

Impact Of Social Media On Academic Performance Of Students: A Survey Conducted In Urban And Rural Areas Of Sahiwal

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Abstract

This study is conducted in urban and rural areas based on assessing the impact of social media on their academic achievements. The objective of this study is to examine the usage of social media by urban and rural based students and to examine the perception of social media among urban and rural students. Moreover, to assess the positive impact of social media on the academic performance of urban students. For this study, data is collected from urban and rural areas based students. Total 200 students are approached for data collection and data is collected through an online survey. SPSS software is used for data analysis and the main finding of the study shows that social media has a positive effect on the academic performance of students in both urban and rural areas. In addition, it is also a major finding that social media has a negative impact on the academic performance of students. It is concluded that further study is needed in this area as well.

Key Words: Social Media, Academic performance, Students, urban rural areas.

Introduction

A social network or media is a social structure made up of individuals or organisations called “nodes”, which are connected by one or more specific types of interdependence, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships or beliefs, knowledge or prestige (Adeboye, 2012). A social network can also be referred to as a map of specified ties, such as friendship, between the nodes being studied. The nodes, to which an individual is thus connected, are the social contacts of that individual; the network can also be used to measure social capital – the value that an individual gets from the social network. Social networking sites include Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Google

talk, Google+ Messenger, iPhone, Androids and so on. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Adeboye, 2012).

Students do not always have Media literacy skills that can help them to effectively analyze, understand, and evaluate new forms of information and make smart decisions about its Quality and use (Rowlands et al., 2011) The use of social media has become comprehensive and currently, the most popular social media platforms are Facebook, Twitter, MySpace, LinkedIn and Google+, Skype and smart phones. Facebook user profiles allow the user to communicate information with each other and allow users to build and maintain relationships and encourage others to become part of a community among college students as online social websites

become popular. Over the years, the use of social media to connect with students in higher education has seen a rapid response (Martinez-Aleman & Wartman, 2009).

This in turn put pressure on faculty members to use social networking inside and outside of classrooms to connect with students. There are many advantages for universities and colleges that can be gained by connecting with students through social media, academic excellence or achievement plays a significant role in an individual placement, whether in academic institutions or the workplace. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence, which is also prevalent worldwide, has stimulated many studies of the conditions that promote it. The role of academic achievement as one of the predictors of one's life success and the aspect of academic placement from schools to higher institutions as well as the level of employability in one's career is indispensable (Kyoshiba, 2009).

Most of the youth and students today have Facebook accounts. The reason for the poor performance of many of them in school might not be far-fetched. While many minds might be quick to blame the poor quality of teachers, if they have not heard of the Facebook frenzy, they might have to think harder. (Oche & Aminu, 2010). Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are online almost 24 hours a day. Even in classrooms and lecture theatres, it has been observed that some students are always busy ping-pong, going or Facebook, while lectures are on. Times that ought to be devoted towards learning, scholarly research and innovating have been crushed by the passion to meet new friends online, and is often spent to discuss trivial issues. Hence, most students' academics suffer setback as a result of social media distraction.

Obi, Bulus, Adamu & Sala'at (2012) observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms and examinations.

The invention of the smart phone has increased the usage of social media. It enables users to access multiple social networking sites with just a few clicks. Social media has a great impact on students on which large number of researches has been conducted and each research shows unique results. Some studies prove that social media negatively affects the performance of students while some researches show that it enhances the learning of its users and improves their communication skills.

Objective of the Study

- To examine the usage of social media in urban and rural based students.
- To check the perception of social media among urban and rural based students.
- To assess the positive impact of social media on the academic performance of urban students.
- To assess the positive impact of social media on the academic performance of rural students.
- To assess the negative impact of social media on the academic performance of urban students.
- To assess the negative impact of social media on the academic performance of rural students.

Research Questions

This research intend to answer the following questions:

- How much social media is used by urban and rural based students?
- What is the impact of the perception of social media on urban and rural based students?
- What is the positive and negative impact of social media on the academic performance of urban and rural students?
- What is the negative impact of social media on the academic performance of urban and rural based students?

rural students?

Hypothesis

1. There is significant positive impact of social media on academic performance of urban students.
2. There is significant positive impact of social media on academic performance of rural students.
3. There is significant negative impact of social media on academic performance of urban students
4. There is a significant negative impact of social media on academic performance of rural students.

