IMPACT OF SOCIAL NETWORKING SITES ON ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS OF BANGLADESH: A STUDY IN KHULNA CITY

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Abstract

This paper provides a preliminary survey analysis of the Impact of Facebook used by the students of Khulna University (KU), Northern University of Business & Technology (NUBT) and North Western University (NWU). The research focuses on the effects of academic performance measured by CGPA, social life and students' behaviour. This research work was carried out on Universities in Khulna city targeting a random sample of young adults aging from 18-27 years where 100 responses were collected through a survey administrating a structured questionnaire. Data were analyzed using SPSS 16, excel. Descriptive statistics were used to analyze demographic characteristics of the students in relation to their social media sites use. The calculated percentage was narrated from the collected data from respondents. The results of the survey showed that students who spend less time on social media sites have a higher CGPA than those who frequently use social media. It was also hypothesized that social media use by university students would positively affect their behavior and social life. Thus, further research is needed to take into account the effects of social media specially Facebook on student's behavior, and social life.

Keywords: Social Networking sites, University students, social media, Academic Performance, Students' social life.

Introduction

In recent years technology has tried to fulfill its role in helping humanity leading to the substantial medium of interaction in the social world as well as in teaching and learning. Over the years those in higher education has explore the exciting opportunities new technologies bring to institutions, educators and students. Technology has changed the way people interact and has brought about the emergence of an open social platform such as social media that allows the inhabitants of this planet earth to connect with each other making the world a global village. Social media such as Facebook, Twitter, Google Plus, and Flickr, are being used in learning for the purpose of convenient communication with other students and potentially with others outside the class such as students of the same topic and subject experts. The advent of social media has impacted significantly on how students learn and the mode instructors teach. In today higher education settings, social media are has influence instructors, students, and others to cooperate with each other on the tasks of knowledge construction in learning and teaching environments. Social media applications can strengthen

class material and positively influence discussions collaborative work, and authoring. Educators and researchers are constantly experimenting with social media technologies hoping to stimulate critical thinking skills, collaboration, and knowledge construction (James). However, the fact that these media are generally open to the world implies a need to carefully consider its' benefits, impacts and risks of openness as well as need for ongoing communication with students in order to address their concerns and deal with issues in the use of social media as they arise.

Another study has found the relationship between academic performance and using Facebook the result shows that the grade of the students become lower when spend many hours on Facebook (Junco, 2012). The comfort of online participation may lead to weaker school ties. The internet allows students to more easily form and sustain friendships and even romantic attachments. This social media participation has derailed the attitude of these students toward their school communities.

This paper intends to study the impact of Facebook on the academic performances of students as well as, their behavioral pattern. It aims to correlate the usage of Facebook and academic performance and whether students are affected by Social Media to become unsocial in real life.

The major objectives of this study are

- ➢ To identify the impact of using social networking side on students' academic performance measured by CGPA.
- ➢ To evaluate the impact of using social networking side on students' behavior.
- ➢ To evaluate the impact of using social networking side on students' social life.

Literature review and conceptual framework

This chapter describes literature review contributed by a number of authors. A comprehensive literature review is a prerequisite to generate new knowledge and fulfill the need of current research work. It also provides a basis for conceptual framework of the study and interpretation of findings.

Social networking site profiles

Social networking sites are constantly being used in university students across the Khulna city. Social networking are accessed through a computer, cell phone, iPad, and so much more. The newest way of getting in touch with social media is now a watch. Technology is constantly changing and is always finding a way for different generations to have access to different forms of social media right at their fingertips. According to a survey conducted by the American Press Institute (2015), "The survey measured the use of seven different social networks as pathways to news and information. That analysis provides a landscape view of social media and news. One striking finding is that every one of these social networks, to greater or lesser degrees is now news platforms. Fully 88 percent of those surveyed get news

from Facebook at least occasionally, 83 percent from YouTube, and50 percent from Integra. Today, Facebook is embraced of almost all types of internet users, but students from the universities and colleges are the largest percentage of active Facebook users, which is about 30% of all users (inside facebook.com, 2009). According to Fletcher 2010, if we do comparison of Facebook with other online social network sites like Myspace, Twitter, and LinkedIn we found these sites have combined total of 76 million users. Facebook has a definite edge over the other online social network sites. More than 1 in 4 people who browse the Internet not only have a Facebook account but also they are active monthly users.

