact of one independent variable on dependent variable. In accordance to the research model independent variable is social media use and dependent variable is academic performance. The process of regression analysis is determined for estimation the relationship among variable. The result of variable entered or removed is given below:

**Table 4-9 Variables Entered**

<b>Variables Entered/Removed<sup>b</sup></b>			
Model	Variables Entered	Variables Removed	Method
1	Social Media Use	.	Enter
a. All requested variables entered.			
b. Dependent Variable: Academic Performance			

In this variable entered or removed result is based on model 1 having three components. First one is variable entered such as social media use, second one is variable removed having power is null and third one is method is enter. The result of model summary is given below:

**Table 4-10 Model Summary**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421 <sup>a</sup>	.178	.175	2.28311
a. Predictors: (Constant), Social Media Use				

Model summary is derived with the help of main predictor such as social media. The main functionality of this model summary is evaluated with regression R i-e .421, R square i-e .178, adjusted R square i-e .175 and standard error of the estimation i-e 2.28311. The result of Anova is given below:

**Table 4-11 ANOVA**

<b>ANOVA<sup>b</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	391.564	1	391.564	75.119	.000 <sup>a</sup>
	Residual	1813.989	348	5.213		
	Total	2205.554	349			
a. Predictors: (Constant), Social Media Use						
b. Dependent Variable: Academic Performance						

The result of Anova is divided into two aspects. First one is having the value of regression and second one is residual. The result shows that the value of regression and residual based on sum of squares and df i-e (391.564, 1813.989 and 1, 348) mean square i-e (391.564 and 5.213), frequency is determined for showing the variances in the model having i-e 75.119% at the level of significant is .000. The result of coefficients is given below:

**Table 4-12 Coefficients**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.469	.593		7.543	.000
	Social Media Use	.564	.065	.421	8.667	.000
a. Dependent Variable: Academic Performance						

Coefficient result is based on two components. First component is unstandardized coefficients and other is standardized coefficients. In accordance to the research study, social media use is considered as a good predictor having the value of beta i-e .421. So, in today, competitive business environment every one use the latest information technology through social media use for upgrading their internal and external environment or surrounding where people can work.

#### 4.4 Pearson's Chi-square Test for Independence

The Pearson's chi square test is used for finding the relationship among variables. in this study, the researcher emphasis on various variables such as gender relationship with social media use and academic performance, age with social media and academic performance, education with social media and academic performance, do you use social media websites with social media and academic performance and which social media website you often for use through social media use and academic performance. The result of Pearson chi square test for independence is given below:

### 4.4.1 Gender \* Social Media Use

First relationship is determined in between gender and social media use for impacting the social media on academic performance of university student result of cross tabulation is given below:

**Table 4-13 Cross Tabulations**

		<b>Cross Tabulations</b>						
		Social Media Use						
		4.75	5.25	5.50	5.75	6.00	6.25	6.50
Gender	Male	2	3	10	3	1	4	5
	Female	0	0	1	2	0	12	7
Total		2	3	11	5	1	16	12
		Social Media Use						
		6.75	7.00	7.25	7.50	7.75	8.00	8.25
Gender	Male	9	2	14	3	14	4	11
	Female	1	1	1	10	0	2	1
Total		10	3	15	13	14	6	12
		Social Media Use						
		8.50	8.75	9.00	9.25	9.50	9.75	10.00
Gender	Male	10	11	5	8	1	13	4
	Female	35	14	2	0	2	18	2
Total		45	25	7	8	3	31	6
		Social Media Use						
		10.25	10.50	10.75	11.00	11.25	11.50	11.75
Gender	Male	3	9	10	1	1	7	4
	Female	0	2	31	12	0	0	0
Total		3	11	41	13	1	7	4
		Social Media Use				Total		
		12.00		13.00				
Gender	Male	3		0		175		
	Female	9		10		175		
Total		12		10		350		

**Table 4-14 Chi-Square Tests**

<b>Chi-Square Tests</b>			
	Value	df	Sig. (2-sided)

Pearson Chi-Square	140.526 <sup>a</sup>	29	.000
Likelihood Ratio	170.739	29	.000
Linear-by-Linear Association	17.843	1	.000
N of Valid Cases	350		
a. 28 cells (46.7%) have expected count less than 5. The minimum expected count is .50.			

This chi square test is considered as statistical term which is used for finding the relationship in between gender and social media use. The result shows that the value of Pearson chi square test is 140.526, DF i-e 29 and significant level i-e .000. Secondly, likelihood ration result is 170.739, Df is same and level of significant i-e .000, third one is linear by linear association having the Pearson chi square value is 17.843, DF is 1 and significant level is same. 28 cells are used at 46.7%. The result is in positive in nature and bar chart is given below:

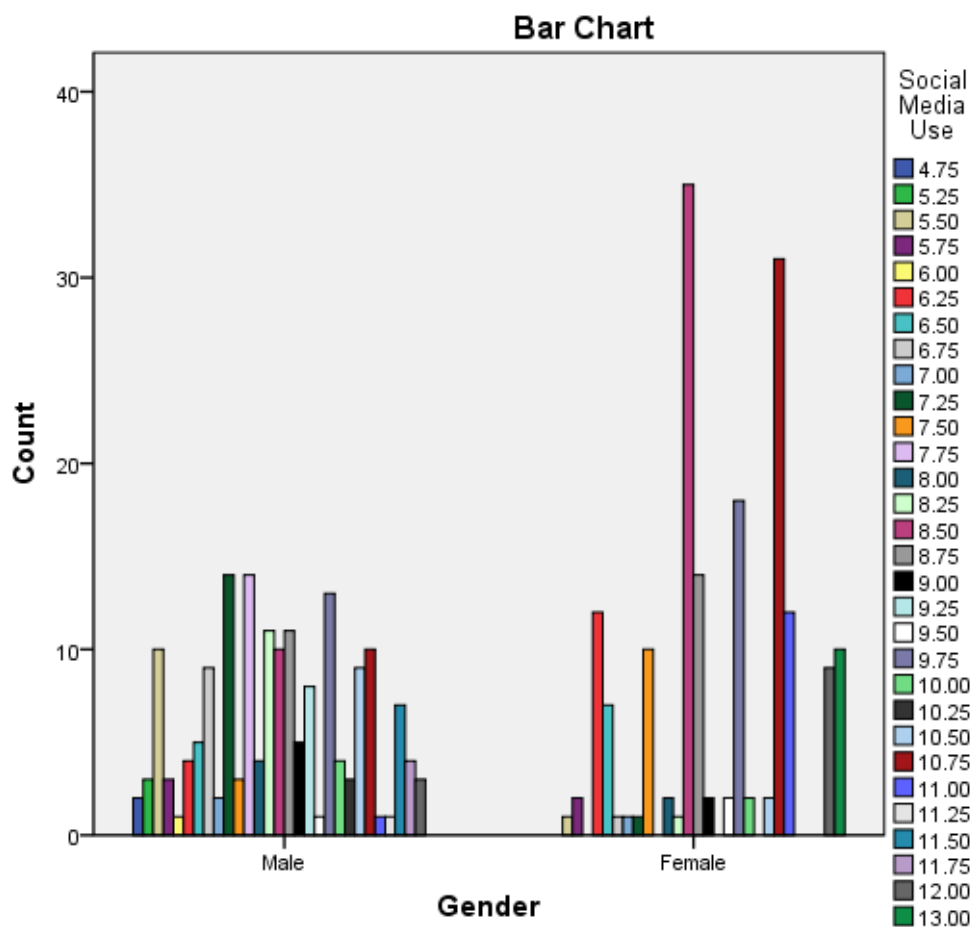


Figure 4.8ChI Results (Multi)



### 4.4.2 Gender \* Academic Performance

First relationship is determined in between gender and academic performance use for impacting the academic performance of university student result of cross tabulation is given below:

**Table 4-15 Cross Tabulations**

Cross Tabulations								
Count								
		Academic Performance						
		3.25	5.00	5.50	5.75	6.00	6.50	6.75
Gender	Male	2	2	7	2	1	2	0
	Female	12	0	0	0	0	35	5
Total		14	2	7	2	1	37	5
		Academic Performance						
		7.00	7.25	7.50	7.75	8.00	8.25	8.50
Gender	Male	3	2	4	11	4	2	8
	Female	0	0	0	2	0	0	1
Total		3	2	4	13	4	2	9
		Academic Performance						
		8.75	9.00	9.25	9.50	9.75	10.00	10.25
Gender	Male	12	5	6	8	18	12	6
	Female	2	0	0	0	72	0	0
Total		14	5	6	8	90	12	6
		Academic Performance						Total
		12.75	13.00	13.25	13.75	14.25	14.75	
Gender	Male	3	0	3	2	4	0	175
	Female	5	30	0	4	0	2	175
Total		8	30	3	6	4	2	350

**Table 4-16 Chi-Square Tests**

Chi-Square Tests			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	231.536 <sup>a</sup>	33	.000
Likelihood Ratio	294.670	33	.000
Linear-by-Linear Association	.865	1	.000
N of Valid Cases	350		

a. 52 cells (76.5%) have expected count less than 5. The minimum expected count is .50.