Statement of the Problem

Social media is that means employs mobile and webbased technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content (Kietzmann et al., 2012). Social media is a phrase being tossed around a lot. It is a website that not only gives you information but also interacts with you while giving you information. It is a group of internet based applications that allow the creation and exchange of users-generated content. It is easy to confuse social media with social news because social media further refers to the means of interaction among people in which they create, share, exchange and comment among themselves on different networks. In addition, social media has become one of the major channels for chatting through platforms such as 2go, BB chat, blogger and wiki a. There has been an increase in the mobile social media which has created new opportunity for browsing. It is a phenomenon that has been developing in a rapid pace. Different scholars have described it in a different way (Jacka & Scott, 2011) say "there is no single recognized definition of social media". Drury (2008) defines social media as "online resources that people use to share content: video, photos, images, text, ideas, insight, humor, opinion, gossip, news". The use of social media among students has reached high levels and this has affected

their study time, poor grammar and incorrect spellings when socializing on social media as well as distracting them from their studies (Ndaku, 2013). Students spend more of their study time on social networks than on their academic work and this has affected their Grade Point Average (GPA).

Investigation on the impact of social media was conducted in Malaysia focusing on student's academic performance in tertiary institution. so far only a few researches have been conducted on this topic in the tertiary institution pertaining this topic and the researcher's respondent were information technology students (Helou & Rahim, 2014). Social media is generally used by millions of people around the world on a regular basis for different reasons. A large portion of social media users consists of youth where most of them are college students. In fact, a recent survey of 3000 students from across the US found that 90% of college students use Facebook and 37% use Twitter (Dahlstrom et al., 2011).

Hussein and Ghoul (2015) pointed out the impact of using the Facebook method and the impact of the cumulative average on the achievement of ninth-grade students in the English language and the interaction between them. They also clarified that the achievement of ninth grade students in English language has increased using Facebook compared to the traditional method. There was a dire need for educational strategies to keep up with the contemporary times, as well as teaching methods that would develop students' confidence in their skills and abilities in learning geography and try to overcome the traditional ways of bridging the gap between the requirements of the current age and the students' aspirations.

Significance of the Study

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Ufuophu and Ayobami (2012) observed that the ICTs platforms include internet, satellite, cable data transmission and computer aided devices. Undoubtedly, the modern

technology in communication has turned the entire world into a “Global village”. But as it is, technology like two sides of a coin, bringing with it both negative and positive sides. It helps people to be better informed, enlightened, and aware of the world developments. Technology exposes humans to better ways of doing things. Social networking sites include: Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), WhatsApp messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone and Androids. These networking sites are mostly used by people to communicate with old and new friends, physical or internet friends (Asemah & Edegoh, 2012). The world has changed rapidly with the evolution of technology which has resulted in the use of technology as the best medium to explore a vast area of knowledge.

Literature Review

Social media constitute an increasingly important context in one’s academic everyday life. Indeed, some critics talk about social media as a key site for socialization and identity recognition in many people’s lives as self-recognition networks. (Papacharissi, 2010). Social media are therefore associated with an increased tendency for young people to multitask, to rely on a digital juggling of daily activities and commitments (Subrahmanyam & Smahel, 2011). More specifically, the reason for young people associated with these emerging technologies is also associated with the autonomous nature of social media allowing students increased control over the nature and form of what they do, as well as where, when and how they do it.

As Siemens (2004) puts it, learning can therefore be conceived in terms of the ‘capacity to know more via social media rather than a reliance on the individual accumulation of prior knowledge in terms of what is currently known. Social media provides students with a new mechanism for a familiar exercise. It provides students with a direct medium by which to publicly evaluate and comment on their campus environments, institutional policies, classes, professors, administration and fellow students in

realtime. Social media zips through our campuses nearly unseen, dragging behind it the heavy weight of social injustices and complicated Jurisprudence accumulated over decades of student speech (Gurcan, 2015).

Malaney (2005) found that some students in multiple studies in 2000 and 2003 reported that their grades had suffered as a result of too much time spent on social media. Banquil et al. (2009) observed a drop in students’ grades and lack of time as consequences of social networking participation. Other studies also concluded that the obsession with SN had adverse effects of social networking on student performance. Results of a study of Swedish students indicated that the extensive use of social networking and Facebook by students will lead to poor academic performance (Rouis et al., 2011).