Online social networks has now spread round the globe and Facebook is world's largest social network become so popular for young people that they hardly use email or other way of communication (Kirkpatrick, 2010). People use Facebook to stay connected with friends and family, to be informed and entertained within their social circle, and to share and express what matters to them (Facebook facts, 2013). Launched in February 4, 2004 Facebook, an innovation of a nineteen-year-old Harvard University student for connecting university campus students (Grossman, 2010). "We have entered the age of Facebook, if Facebook were a country it would be the third largest, behind only China and India". (Grossman, 2010).

Corporations are increasingly adopting social media as a primary communication tool. According to Gartner, by 2014, social networking services will replace electronic mail as the primary vehicle for interpersonal communication by as many as 20% of business users The most popular online network is Facebook, with 96 percent of all university students saying they use it on a typical day. The least used social media platform is LinkedIn, with 10 percent of students using it daily. Facebook and YouTube are the most commonly used social media platforms at the university, allowing the researchers to measure heavy and light usage to compare with grades. While not enough students consider themselves to be heavy users of the other platforms, the researcher's measure their light usage compared to grades and found similar patterns to the users of the two main platforms (Martin et. Al, 2010). Social media can be used as a platform to draw traffic to the university's traditional websites or departmental blogs. Admissions departments can use social media as a marketing tool by setting up traditional web advertisements and also setting up university fan pages where students and members of the community can check in to view current events. Universities can have as many fan pages as they desire, ranging from the more traditional school and department pages to the nontraditional pages for such things as a university mascot, sculpture on campus, school songs, local foods or traditions, or other features. A unique opportunity in social networking may present itself for universities if they are willing to think creatively (Giordano, 2011).

Academic Performance

According to Aliyas, Hope and Justin (2012), 'academic performance is a function of attention span, time management skills, student characteristics, academic competence, time spent on online social network and academic competence is defined as a student's ability to manage the required course load and course materials for his/her chosen field of study'.

Facebook is holding the largest percentage of member in online social network today and most of them are students around the globe. Use of the Facebook might have good or bad impacts on their academic performance and academic lives. The excessive use of Facebook among the students is generating main question that is Facebook use effecting on students' academic performance and playing positive or negative role in their social and academic lives? According to Smith *et al.* (2010), with rapid advancement in technology college students start replacing their desktops systems with laptops. Wireless devices like laptops and handhelds have made internet access easy from anywhere. Kandell (1998) mentioned "it only takes a few keystrokes to move from a homework assignment to checking email or visiting a chat room, a common and often time-consuming pattern". The students with high level of self-control performed better in their studies as compare to those students who has low level self-control (Mansfield et al., 2009). Due to huge popularity of online social network sites around the globe now researchers are exploring the phenomena with enthusiasm. Particularly Facebook invasion upon the students are now becoming the big challenge for educator and experts how to deal with. For example, a recent article by Kirschner and Karpinski (2010) concluded that use of Facebook negatively affects GPA and study time spent per week.

Kirschner and Karpinski (2010) have posed the research in fall 2008. The sample consist of 87 males, 132 female, total 219 students, 102 were undergraduates (mean age = 22.06) and 117 were graduates (mean age = 30.29) in the USA. Most of the participants (72.6%) were from humanities and social sciences. The major findings of the study are the students who spent more time on Facebook pay less time on their studies resulting lower GPAs. Moreover, Facebook users reported spending1 to 5 hours per week on their studies, while non-Facebook user studying 11 to 15 hours per week. Junco (2012) in his article named too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. Found that that time spent on Facebook and checking Facebook were negatively related to overall GPA, and time spent on Facebook is slightly negatively related to time spent studying. In addition, the ability of time spent on Facebook to significantly predict overall GPA shows that there may be negative academic effects for students who use Facebook in certain ways. In addition, Paul, Baker, Cochran, in 2012 wrote an article named effect of online social networking on student academic performance. The researcher's results revealed a statistically significant negative relationship between time spent by students on OSN and their academic performance. Time spent on OSN is shown to negatively impact academic performance. As time spent on social networking sites increases, the academic performance of the students is seen to deteriorate. This ties in well with the findings presented in Kirschner and Karpinski (2010), which reveal that over-involvement or obsession with social networking by students can have negative impacts on academic performance.