This chi square test is considered as statistical term which is used for finding the relationship in between gender and academic performance. The result shows that the value of Pearson chi square test is 231.536, DF i-e 33 and significant level i-e .000. Secondly, likelihood ration result is 294.670, Df is same and level of significant i-e .000, third one is linear by linear association having the Pearson chi square value is .865, DF is 1 and significant level is same. 52 cells are used at 76.5%. The result is in positive in nature and bar chart is given below:

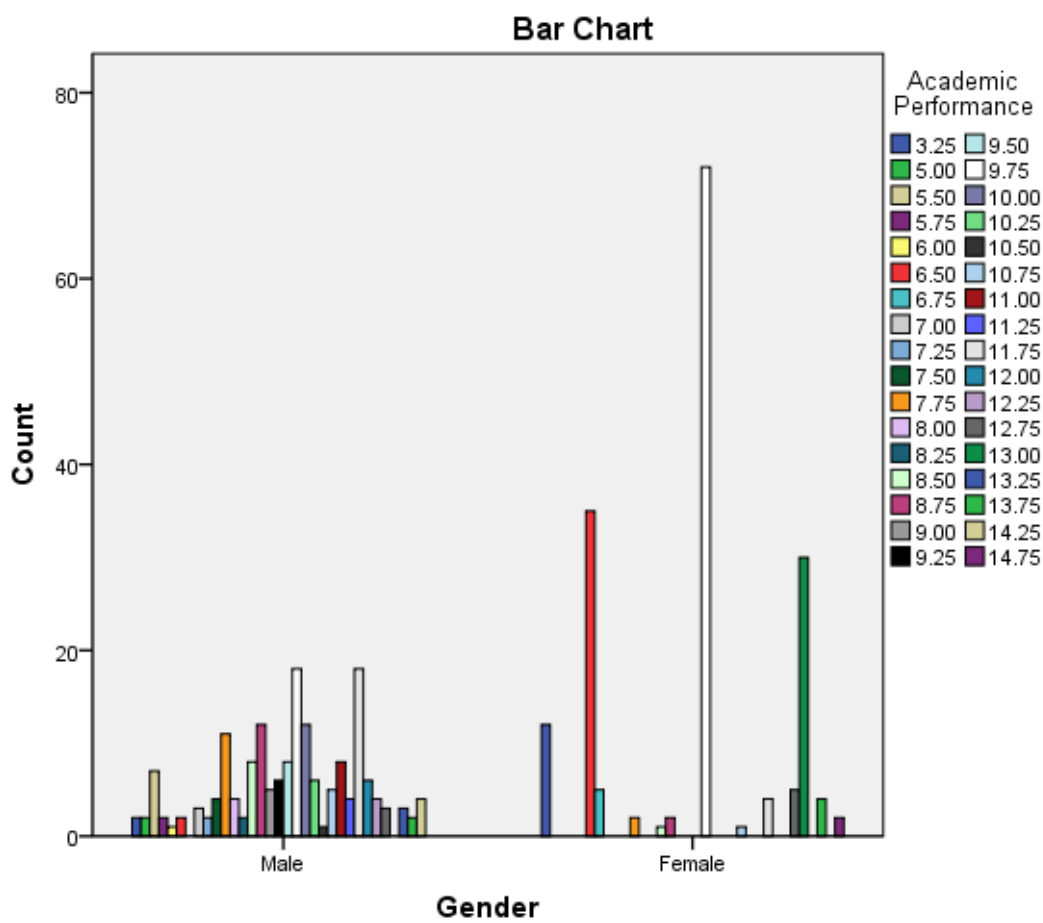


Figure 4.9ChI Results (Multi)

### 4.4.3 Age \* Social Media Use

Second relationship is determined in between age and social media use for impacting the social media of university student result of cross tabulation is given below:

**Table 4-17 Cross Tabulations**

		Cross Tabulations					
		Social Media Use					
		4.75	5.25	5.50	5.75	6.00	6.25
Age	18- 20 Years	1	0	3	1	0	2
	21-23 years	0	3	8	4	1	1
	24-26 years	1	0	0	0	0	13
Total		2	3	11	5	1	16
		Social Media Use					
		6.50	6.75	7.00	7.25	7.50	7.75
Age	18- 20 Years	1	1	1	2	10	4
	21-23 years	8	7	2	9	1	2
	24-26 years	3	2	0	4	2	8
Total		12	10	3	15	13	14
		Social Media Use					
		8.00	8.25	8.50	8.75	9.00	9.25
Age	18- 20 Years	1	0	3	4	1	0
	21-23 years	3	11	13	18	5	6
	24-26 years	2	1	29	3	1	2
Total		6	12	45	25	7	8
		Social Media Use					
		9.50	9.75	10.00	10.25	10.50	10.75
Age	18- 20 Years	0	19	2	0	0	15
	21-23 years	1	8	2	3	6	9
	24-26 years	2	4	2	0	5	17
Total		3	31	6	3	11	41
		Social Media Use					
		11.00	11.25	11.50	11.75	12.00	
Age	18- 20 Years	1	0	0	3	5	
	21-23 years	12	1	6	1	7	
	24-26 years	0	0	1	0	0	
Total		13	1	7	4	12	

		Social Media Use	Total
		13.00	
Age	18- 20 Years	2	82
	21-23 years	0	158
	24-26 years	8	110
Total		10	350

**Table 4-18 Chi-Square Tests**

<b>Chi-Square Tests</b>			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	202.051 <sup>a</sup>	58	.000
Likelihood Ratio	219.753	58	.000
Linear-by-Linear Association	1.161	1	.000
N of Valid Cases	350		
a. 69 cells (76.7%) have expected count less than 5. The minimum expected count is .23			

This chi square test is considered as statistical term which is used for finding the relationship in between age and social media use. The result shows that the value of Pearson chi square test is 202.051, DF i-e 58 and significant level i-e .000. Secondly, likelihood ration result is 219.753, Df is same and level of significant i-e .000, third one is linear by linear association having the Pearson chi square value is 1.161, DF is 1 and significant level is same. 69 cells are used at 76.7%. The result is in positive in nature and bar chart is given below:

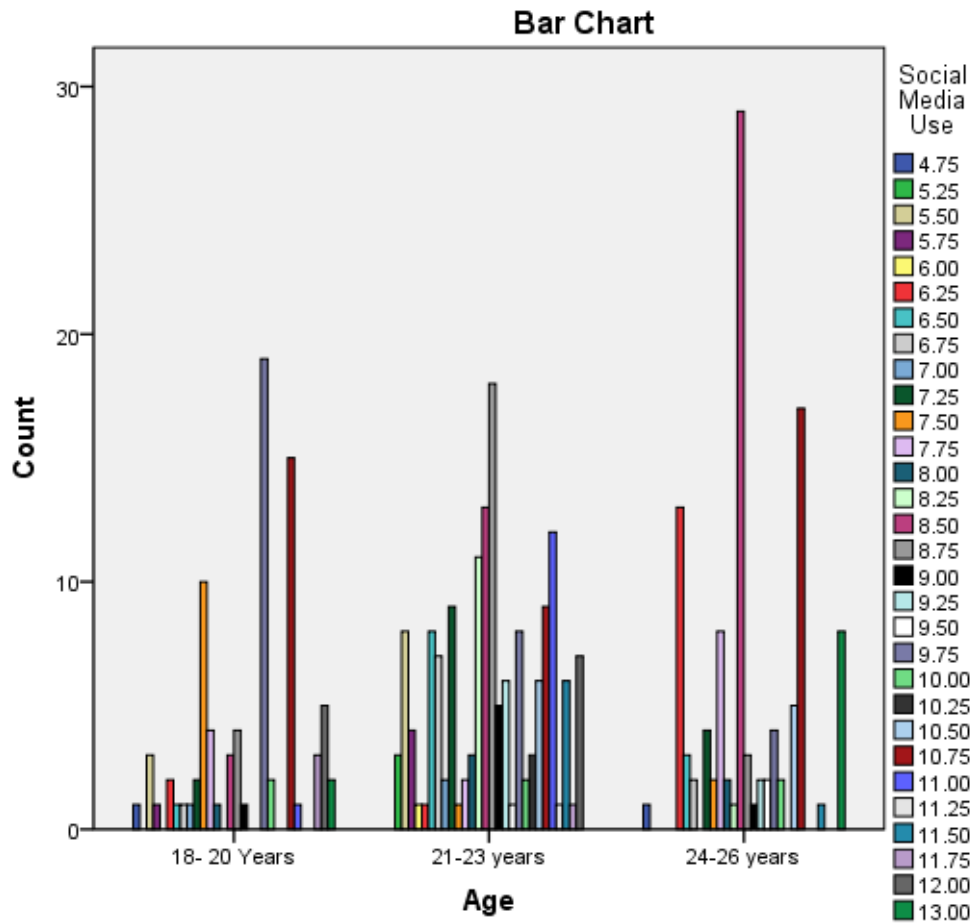


Figure 4.10ChI Results (Multi)

### 4.4.4 Age \* Academic Performance

Second relationship is determined in between age and academic performance for impacting the academic performance of university student result of cross tabulation is given below:

Table 4-19 Cross Tabulations

		Cross Tabulations					
		Academic Performance					
		3.25	5.00	5.50	5.75	6.00	6.50
Age	18- 20 Years	2	0	3	2	0	11
	21-23 years	0	1	4	0	0	7
	24-26 years	12	1	0	0	1	19
Total		14	2	7	2	1	37
		Academic Performance					
		6.75	7.00	7.25	7.50	7.75	8.00
Age	18- 20	3	1	0	0	3	0

	Years						
	21-23 years	2	1	1	4	6	3
	24-26 years	0	1	1	0	4	1
Total		5	3	2	4	13	4
		Academic Performance					
		8.25	8.50	8.75	9.00	9.25	9.50
Age	18- 20 Years	1	1	3	0	2	1
	21-23 years	0	8	6	2	2	2
	24-26 years	1	0	5	3	2	5
Total		2	9	14	5	6	8
		Academic Performance					
		9.75	10.00	10.25	10.50	10.75	11.00
Age	18- 20 Years	27	2	1	0	0	0
	21-23 years	45	4	4	1	6	6
	24-26 years	18	6	1	0	0	2
Total		90	12	6	1	6	8
		Academic Performance					
		11.25	11.75	12.00	12.25	12.75	13.00
Age	18- 20 Years	1	4	0	0	2	7
	21-23 years	2	9	3	2	4	14
	24-26 years	1	9	3	2	2	9
Total		4	22	6	4	8	30
		Academic Performance				Total	
		13.25	13.75	14.25	14.75		
Age	18- 20 Years	0	3	0	2	82	
	21-23 years	3	2	4	0	158	
	24-26 years	0	1	0	0	110	
Total		3	6	4	2	350	

**Table 4-20 Chi-Square Tests**

Chi-Square Tests			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	114.667 <sup>a</sup>	66	.000
Likelihood Ratio	134.479	66	.000
Linear-by-Linear Association	2.914	1	.000
N of Valid Cases	350		

a. 86 cells (84.3%) have expected count less than 5. The minimum expected count is .23.

This chi square test is considered as statistical term which is used for finding the relationship in between age and academic performance. The result shows that the value of Pearson chi square test is 114.667, DF i-e 66 and significant level i-e .000. Secondly, likelihood ration result is 134.479, Df is same and level of significant i-e .000, third one is linear by linear association having the Pearson chi square value is 2.914, DF is 1 and significant level is same. 86 cells are used at 84.3%. The result is in positive in nature and bar chart is given below:

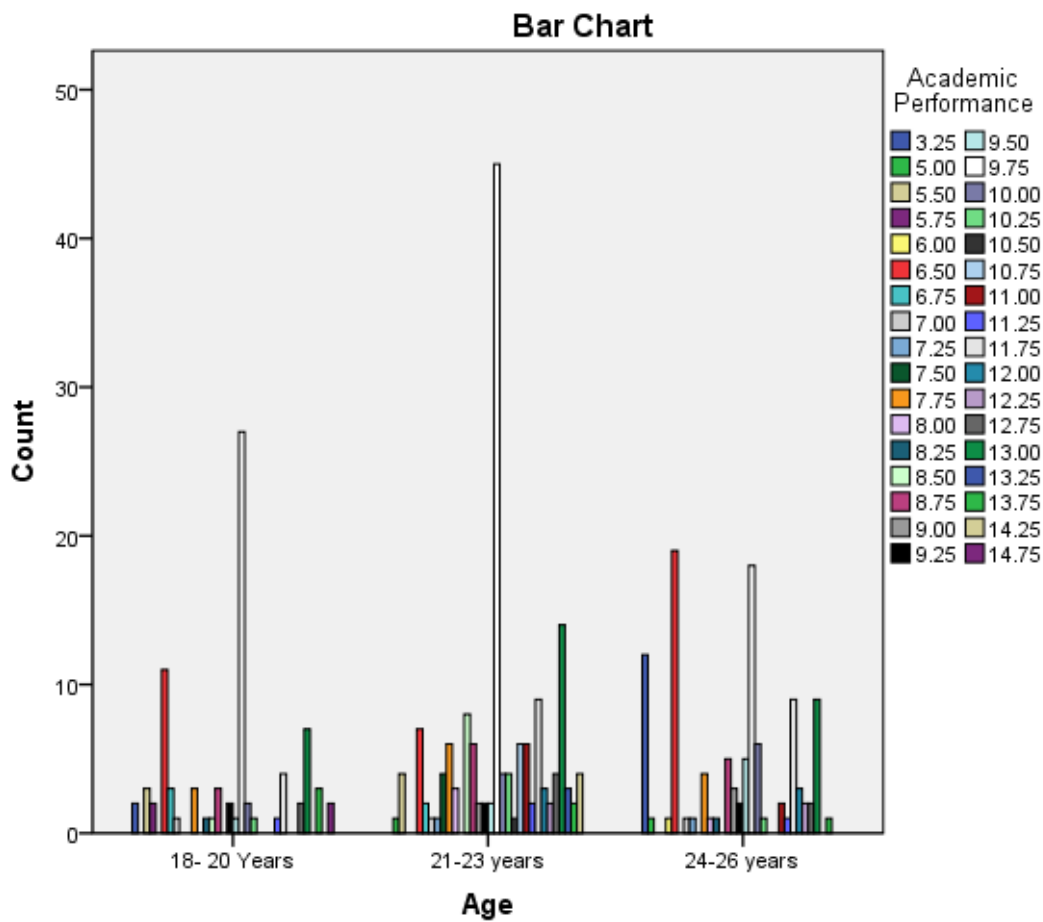


Figure 4.11ChI Results (Multi)

### 4.4.5 Education Level \* Social Media Use

Forth relationship is determined in between education level impacting the social media use of university student result of cross tabulation is given below:

**Table 4-21 Cross Tabulations**

		Social Media Use				
		4.75	5.25	5.50	5.75	6.00
Education Level	Graduate	1	1	0	0	0
	Post graduate	0	0	8	2	1
	Diploma	1	2	3	3	0
Total		2	3	11	5	1
		Social Media Use				
		6.25	6.50	6.75	7.00	7.25
Education Level	Graduate	2	0	3	1	8
	Post graduate	12	10	5	2	2
	Diploma	2	2	2	0	5
Total		16	12	10	3	15
		Social Media Use				
		7.50	7.75	8.00	8.25	8.50
Education Level	Graduate	1	0	2	2	4
	Post graduate	12	11	2	7	37
	Diploma	0	3	2	3	4
Total		13	14	6	12	45
		Social Media Use				
		8.75	9.00	9.25	9.50	9.75
Education Level	Graduate	6	3	3	1	2
	Post graduate	14	3	5	2	17
	Diploma	5	1	0	0	12
Total		25	7	8	3	31
		Social Media Use				
		10.00	10.25	10.50	10.75	11.00
Education Level	Graduate	2	1	0	29	0
	Post graduate	3	0	3	7	13
	Diploma	1	2	8	5	0
Total		6	3	11	41	13
		Social Media Use				
		11.25	11.50	11.75	12.00	
Education Level	Graduate	0	1	0	0	
	Post graduate	0	0	0	9	