Nevertheless, some researchers and studies have found a positive impact that social network participation has on students’ academic performance. According to Apeanti and Danso (2014), students think that using social media is more fun for their teachers. The authors also noted that children think their academic performance would improve if they could connect with their colleagues and teachers through social media. The authors also noted that teachers should offer class hours on social media. Researchers have tackled different methods and ways where social networking can be utilized in education. Boyd (2007) suggested that social media enhances children’s view of self, community, and the world. Staying connected through social media helps children to stay connected with friends and family and make new friends, share pictures and videos, and exchange new ideas (O’Keeffe & Clarke-Pearson, 2011).

Brenner (2012) stated that girls on average spend more time on social media sites than boys. The same study also indicates that more girls use Facebook and Twitter. Other studies note that more boys use music-sharing sites. A study by Gross (2004) reported that both genders are adopting the Internet as a means of communicating with their friends. The author indicates that chatting via instant messaging is the most

common activity among American high school students. Many of the social activities are performed in virtual spaces that are created through social media. This vitality led to a shift from face-to-face social interaction in real life and real places. Ahmed and Qazi (2011) found that majority of users (75.3%) were those who spend only 1-3 h a day on using SNSs, few were spending 4-6 hours (19.5%) and small number of users (5.2%) was found to spend too much time on using these sites that is, 9 hours or above. This reflects that majority of student users consume a reasonable time on these using these sites. The study also identifies the basic purpose of SNSs " usage among students and the findings clearly

depict that about 73.5% respondents were using these sites to be in touch with their friends. Only 13.7% respondents use SNS for joining educational communities and the findings explicitly suggest that SNSs sites are basically used for non-academic motives.

Ahmed and Qazi (2011) investigated the impact of social networking sites (SNSs) on the studying habits of students and explored that despite the use of social networking sites, students balance their time between studies and their usage of these sites, and can sustain good studying habits to maintain their academic performance. Hence, the use of these networking tools does not adversely affect the study habits of the students.

Conole, Galley and Culver (2011) discuss the key challenges in researching new learning contexts through socially mediated environments, namely articulation and understanding of the nature of the interactions among users within these environments and between the users and the tools that form part of the environment. Hanson, et al. (2011) findings revealed that health educators most commonly used social networking sites (34.8%), podcasts (23.5%), and media sharing sites (18.5%) within their organizations. Social influence ($P < 0.0001$) and performance expectancy ($P < 0.0001$) were both positively associated with increased behavioral intentions to use social media for health promotion. Reasons for lack of use included employers monitoring or blocking social

media, the difficulty of use among older health educators, and the belief that social media would not enhance job performance.

Kindi and Alhashmi, (2012) study found that the major reasons for frequent use of SNSs are finding information and sharing news. The study also indicated that lack of experience as well as insufficient time and IT skills are effective factors of not using SNSs. However, most of the students do feel that the SNSs have more positive impact on their academic performance. As the use of social networking sites exponentially increases, there is no third party or other community that can check for what actions have been performed by which user, so it is strongly recommended to check children's activities on social networks and don't let them use social networking websites.

Huang and Capps (2013) investigates social networking sites (SNS) and ways college students spend their time on both conventional academic and recreational reading. A total of 1,265 (466 male and 799 female) college students voluntarily participated in the study by completing a self-report survey. Descriptive analysis indicated that the average amount of time students spent

(M) on academic reading (AR), recreational reading (RR), and social networking (SN) was 7.72 hours, 4.24 hours, and 16.13 hours per week, respectively.

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

correlated with online abuse of teenagers.

Social Media is the platform that gives individuals the opportunity to interact, using two way communications; meaning, that anyone who has online accounts can share their opinions with other social media users. Dabbagh & Reo said that Social media is a 21st century term used widely to identify a variety of network tools, or technologies that emphasize the social aspects of the Internet as a channel for communication, collaboration, and creative expression, which is often interchangeable with the terms Web 2.0 and social software (Dabbagh & Reo, 2011). In the 21st century, technology has significantly impacted different aspects of people's lives. Education is one aspect where we can see the use of the modern technologies. The internet and laptops have changed the form of the learning environment. The modern technologies offer abundant opportunities to assist, guide, and motivate the students to learn and further their education. YouTube is an influential technology. Social media as "Forms of electronic communication (such as Web sites) through which people create online communities to share information, ideas, personal messages, etc. (Merriam Webster, 2016). New media refers to those digital media that are interactive, incorporate two-way communication and involve some form of computing Robert Logan writes in his book *Understanding New Media*. New media is very easily processed, stored, transformed, retrieved, and hyperlinked and, perhaps most radical of all, easily searched for and accessed (Brian Neese Feb 15th 2016).