Aliyas, Hope, Justin (2012) have observed that there is a negative correlation between grades and time spent on laptops, tablets and cell phones during class. Students are using typically these devices to ask more questions about matter covered earlier in the class. More and more procrastinate occurring to accomplish the given task to the student and it resulting late

submission of assignments and extensions for due dates. It is also possible that the increased amount of time students are spending on OSN sites is having a negative impact on their out-of-class study time. Specifically, when the quality of technology use is not closely monitored or ensured, computer use may do more harm than good to student achievement. In addition, technology that was found to have a positive impact on academic achievement, or technology with educational value, was not popular and used less frequently (Kirschner & Karpinski, 2010). There is a popular interest for many professionals and researchers how to handle this phenomenon, but still much research needs to be conducted on this issue (Pychl, 2008).

Student's behavior and social Life

Even though Facebook is used to connect with people and improve the social life of students, it was also noticed that excessive of Facebook usage bring bad consequences. As a matter of fact, the term Facebook Addiction Disorder (FAD) was coined to refer to the negative consequences of excessive use of Facebook (Fenichel, 2009). As a result, the study identified the addictive symptoms by using Facebook among the students; therefore, social networking sites affect health of the users. Furthermore, Mekinc, Smailbegović, Kokić in 2013, wrote an article named, should we be considered about children use of the internet? Due to the researchers made by Young, as a result, she found internet overuse can bring health problems known as a mental disorder which she named Pathological Internet Use – PIU (Young and Kimberly,1998). The American Psychological Association classified the overuse of the internet services as an addiction. Now we can include the PIU in the group of addictions together with drug and alcohol addictions, addiction to video games, gambling and some of the eating disorders (Bonacic, 2010). Mekinc, Smailbegovic, Kokic in 2013 found out the increased use of the internet, Facebook profiles, publication of personal data are expression of signs of internet addiction among scholars in the upper grades. According to the results of this study, using Facebook increases the likelihood of addiction to the internet. While establishing new friendships and socializing, children through the Internet can satisfy their need for contact, for belonging, however, the excessive use of social networks brings the risk of developing an internet addiction.

Methodology of the study

Type of the study

This study is conducted in order to identify the extent and nature of cause-and-effect relationships. This study focuses on an analysis of a specific problem to explain the relationships between variables. So this study can be called causal research.

Sources of Data

This study is based on combination of both primary and secondary data

Primary data

In this research study, primary data is collected through the close ended types of questionnaire.

Secondary data

Secondary resources include articles, books, journals, etc.

Population of the study

The target population of the study is the students of public & Private Universities of Khulna city. There are two private university students and one public university students. University students who actually use social media have come under the consideration of the study.

Sample Size: A total of 100 university students who are students of North Western University (NWU), Northern University of Business and Technology (NUBT) and Khulna University have been randomly selected for the investigation of the study. There were 58 male students and 42 female students. They are from different discipline with different level of age.

Sampling technique: For this study simple random sampling method was used. Close ended &Likert scale based questionnaire was administered to the respondents.

Result and Discussion

This chapter presents the result of the survey on use of social networking side by public and private university students. The collected data through survey questionnaire were putted to Excel and then analyzed using SPSS software. Descriptive statistics were used to analyze demographic characteristics of the students in relation to their social media sites use. The calculated percentage was narrated from the collected data from respondents.

Respondent's demographic profile

In this study, the demographic profile of the respondents has been identified in part-01 of the questionnaire.

Table 1: Respondent's demographic profile

Variable	Level	Frequency	Percent
Gender	Male	58	58%
	Female	42	42%
Age	18-22 y	42	42%
	23-27y	58	58%
University wise respondents	KU	45	45%
	NUBT	34	34%
	NWU	21	21%
Student's favorite social media sites	Facebook	75	75%
	Twitter	1	1%
	You Tube	24	24%
	LinkedIn	0	0%
Length of using social media	6 months-1 year	4	4%
	1-2 years	16	16%
	2-3 years	15	15%
	More than 3 years	65	65%
Hours of Facebook usage	Less than one hour	1	1%
	1-2 hours	3	3%
	3-4 hours	3	3%
	More than 4 hours	93	93%

Source: Author's Field survey

Descriptive statistic

Table 2: Descriptive Statistic on factors

QN	Students opinion of using Facebook for academic purposes	Mean	Standard deviation	N
5	Reduce concentration on lecture	3.20	1.39	100
6	Difficult to spent whole day without using Facebook(FB)	2.92	1.35	100
7	Can increase my writing capability	3.21	1.20	100
8	FB has harmful impact on extra-curriculum activities	**2.70**	1.10	100
9	Low level self-control student may engage with FB more than high level self-control students	3.08	1.00	100
10	Can decrease my multitasking capabilities	2.97	1.14	100
11	I use FB while doing my homework	3.11	1.17	100
12	FB can be beneficial for group study	**3.71**	1.13	100
13	FB can be harmful for individual study	3.33	1.12	100
14	I use FB to communicate with teachers	2.87	1.39	100

Based on the table, we see that attitudes toward FB for group study have the highest mean of 3.71 whereas harmful impact of FB on extra curriculum activities has the lowest mean of 2.70. This means that, the majority of respondents agreed that the FB play an important role on the group study. While very few students are agreed that FB has harmful impact on extra curriculum activities.