	Diploma	1	6	4	3
Total		1	7	4	12
			Social Media Use	Total	
			13.00		
Education Level	Graduate		10	83	
	Post graduate		0	187	
	Diploma		0	80	
Total			10	350	

**Table 4-22 Chi-Square Tests**

<b>Chi-Square Tests</b>			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	228.301 <sup>a</sup>	58	.000
Likelihood Ratio	238.318	58	.000
Linear-by-Linear Association	1.234	1	.000
N of Valid Cases	350		
a. 66 cells (73.3%) have expected count less than 5. The minimum expected count is .23.			

This chi square test is considered as statistical term which is used for finding the relationship in between education level and social media use. The result shows that the value of Pearson chi square test is 228.301, DF i-e 58 and significant level i-e .000. Secondly, likelihood ration result is 238.318, Df is same and level of significant i-e .000, third one is linear by linear association having the Pearson chi square value is 1.234, DF is 1 and significant level is same. 66 cells are used at 73.3%. The result is in positive in nature and bar chart is given below:

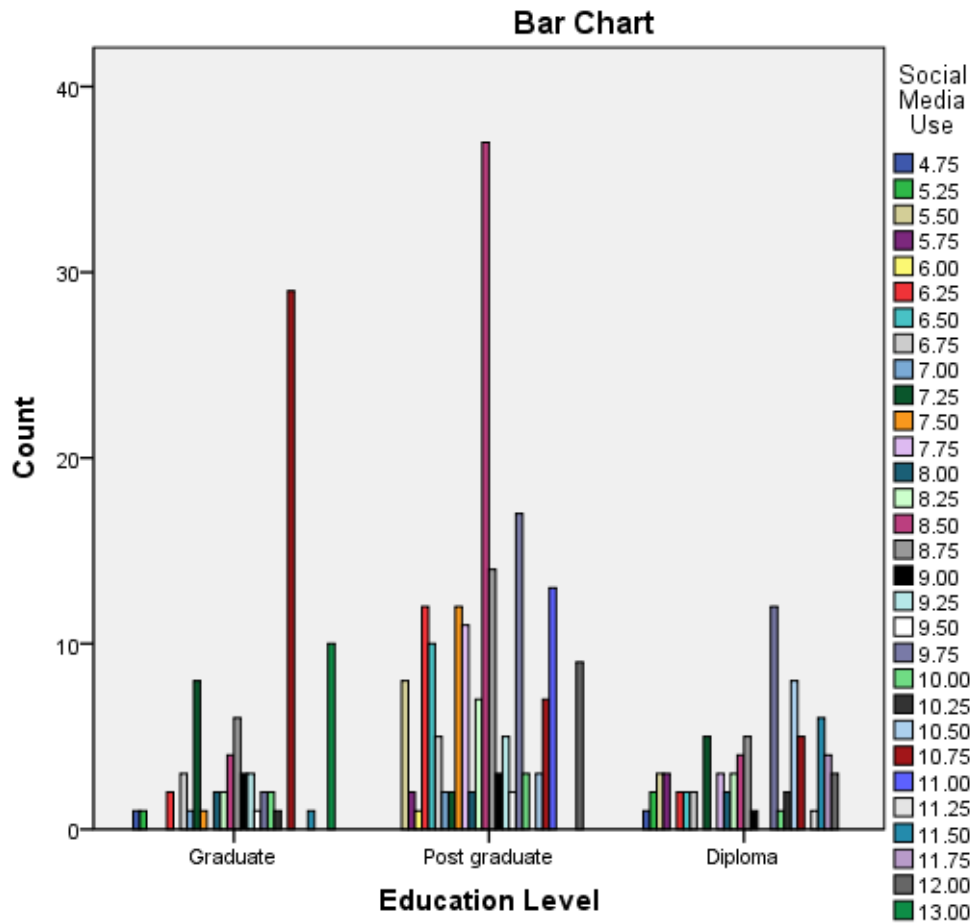


Figure 4.12ChI Results (Multi)

### 4.4.6 Education Level \* Academic Performance

Forth relationship is determined in between education level with academic performance impacting the academic performance of university student result of cross tabulation is given below:

Table 4-23 Cross Tabulations

Cross Tabulations						
Count		Academic Performance				
		3.25	5.00	5.50	5.75	6.00
Education Level	Graduate	0	0	1	2	0
	Post graduate	12	1	2	0	0
	Diploma	2	1	4	0	1
Total		14	2	7	2	1
		Academic Performance				

		6.50	6.75	7.00	7.25	7.50
Education Level	Graduate	0	3	1	1	2
	Post graduate	36	2	1	0	1
	Diploma	1	0	1	1	1
Total		37	5	3	2	4
		Academic Performance				
		7.75	8.00	8.25	8.50	8.75
Education Level	Graduate	0	1	0	2	0
	Post graduate	8	1	0	2	12
	Diploma	5	2	2	5	2
Total		13	4	2	9	14
		Academic Performance				
		9.00	9.25	9.50	9.75	10.00
Education Level	Graduate	2	1	1	25	0
	Post graduate	1	1	1	57	5
	Diploma	2	4	6	8	7
Total		5	6	8	90	12
		Academic Performance				
		10.25	10.50	10.75	11.00	11.25
Education Level	Graduate	1	1	3	3	2
	Post graduate	0	0	3	4	0
	Diploma	5	0	0	1	2
Total		6	1	6	8	4
		Academic Performance				
		11.75	12.00	12.25	12.75	13.00
Education Level	Graduate	12	4	2	0	11
	Post graduate	5	2	0	5	19
	Diploma	5	0	2	3	0
Total		22	6	4	8	30
		Academic Performance				Total
		13.25	13.75	14.25	14.75	
Education Level	Graduate	0	1	1	0	83
	Post graduate	0	4	0	2	187
	Diploma	3	1	3	0	80
Total		3	6	4	2	350

**Table 4-24 Chi-Square Tests**

<b>Chi-Square Tests</b>			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	206.353 <sup>a</sup>	66	.000
Likelihood Ratio	232.171	66	.000
Linear-by-Linear Association	2.191	1	.000
N of Valid Cases	350		
a. 86 cells (84.3%) have expected count less than 5. The minimum expected count is .23.			

This chi square test is considered as statistical term which is used for finding the relationship in between education level and academic performance. The result shows that the value of Pearson chi square test is 206.353, DF i-e 66 and significant level i-e .000. Secondly, likelihood ration result is 232.171, Df is same and level of significant i-e .000, third one is linear by linear association having the Pearson chi square value is 2.191, DF is 1 and significant level is same. 86 cells are used at 84.3%. The result is in positive in nature and bar chart is given below:

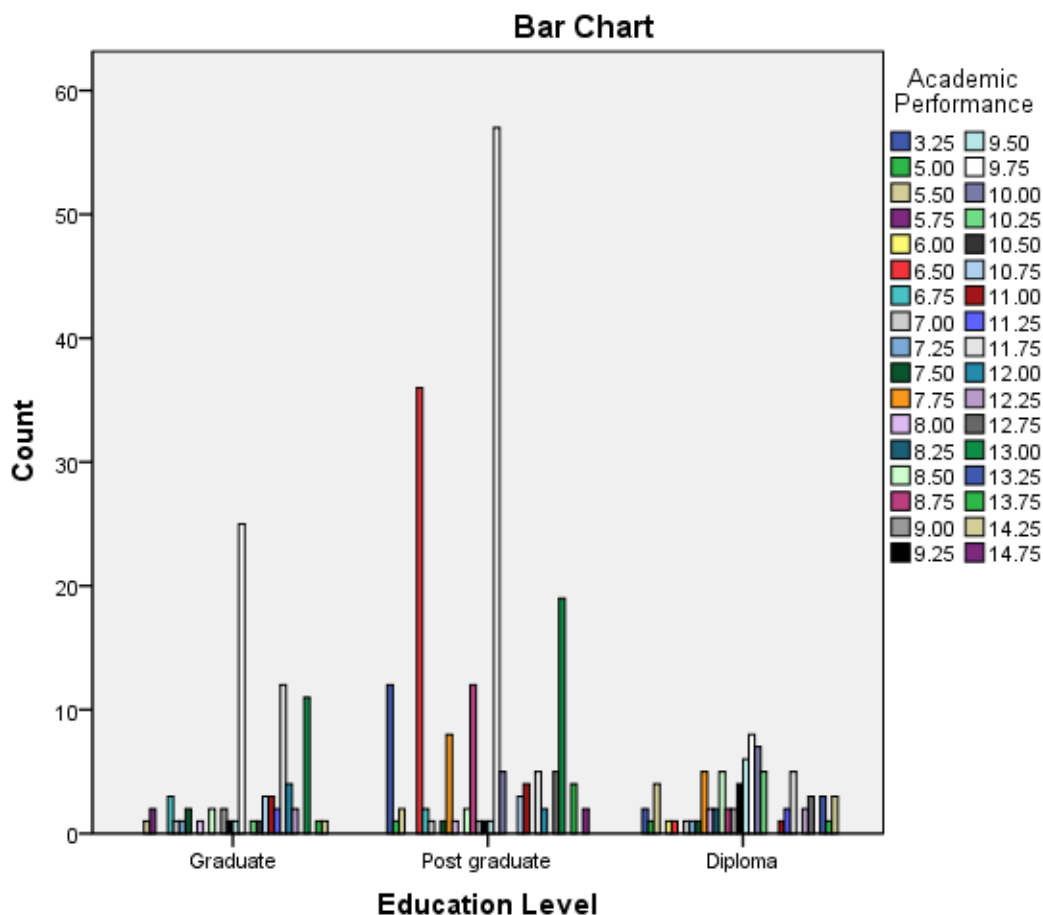


Figure 4.13ChI Results (Multi)

### 4.4.7 Do you use social media (websites)? \* Social Media Use

Forth relationship is determined in between do you use social media various web sites that impacting the social media of university student result of cross tabulation is given below:

Table 4-25 Cross Tabulations

Cross Tabulations						
		Social Media Use				
		4.75	5.25	5.50	5.75	6.00
Do you use social media (websites)?	Yes	1	1	0	1	1
	No	1	2	0	2	0
	Sometime	0	0	11	2	0
	Undecided	0	0	0	0	0
Total		2	3	11	5	1
		Social Media Use				
		6.25	6.50	6.75	7.00	7.25
Do you use social	Yes	2	0	4	2	9

media (websites)?	No	2	8	1	0	4	
	Sometime	10	4	5	1	2	
	Undecided	2	0	0	0	0	
Total		16	12	10	3	15	
		Social Media Use					
		7.50	7.75	8.00	8.25	8.50	
Do you use social media (websites)?	Yes	10	1	2	4	5	
	No	0	3	2	3	8	
	Sometime	3	10	2	5	10	
	Undecided	0	0	0	0	22	
Total		13	14	6	12	45	
		Social Media Use					
		8.75	9.00	9.25	9.50	9.75	
Do you use social media (websites)?	Yes	9	4	4	1	24	
	No	16	2	0	0	2	
	Sometime	0	1	4	2	4	
	Undecided	0	0	0	0	1	
Total		25	7	8	3	31	
		Social Media Use					
		10.00	10.25	10.50	10.75	11.00	
Do you use social media (websites)?	Yes	3	0	0	6	7	
	No	0	2	5	2	5	
	Sometime	3	1	6	4	1	
	Undecided	0	0	0	29	0	
Total		6	3	11	41	13	
		Social Media Use					
		11.25	11.50	11.75	12.00		
Do you use social media (websites)?	Yes	0	0	0	9		
	No	1	2	0	2		
	Sometime	0	5	4	1		
	Undecided	0	0	0	0		
Total		1	7	4	12		
		Social Media Use				Total	
		13.00					
Do you use social media (websites)?	Yes					0	110
	No					0	75
	Sometime					0	101
	Undecided					10	64
Total						10	350

**Table 4-26 Chi-Square Tests**

<b>Chi-Square Tests</b>			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	397.212 <sup>a</sup>	87	.000
Likelihood Ratio	393.790	87	.000
Linear-by-Linear Association	5.058	1	.000
N of Valid Cases	350		
a. 104 cells (86.7%) have expected count less than 5. The minimum expected count is .18.			

This chi square test is considered as statistical term which is used for finding the relationship in between do you use social media websites and social media use. The result shows that the value of Pearson chi square test is 397.212, DF i-e 87 and significant level i-e .000. Secondly, likelihood ration result is 393.790, Df is same and level of significant i-e .000, third one is linear by linear association having the Pearson chi square value is 5.058, DF is 1 and significant level is same. 104 cells are used at 86.7%. The result is in positive in nature and bar chart is given below:

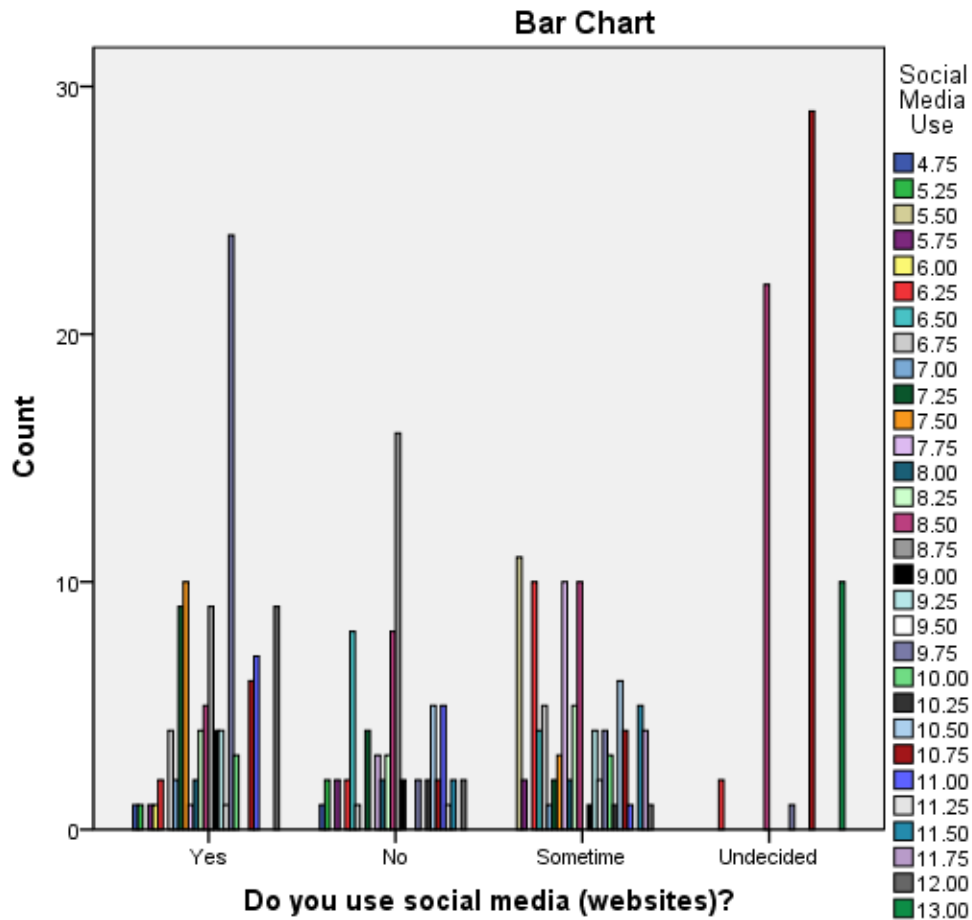


Figure 4.14ChI Results (Multi)

### 4.4.8 Do you use social media (websites)? \* Academic Performance

Forth relationship is determined in between do you use social media various web sites that impacting the academic performance of university student result of cross tabulation is given below:

Table 4-27 Cross Tabulations

Cross Tabulations						
		Academic Performance				
		3.25	5.00	5.50	5.75	6.00
Do you use social media (websites)?	Yes	0	2	3	2	0
	No	0	0	1	0	1
	Sometime	12	0	3	0	0
	Undecided	2	0	0	0	0
Total		14	2	7	2	1
		Academic Performance				



		6.50	6.75	7.00	7.25	7.50
Do you use social media (websites)?	Yes	11	0	2	2	1
	No	7	1	1	0	0
	Sometime	0	1	0	0	3
	Undecided	19	3	0	0	0
Total		37	5	3	2	4
		Academic Performance				
		7.75	8.00	8.25	8.50	8.75
Do you use social media (websites)?	Yes	1	3	2	1	1
	No	1	1	0	2	0
	Sometime	11	0	0	6	13
	Undecided	0	0	0	0	0
Total		13	4	2	9	14
		Academic Performance				
		9.00	9.25	9.50	9.75	10.00
Do you use social media (websites)?	Yes	4	2	1	22	3
	No	1	4	2	24	5
	Sometime	0	0	5	15	4
	Undecided	0	0	0	29	0
Total		5	6	8	90	12
		Academic Performance				
		10.25	10.50	10.75	11.00	11.25
Do you use social media (websites)?	Yes	3	1	4	3	2
	No	3	0	0	1	2
	Sometime	0	0	2	4	0
	Undecided	0	0	0	0	0
Total		6	1	6	8	4
		Academic Performance				
		11.75	12.00	12.25	12.75	13.00
Do you use social media (websites)?	Yes	12	4	2	0	14
	No	3	0	2	1	5
	Sometime	7	2	0	7	0
	Undecided	0	0	0	0	11
Total		22	6	4	8	30
		Academic Performance				Total
		13.25	13.75	14.25	14.75	
Do you use social media (websites)?	Yes	0	1	1	0	110
	No	3	1	3	0	75
	Sometime	0	4	0	2	101
	Undecided	0	0	0	0	64
Total		3	6	4	2	350

**Table 4-28 Chi-Square Tests**

<b>Chi-Square Tests</b>			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	289.696 <sup>a</sup>	99	.000
Likelihood Ratio	321.781	99	.000
Linear-by-Linear Association	7.979	1	.000
N of Valid Cases	350		
a. 122 cells (89.7%) have expected count less than 5. The minimum expected count is .18.			

This chi square test is considered as statistical term which is used for finding the relationship in between do you use social media websites and academic performance. The result shows that the value of Pearson chi square test is 289.696, DF i-e 99 and significant level i-e .000. Secondly, likelihood ration result is 321.781, Df is same and level of significant i-e .000, third one is linear by linear association having the Pearson chi square value is 7.979, DF is 1 and significant level is same. 122 cells are used at 89.7%. The result is in positive in nature and bar chart is given below:

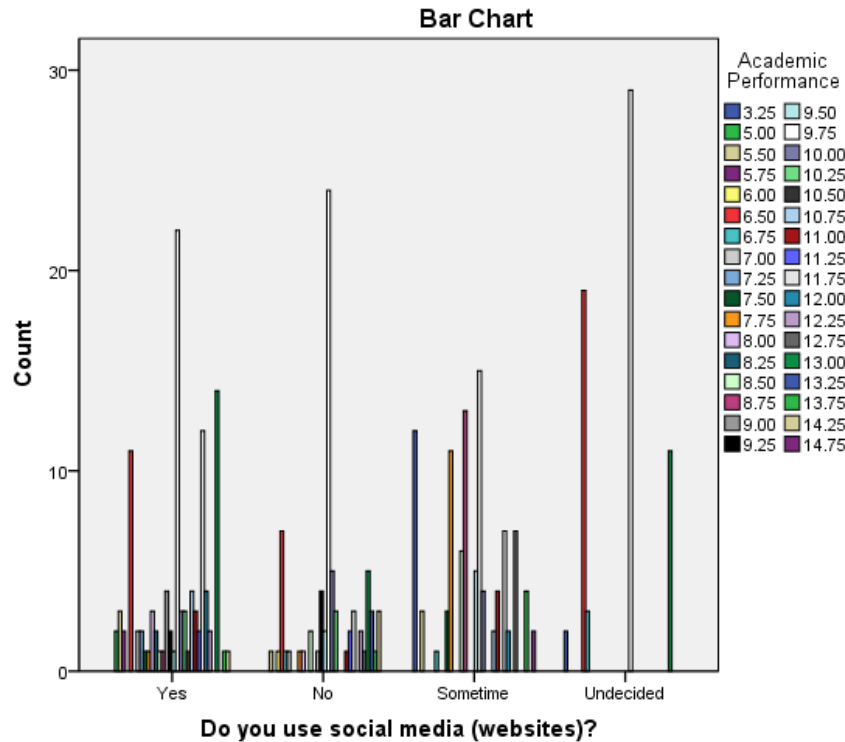


Figure 4.15ChI Results (Multi)

### 4.4.9 Which social media website you often use? \* Social Media Use

Fifth relationship is determined in between which social media website you often use for impacting the social media use of university student result of cross tabulation is given below:

Table 4-29 Cross Tabulations

		Cross Tabulations				
		Social Media Use				
		4.75	5.25	5.50	5.75	6.00
Which social media website you often use?	Facebook	1	1	0	0	1
	Twitter	1	1	0	3	0
	Instagram	0	1	11	2	0
	Google +	0	0	0	0	0
	Other	0	0	0	0	0
Total		2	3	11	5	1
		Social Media Use				
		6.25	6.50	6.75	7.00	7.25
Which social media website you often use?	Facebook	2	0	4	2	9
	Twitter	2	2	1	0	4
	Instagram	12	4	5	1	2
	Google +	0	0	0	0	0

	Other	0	6	0	0	0		
Total		16	12	10	3	15		
		7.50	7.75	8.00	8.25	8.50		
Which social media website you often use?	Facebook	1	1	2	4	1		
	Twitter	0	1	0	3	1		
	Instagram	3	12	4	5	18		
	Google +	9	0	0	0	14		
	Other	0	0	0	0	11		
Total		13	14	6	12	45		
		Social Media Use						
		8.75	9.00	9.25	9.50	9.75		
Which social media website you often use?	Facebook	8	4	4	1	7		
	Twitter	3	0	0	0	5		
	Instagram	0	2	4	2	4		
	Google +	0	0	0	0	7		
	Other	14	1	0	0	8		
Total		25	7	8	3	31		
		Social Media Use						
		10.00	10.25	10.50	10.75	11.00		
Which social media website you often use?	Facebook	3	0	0	5	1		
	Twitter	0	2	2	1	0		
	Instagram	3	1	9	5	1		
	Google +	0	0	0	30	0		
	Other	0	0	0	0	11		
Total		6	3	11	41	13		
		11.25	11.50	11.75	12.00			
Which social media website you often use?	Facebook	0	0	0	0	0		
	Twitter	1	2	0	0	0		
	Instagram	0	5	4	3			
	Google +	0	0	0	5			
	Other	0	0	0	4			
Total		1	7	4	12			
			Social Media Use		Total			
			13.00					
Which social media website you often use?	Facebook					0	62	
	Twitter					0	35	
	Instagram					0	123	
	Google +					10	75	
	Other					0	55	
Total							10	350

**Table 4-30 Chi-Square Tests**

<b>Chi-Square Tests</b>			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	465.552 <sup>a</sup>	116	.000
Likelihood Ratio	460.628	116	.000
Linear-by-Linear Association	23.889	1	.000
N of Valid Cases	350		
a. 135 cells (90.0%) have expected count less than 5. The minimum expected count is .10			

This chi square test is considered as statistical term which is used for finding the relationship in between which social media website you often to use and social media use. The result shows that the value of Pearson chi square test is 465.552, DF i-e 116 and significant level i-e .000. Secondly, likelihood ration result is 460.628, Df is same and level of significant i-e .000, third one is linear by linear association having the Pearson chi square value is 23.889, DF is 1 and significant level is same. 135 cells are used at 90%. The result is in positive in nature and bar chart is given below:

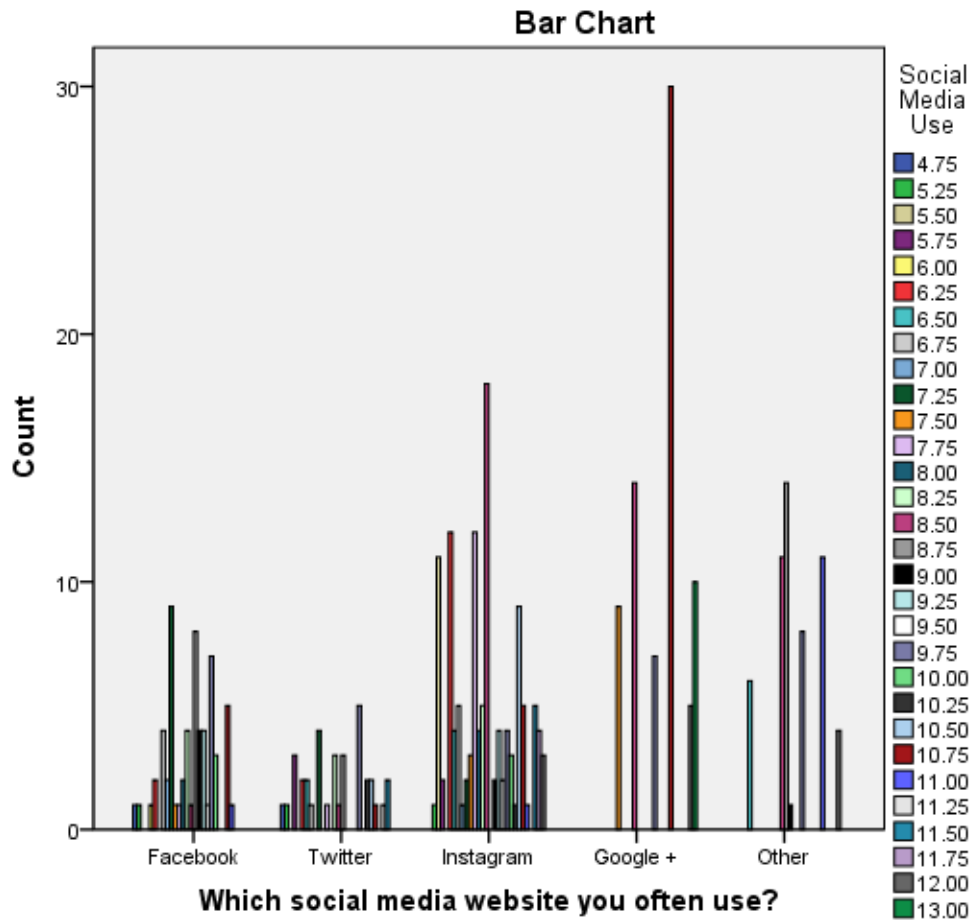


Figure 4.16ChI Results (Multi)

#### 4.4.10 Which social media website you often use? \* Academic Performance

Fifth relationship is determined in between which social media website you often use for impacting the academic performance use of university student result of cross tabulation is given below:

Table 4-31 Cross Tabulations

Cross Tabulations						
		Academic Performance				
		3.25	5.00	5.50	5.75	6.00
Which social media website you often use?	Facebook	0	2	3	2	0
	Twitter	0	0	1	0	1
	Instagram	14	0	3	0	0
	Google +	0	0	0	0	0
	Other	0	0	0	0	0
Total		14	2	7	2	1

		Academic Performance						
		6.50	6.75	7.00	7.25	7.50		
Which social media website you often use?	Facebook	1	0	2	1	1		
	Twitter	1	0	1	1	0		
	Instagram	8	1	0	0	3		
	Google +	21	3	0	0	0		
	Other	6	1	0	0	0		
Total		37	5	3	2	4		
		Academic Performance						
		7.75	8.00	8.25	8.50	8.75		
Which social media website you often use?	Facebook	1	3	2	0	1		
	Twitter	1	1	0	2	0		
	Instagram	11	0	0	6	13		
	Google +	0	0	0	0	0		
	Other	0	0	0	1	0		
Total		13	4	2	9	14		
		Academic Performance						
		9.00	9.25	9.50	9.75	10.00		
Which social media website you often use?	Facebook	4	1	1	3	2		
	Twitter	1	5	2	4	6		
	Instagram	0	0	5	15	4		
	Google +	0	0	0	35	0		
	Other	0	0	0	33	0		
Total		5	6	8	90	12		
		Academic Performance						
		10.25	10.50	10.75	11.00	11.25		
Which social media website you often use?	Facebook	2	1	4	3	2		
	Twitter	4	0	0	1	2		
	Instagram	0	0	2	4	0		
	Google +	0	0	0	0	0		
	Other	0	0	0	0	0		
Total		6	1	6	8	4		
		Academic Performance						
		11.75	12.00	12.25	12.75	13.00		
Which social media website you often use?	Facebook	12	4	2	0	0		
	Twitter	0	0	0	0	0		
	Instagram	10	2	2	8	0		
	Google +	0	0	0	0	16		
	Other	0	0	0	0	14		
Total		22	6	4	8	30		
					Total			
Academic Performance								
					13.25	13.75	14.25	14.75

Which social media website you often use?	Facebook	0	1	1	0	62
	Twitter	0	1	0	0	35
	Instagram	3	4	3	2	123
	Google +	0	0	0	0	75
	Other	0	0	0	0	55
Total		3	6	4	2	350

Table 4-32 Chi-Square Tests

Chi-Square Tests			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	500.735 <sup>a</sup>	132	.000
Likelihood Ratio	490.792	132	.000
Linear-by-Linear Association	.399	1	.000
N of Valid Cases	350		
a. 157 cells (92.4%) have expected count less than 5. The minimum expected count is .10.			

This chi square test is considered as statistical term which is used for finding the relationship in between which social media website you often to use and academic performance. The result shows that the value of Pearson chi square test is 500.735, DF i-e 132 and significant level i-e .000. Secondly, likelihood ration result is 490.792, Df is same and level of significant i-e .000, third one is linear by linear association having the Pearson chi square value is .399, DF is 1 and significant level is same. 157 cells are used at 92.4%. The result is in positive in nature and bar chart is given below:



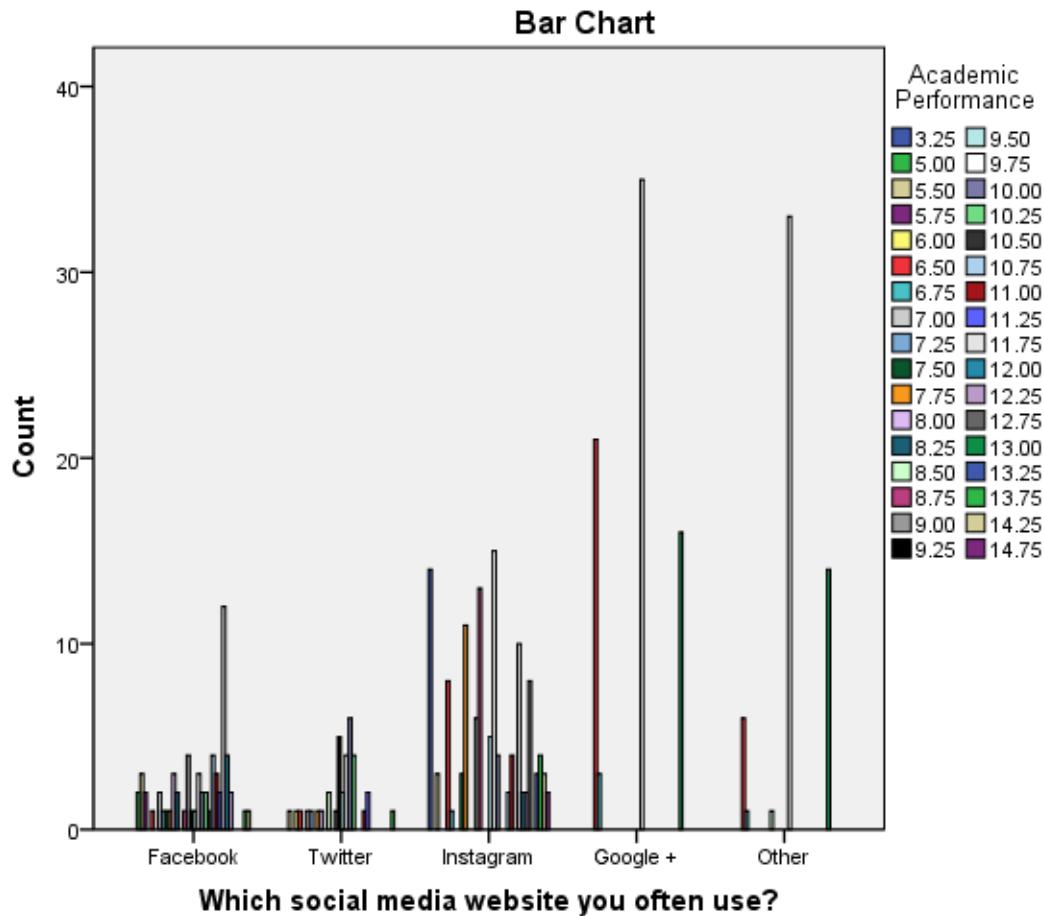


Figure 4.17 Chi Results (Multi)