Uses and gratification Theory

Uses and gratifications theory asserts that people use media to gratify specific wants and needs. Unlike many media theories that view media users as passive, uses and gratifications sees users as active agents who have control over their media consumption. Uses and gratifications was first introduced in the 1940s as scholars began to study why people choose to consume various forms of media. For the next few decades, uses and gratifications research mostly focused on the gratifications media users sought. Then, in the 1970s,

researchers turned their attention to the outcomes of media use and the social and psychological needs that media gratified. Today, the theory is often credited to Jay Blumler and Elihu Katz's work in 1974. As media technologies continue to proliferate, research on uses and gratifications theory is more important than ever for understanding people's motivations for choosing media and the gratifications they get out of it. Uses and gratifications theory relies on two principles about media users. First, it characterizes media users as active in their selection of the media they consume. From this perspective, people don't use media passively. They are engaged and motivated in their media selections. Second, people are aware of their reasons for selecting different media options. They rely on their knowledge of their motivations to make media choices that will help them meet their specific wants and needs.

Method and Procedure

The research is descriptive in nature. It was a survey study because survey studies are conducted when a researcher intends to know the existing situation and intensity of the problem. The study is survey research; hence a questionnaire was administered for the collection of data. The population is the major part of the research, so the target population of this survey comprised students of urban and rural areas of Sahiwal. The subject of the population actually drawn from the sampling frame is called the sample (Shaugneery, 1994) In this study, researcher selected all the colleges and universities of the Sahiwal division. It is difficult to make a complete study of all the cases from which conclusions are to be drawn. So the sample comprised 200 subjects. The sample was selected by using the random sampling technique for data collection using this technique. The researcher used a questionnaire as a guide because "A questionnaire is a more precise and quick tool. It provides clear information to get response from the students" (Black, 1976). The researcher developed a questionnaire of twenty-five items to collect all the necessary information for the study. A rating scale is used for this purpose, points were Very much, Much, Somewhat, Little and Not at all. Female students were asked to tick against each

item according to their own choice.. The researcher visited the concerned institutions with the permission of the Head of the Institution. The researcher administered the questionnaire personally because it was in the approach of the researcher. Instructions were given on how to fill it. The researcher assured the female students that their responses would be kept secret and nothing would be made publically. Subjects were asked to read every item carefully and marked the concerned box of their free choice. Subjects were requested to fill in their identification and to read the directions given on the first page of the questionnaire

were distributed and collected personally so the return was 100 percent. The responses of the respondents were classified and presented in tabular form.

Statistical Analysis

H1: There is significant positive impact of social media on academic performance of urban students?

Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.631	.653		12.410	.000
1 PI	.610	.076	.698	5.467	.000

a. Dependent Variable: Academic Performance

First hypothesis of the study is there is significant positive impact of social media on academic performance of urban students. Above table shows the results of regression test on data set. Major results shows (b= .699; t=5.467; p= .000) mean that social

media has (61%) impact on academic performance of behavior of urban students and (p=.000). So it is clearly stated that the first hypothesis of the study is approved. H2: There is significant positive impact of social media on academic performance of rural students?

Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.151	.600		17.815	.000
1 Brand PIR	.780	.056	.810	19.309	.000

a. Dependent Variable: AP

Second hypothesis of the study is “**There is significant positive impact of social media on academic performance of rural students?**”. Above

table shows the results of regression test on data set. Major results shows (b= .810; t=19.309; p= .000) mean that social media has (78%) impact on academic

performance of rural youth. ($p=.000$). So it is clearly stated that the second hypothesis of the study is approved.

social media on academic performance of urban students?

Coefficients

H3: There is significant negative impact of

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.120	.456		2.187	.000
1			.789		
NI	.601	.056		19.234	.000

a. Dependent Variable: AP

Third hypothesis of the study is “There is significant negative impact of social media on academic performance of urban students” above table shows the results of regression test on data set. Major results shows ($b= .789$; $t=19.234$; $p= .000$) mean that social media has (60%) negative impact on academic

performance of urban students and ($p=.000$). So it is clearly stated that the third hypothesis of the study is approved.