Table 3*: Descriptive Statistic on sub variables

QN	Effects Of Using Facebook On Students' Behavior	Mean	Standard deviation	N
15	High use of FB makes me dependent	2.73	1.213	100
16	FB make me selfish	**2.05**	1.028	100
17	FB make me gullible (easily believe someone)	2.86	1.231	100
18	FB make me fashionable but ill-tempered	**3.31**	1.152	100
19	FB can reduce my sense of well-being	2.81	1.152	100
20	Due to high use of FB I suffer lack of courtesy	2.46	1.217	100
21	High use of Facebook makes me introvert	2.51	1.275	100

Based on the table, we see that Q18 "FB makes me fashionable but ill-tempered" has the highest mean of 3.31. whereas Q16 "FB makes me gullible" has the lowest mean of 2.05. This means that, the majority of respondents agreed that FB makes me fashionable but ill-tempered, while very few students are agreed that FB makes me selfish.

Table 4: Descriptive Statistic on sub variables

QN	Effects Of Using FB On Students' Social Life	Mean	Standard deviations	N
22	Significant use of FB makes me unsocial	2.39	1.254	100
23	FB provides an invaluable resource for fulfilling the basic human needs	2.74	0.960	100
24	FB profile reflects the users' public persona	3.38	0.873	100
25	FB increases trust in people	3.18	1.158	100
26	FB increases my satisfaction with life	2.87	1.252	100
27	Using FB makes me feel connected to the community	**3.92**	1.021	100
28	FB friends appreciated me more than the real friends	**2.24**	1.102	100
29	I am experiencing a friendly community via FB	3.65	1.305	100

Based on the table, we see that Q27 "using FB make me feel connected to the community" has the highest mean of 3.92. whereas Q28 "FB friends appreciated me more than the real friend" has the lowest mean of 2.24. This means that, the majority of respondents agreed that FB makes me fashionable but ill-tempered, while very few students are agreed that FB makes me selfish.

Findings

The study found the correlation between social media usage and academic performance as well as students' behavior and social life. Most of the heavy or frequent users received low grades, compared to light users. So, there is a significant difference in Grade Point Average between those considered to be heavy or frequent users of social media and those considered to be light or occasional users. As we employ more time on Facebook, a significant performance decrement should be there. The results of our study indicate that time and the frequency of using Facebook were predictors of academic performance. It was also hypothesized that social media use by university students would positively affect their behavior and social life. The results found do not agree with the original hypothesis, meaning that social media use by university students does not positively affect their behavior and social life. Previous research supports the findings and assumption that there is an approaching significance between social media use and CGPA.

Conclusion

Today the most used communication channel among students is Facebook and the second one is email. Facebook has a definite edge over the other online social network sites. The universe of advanced education has significantly changed as of late and Internet innovations have assumed a key part in this change. In this study we want to know the impact of using Facebook on academic performance measured by CGPA, students' behavior and students' social life.

For this study, participants have been asked to choose the time range according to the given category (Time spent on Facebook) to know how much time they spend on Facebook in a typical day. At the end of the study we found no negative effect of using Facebook on student's academic performance.

The most significant finding of this research is Facebook impact on student's CGPA. Based on the findings, students who were involved in Facebook usage had lower CGPA. As students employ more time on Facebook, a significant performance decrement should be there. The results of our study indicate that Facebook is affecting negatively on student's average grade point.

In our study we found no impact of Facebook on students' behavior and social life. Overall students do not consider Facebook as a big threat that they need to take some kind of strict action for controlling the Facebook usage. Students think Facebook as a useful tool for entertainment and relief during the study time and they are quite confident to have good control on Facebook use. According to students' own opinions Facebook does not distract them from study or doing social work much. So the student's perceptions about Facebook impacting on their academic performance are quite positive means they do not think Facebook is impacting their academic performance or their social life and behavior. Facebook is going with their everyday lives as other activities (schooling, internet, extracurricular activities, clubbing etc.) are going on.

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