### 4.5 Results Summary

It has been analysed that limited hour usage of social media sites positively impacts the academic performance of students to some extent. However, it has also been analysed that if social media is utilized for long hours, student might also get addicted to social media which tends to have negative impact and supports the theory of (Haq and Chand 2012). It is true that maximum students are learning through internet and social media sites visit related to their interest. The theory of Ebele and Oghenetena has been supported as the utilization of Facebook or social media are increasing day by day.

It is observed from research data collection that most of the students are spending their time and energy on different social media activities. These social media activities are directly as well as indirectly affect their performances. Some of the social media activities are only for

the entertainment purpose, and have no relation with the education or learning aspect. It is observed that social media affects the academic performance of university students.

Youth plays a very important role in changing their society through internet. Internets provide them every solution related to their tasks and activities. Youth are considered as the backbone of any nation. The processes of youth can change the future of the nation that can develop the society and the culture leads towards in positive ways. Social media is considered as a modern information technology tool which can easily enhancing youth productivity. Youth productivity is highly dependent upon learning, data, information and idea of services. The research hypotheses of this study is rely on Pearson Correlation analysis having the value of .421\*\*, which is considered as good for further tests. Another important test which is known as regression analysis is used for determining the social media use having positive impact on academic performance. It has also been suggested that teachers or supervisors provides positive means to student to educate them about the utilized of the social media.

# Chapter Five

## Results and Discussion

## Chapter 5

### Results and discussion

The results and discussion of this study plays a very progressive role that is directly connected with the use of social media network through internet improving the academic performance of university students. Today, in the presence of highly competitive business environment, the use of information technology is changing rapidly creating awareness in the mind of students. So, this is the main reason that the use of social media network improves overall performance of students in term of academic performances. In accordance to the results, the entire world is changing drastically with the support of modern information technology system. It is fact that medium of internet is so fast that everyone is engaged in their own interest.

Internet and the use of social media networking is considered in everybody life, especially student, teacher, doctor, businessman and many other area as well. The use of advancement system of information technology and its abundance usage has significantly directly impact on people or students' lives for overall improving the academic performance. The use of Social media network has become student's daily life routine, in this era everyone follows and competes with each other either in technology or profession. In this study, the researcher mainly focuses on analysing the impact of social media for determining the academic performance evaluated with the support of university students. The researcher extracted two variables such as independent variable i-e social media use and other one is dependent variable i-e academic performance. It is analysed that variable results are positive in nature which is considered as good sign for promoting the concept of social media on academic performance. Frequency is denoted by F.

The result shows that overall variances in the model having i-e 75.119%, at the level of significant are .000. So, in today, competitive business internal and external environment everyone uses the latest information technology through social media network use for upgrading their environment or surrounding where people can work and sharing their

information and knowledge promoting the process of internet and use of advance social media. The result shows that which social media website plays a very important role for completion of the study in term of analysing the impact of social media on academic performance of university student. This social media websites are divided into five components. First one is face book, second one is twitter, third one is in stag ram, forth one is Google + and fifth one is other. In accordance to the results the percentage of Face book student i-e 17.7%, twitter student having percentage of 10%, in stag rami-e 35.1%, Google + having percentage of 21.4% and other having percentage of 15.7% respondents helpful for conduction of the study. The researcher applies correlation analysis for testing of suggested hypotheses. The variables result of correlation analysis is also in accordance to the expectations of the researcher.

## Chapter Six

### Conclusion and Recommendation

## Chapter 6

### Conclusion and Recommendation

It is concluded that social media plays a very important role leading towards improvement on academic performance of university students. Internet sources are connected globally where people can easily share their information, knowledge and idea related to their interest. There are so many different sources which are working under the strong consideration of reshaping the world economy with the support and use of internet. Internet and use of social media network includes integration of latest information technology and effectively performing the process of globalization, covering the important aspect of internal and external environment emphasis on academic performance.

Another important aspect is digitalization and connectivity where student can use intranet, internet and extranet for transferring their information from one place to another. Analogy information is continuously variable in response to physical stimuli. So, today a growing number of various application and information technology systems can be easily operating digital information, which comes as steam of zero and ones. It is concluded that information technology software consists of digital content for operating systems, games, information storage and also operates other application as well. Information of all types is now engaged in electronic commerce. The internet gave birth to new species of electronic marketing. This all information is available on internet through designing attractive websites. Creating the website is art for attracting more consumers. Website is playing a role of platform where millions of people to visit the site for getting more information about their interesting topic. Their key main functionality is to create value and excitement to get the consumers to come to the site, stick around and come back again.

It is highly recommended that today, the use of social media network is considered as a very powerful tool for data transferring from one origin to another. The use of social media network is very high and gaining more consumers' interest especially in the area of education and also improves their academic performances. Visitors to these internet and use of social

media network neighbourhood develop a strong sense of community. This community is associated with attractive to advertisers because they draw consumers with common interest and well defined their demographics.

Secondly, it is recommended that social media should be utilized by the teachers for the uploading of lecture videos and providing assignment and their details, so that students can use it in more effective ways.

The boundaries of the organization are highly dependent upon the information of internet, globalization shows the importance of knowledge and ideas about products or services leading towards the changing the trend of consumer's in the context of improving the academic performances. The importance of internet and use of social network are strongly connected with effective communication are considered as the driving massive consumer change in term of youth behaviour towards the utilization of internet information and sources. So, it is true that internet is changing the ways of youth behaviour and the way of management must think and set with regard to everything from devising short term and long term strategies to leading and motivating employees, management is still working in accordance to strategies and intensely interpersonal and human using the web sources.



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## Appendix

### QUESTIONNAIRE

1) Gender:

- a) Male      b) Female

2) Age:

- a) 18-20    b) 21-23    c) 24-26

3) Education Level?

- a) Graduate    b) Post graduate    c) PHD    d) Diploma    e) Other, Please specify\_\_\_\_\_

4) Do you use social media (websites)?

- a) Yes    b) No    c) Sometime    d) Undecided

5) Which social media website you often use?

- a) Facebook    b) Twitter    c) Instagram    d) Google +    e) Other  
specify:\_\_\_\_\_

6) How many social networking site you use or have joined?

- a) 1    b) 2-3    c) 4 or more

7) How much time do you spent on social media daily?

- a) 30 minutes    b) 1-2 hours    c) 3-5 hours    d) 5 hours and above

8) What are the reasons for using social media websites?

	SA	A	Neutral	D	SD
Just for fun and time pass					
Chatting with friends					
To connect with friends and relatives					
Just to have update about news					
For general information					

For academics work					
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9) Do you use social media during your university hours?

- a) Yes    b) No    c) Sometimes

10) Does social media helps you in following academic activities?

	SA		Neutral	D	D
Assignment					
Research					
Online studying					

11) Please fill out this table

		SA	A	Neutral	D	SD
1.	There is a negative effect of social media on my GPA/ academic performance.					
2.	I cannot estimate the time I spend on Facebook and twitter					
3.	During leisure time, I am mostly active on social media rather than searching related to my studies					
4.	Social sites distract me from my studies					
5.	I am addicted to social media					
6.	Not using social media can lead me to good academic performance and grades					
7.	Social media is a source of great help in my studies.					
8.	Social media increases my knowledge and learning capability					