H4: There is significant negative impact of social media on academic performance of rural students?

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.120	.450		2.187	.000
	NI	..71	.029	.719	18.33	.000
a. Dependent Variable: AP						

Fourth hypothesis of the study is “There is significant negative impact of social media on academic performance of rural students” above table shows the results of regression test on data set. Major results shows ($b= .701$; $t=18.331$; $p= .000$) mean that social media has (71%) negative impact on academic performance of rural students and ($p=.000$). So it is clearly stated that the fourth hypothesis of the study is approved.

Facebook usage and its positive impact on academic performance (Tuan, 2013). Many studies found positive impacts of social media and networking on language and reading (Wood et al., 2014). Social networking and media can provide rich tools for teaching innovation and compiling ways to effectively engage students.. The results of some empirical studies suggest that educators should embrace social media (Ito et al., 2009).

Discussion and Analysis

Some suggested that high school students use it to connect with other students for homework and group projects. Some teachers use blogs as teaching tools, where they reinforce skills in English, written expression and creativity. Social media also allow students to get together outside the class to collaborate and exchange ideas about projects and assignments (O’Keeffe & Clarke-Pearson, 2011). Gafni and Deri (2012) used the term “social absorption” for students, where they emphasized the role of social networks in socializing and opening new channels for discovering more academic resources. Ahmed and Qazi (2011) found that social network sites promote interactions between students and teachers. Ito et al., (2009) identified a number of positive activities that children undertake. The technologies involve several positive activities mostly related to involvement in interest driven communities. Ahn (2011) added that “Social network sites provide a platform for the youth to participate in communities that help them to learn and practice skills within a particular knowledge area.” Similarly, a study by Fishman et al., 2005 indicated that “college students produce tremendous volume of writing through various social media tools such as blogs, emails, and other social media environments.” In terms of educational benefits, a number of researchers have found positive outcomes in online community engagement among children and their peers. Tiene (2000) showed that “written communication on cyberspace enables students to take part in discussions at a time convenient to them and articulate their ideas in more carefully thought-out and structured ways.”

Deng and Tavares (2013) concluded that “web-based discussions can contribute to the development of students’ reflective ability and critical thinking skills.” The authors also add that relative to face-to-face communication, “children are more willing to voice their views (agreements or disagreements) and are more attuned to others’ opinions in online discussions.” According to Apeanti and Danso (2014), students think that using social media is more fun for their teachers. The authors also note that children think their academic performance would be better if they could contact their colleagues and teachers through social media. The authors noted

also that teachers should offer class hours on social media. Researchers have tackled different methods and ways where social networking can be utilized in education.

Ahmed and Qazi (2011) investigate the impact of social networking sites (SNSs) on the studying habits of students and explored is that despite the use of social networking sites, students can balance their time between studies and their usage of these sites, and can sustain good studying habits to maintain their academic performance. Hence, usage of these networking tools does not adversely affect the studying habits of the students (Conole, Galley & Culver, 2011) discusses the key challenges in researching new learning contexts through socially mediated environments, namely articulation and understanding of the nature of the interactions among users within these environments and between the users and the tools that form part of the environment. Hanson, et al (2011) findings revealed that health educators most commonly used social networking sites (34.8%), podcasts (23.5%), and media sharing sites (18.5%) within their organizations. Social influence ($P < 0.0001$) and performance expectancy ($P < 0.0001$) were both positively associated with increased behavioral intention to use social media for health promotion. Reasons for lack of use included employers monitoring or blocking social media, difficulty of use among older health educators, and the belief that social media would not enhance job performance. The study investigates the relationship between the use of SNSs and Chinese international students’ educational adaptation. Face book, as the most popular used in western young people, is perceived as the second choice for Chinese international students to build social networks. They use the SNSs as a way of keeping their existing social connections alive, rather than for making new friends (Cao & Zhang, 2012).

Jain, et al. (2012) they found that graduate students use SNSs websites more instead of Post Graduate students. Out of 128 students 86% use one or more of the social networking sites: Facebook, Youtube, Twitter, Orkut, LinkedIn. The largest percentage of respondents used facebook (84.2%)

followed by Youtube (82.5%), Twitter (22.3), Orkut (17.3%) and LinkedIn (4%). (Kindi and Alhashmi, 2012) The study found that the major reasons for frequent use of SNSs are finding information and sharing news. The study also indicated that lack of experience as well as insufficient time and IT skills are effective factors of not using SNSs. Oye and Ab.Rahim (2012) the study confirmed that most of the younger students are engage in the use of SNSs mainly for socializing activities rather than for academic purpose. However, most of the students do feel that the SNSs have more positive impact on their academic performance. Sezen (2012) ascertain that SNSs increases the student-student and teacher student interaction, enhancing student motivation and classroom climate, sharing materials with the instructor and students, making use of students' interests and needs, and making learning process more interesting and permanent. Shambare, Rugimbana and Sithole (2012) study confirms the popularity of Facebook, and suggests the potential for social networking in many aspects of students' lives, including education. Faster Internet access and affordable 3G technology, as well as Smartphone telephony are enablers that positively influence the adoption of social networking (Tariq, Mehboob, & Khan, 2012). As the use of social networking sites exponentially increase there is no third party or any other community which could check for what actions have been performed by which user, so it is strongly recommended to check children's activities on social networks and don't let them use it.

Utpal (2012) found that the instant and widespread nature of social media spread it like a fire in the forest and Information sharing societies is based on the social promotion and practices of the exchanging and sharing knowledge originating from many different societies and help to evolve social revolution. Social Networking Sites (SNSs) such as Facebook, Google+, Myspace, LinkedIn and Twitter have now become commonplace in international virtual space. Approximately, 75% of all online adults maintain at least one social network profile (Weber, 2012). Huang and Capps (2013) investigates social networking sites (SNS) and ways college students

spend their time on both conventional academic and recreational reading. A total of 1,265 (466 male and 799 female) college students voluntarily participated in the study by completing a self-report survey. Descriptive analysis indicated that the average amount of time students spent (M) on academic reading (AR), recreational reading (RR), and social networking (SN) was 7.72 hours, 4.24 hours, and 16.13 hours per week, respectively.

A number of researchers have found a negative impact that social network participation has on students' academic performance. Malaney (2005) found that some students in multiple studies in 2000 and 2003 reported that their grades had suffered as a result of too much time spent on social media. Banquil et al., (2009) found evidence of a continuing drop of grades among students because of using social networking. Some studies reported a significant negative relation between Facebook use and academic performance (Gafni & Deri, 2012; Junco, 2012a, b, 2011; Ndaku, 2013; Rouis et al., 2011). Banquil et al. (2009) observed a drop in students' grades and lack of time as consequences of social networking participation. Other studies also concluded that the obsession with SN had adverse effects of social networking on student performance (Paulet al., 2012; Burak, 2012). The results of a study of Swedish students indicated that the extensive use of social networking and Facebook by students would lead to poor academic performance (Rouis et al., 2011). Nevertheless, some researchers and studies have found a positive impact that social network participation has on students' academic performance.

Conclusion

Students are paying more attention towards these social networking activities rather than utilizing this time for their studies and this surely affects their academic performance. Thomas et al. (1987) stated that activities of students are associated with grade-related differences among them. Karpinski (2009) found that Facebook usage is negatively correlated with the collegiate grade point averages (CGPAs) of its users. He observed that the range of CGPAs for non-users is 3.5-4.0 but lesser for users i.e. 3.0- 3.5. But the most interesting finding was that 79% of Facebook users

denied having any adverse impact of this usage on their CGPAs.

Every technological innovation has been a topic of debate and the center of researchers' attention and the same is the case with the development of SNSs. Various researchers have conducted studies to identify the various impacts these sites have on their users and findings suggested both bright and dark aspects. It has been found that excessive usage causes many psychological, physical, interpersonal and educational problems to users (Suhail and Bargees, 2006). Numerous studies have also been conducted to delineate the impact of SNSs on the young generation and students. Cassidy (2006) proposed that young people compete on the basis of their efficiency in using SNSs and the criteria of this competition are the number of friends one can accumulate using these sites. Baroness Greenfield proclaimed that Internet obsessed children find it hard to concentrate and communicate while being offline and this leads to lower performance in academics (leadersweddeserve.wordpress.com).

A similar idea was proposed by Dr Himanshu Tyagi that teenagers vigorously start spending their time online and they underestimate the worth of their real lives including education (www.telegraph.co.uk). He proposed that such users indulge so much in coping with the fast pace of online social networking that they start finding the real world around them unstimulating. This study concludes that social media has negative and positive impacts academic achievements of students in urban and rural areas.

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