

# The Impact of Social Media Network on Badakhshan Students' Academic Performance

Negaha Habibi  
English Department  
Badakhshan University, Faizabad Afghanistan

## **ABSTRACT:**

Social media usage is one of the most common activities among children, adolescents, and adults nowadays. And the use of that has been rapidly growing during the last few years. It is not only being used by the working people but also students and instructors are widely engaged using social media. So, it definitely affects students personal and academic performance. The aim of this study is to shed the light on the use of social media effects on the academic performance of students at Badakhshan University and clarify the different stakeholders. Quantitative approach was applied to collect the relevant data through questionnaire. So, there were 300 subjects and the questionnaire was administered among undergraduates in five faculties like, Economy, Social Sciences, Education, Literature and Agriculture. The findings of this study explain that the perception of Badakhshan University students on social media affected their academic performance. Most of the students of Badakhshan University have access to internet and they use Facebook for the academic purposes as well.

Key words: Social Media, Academic performances, perception, Undergraduates

## **I. INTRODUCTION**

Social Media after 2009 is on the move and affected both social activities and learning perceptions. Today, we are using the social media in our daily lives, even elections have been affected in recent years. The online world has changed dramatically, and young men and women now exchange ideas, feelings, personal information, pictures and videos at a successful way (Oberst, 2010). With these developments in technology social networking sites have become more and more popular among students and a major concern has arisen over the use of social media among undergraduate students and affects their academic performance. The increased use of Social Networking has become a social norm and way of life for people from all over the world (Boyd, 2007). Teenagers and young adults have especial embraced these sites as a way to connect with their peers around the globe, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007).

Accordingly, Access and use of social Media in Afghanistan has grown in the past decades to reach approximately 12% of the population. And it has challenge traditional media platforms and providing new platforms for public discourse. Social media carries the expectations of propagating change in Afghanistan through open expression, but the reality of its use provides a need for a more nuanced assessment of its impact on Afghan society (Altai, 2017).

In Badakhshan University, Social media has played a critical role among the learners who are engaging in different disciplines. Most of the students are connected with mobile phones and other mobile devices; they use it in their lesson as well. Thus, this research study intends to evaluate the attitude of Badakhshan University students toward using social media and their effects on their academic performance. Since it is new in Badakhshan among undergraduate students and it can be useful. Because in an academic environment, beside traditional resources, students also need a new technological information such as Facebook, YouTube, Instagram, WhatsApp.

## **Purpose of the study:**

The purpose of the study is to examine the role of social media in students' academic endeavors and ultimately their academic performance through their reported perceptions and reflections. It also seeks to examine factors that might influence the nature of this relationship, and its tentative impact on the academic performance of Badakhshan University undergraduate students. The results of this study are expected to be efficient to

stakeholders at Badakhshan University and beyond that. It is expected that the results will provide a deeper understanding of the phenomenon at hand, especially within Badakhshan province. It will also help the university administrators and faculty members recognize the extent to which university students' use social media and in what ways it might impact their academic engagement and performance, and accordingly make more informed decisions with regard to the usage of social media for academic purposes.

### Literature Review

There are many studies performed about the positive and negative effects of social media on the students' academic performances. For example, Heffner (2016) stated that the use of social media can be a good outlet to deal with academic frustrations, especially if the students are in contact with another student that is having the same problem. Social media lets students to get connected with other students, which can be very useful because it will allow them to discuss class matters through that. Additionally, Adam Mahamat (2014) tried to obtain students' perceptions of how their use of social networking sites influences their academic performances. The researchers performed a preliminary survey of a group of Malaysian university students. It was found that the majority of respondents agreed that social networking sites have a positive impact on their academic performances. Menseh and Nizam (2016) described that social networking have a meaningful effect on the students' academic performances. They also pointed out about the abnormal use of social media platforms by students. The study suggested it is useful that universities and colleges in Malaysia educate their students to use these platforms positively for educational purposes which will ultimately result in a positive impact on their academic performance. Jha, Jaipuria, Jha, and Sinha (2016) asserted that students more probably affected by social media. To some extent, it absolutely affects the lives of college students counting the grades. They added that social media is attractive as it gives college students another world to make friends, also provides a good way to release pressure. It was also noted that an approach is required to balance the relationship between social media and academic study. Consequently, college students should think more about the balancing of social media and academics. Additionally, the findings of an investigation conducted by Eke, Omekwu and Odoh (2014) among undergraduates in Nigeria showed that there are some benefits come from using social media, which encourages virtual meeting with co-research scholar; self-esteem and wellbeing; Research and learning; strengthening interpersonal relationship; read and write web skills etc. It was also noted that students use social media to communicate with friends, viewing movies, for discussing national issues like politics, economy and religious matters, and for academic purposes. Mingle and Adams (2015) stated that there are some students experienced improvement in their reading skills as a consequence of participation and involving social media. Also, respondents shared ideas, discussed and shared examination questions among themselves on social media. All the same, Mingle and Adams (2015) asserted that majority of respondents experienced negative effects i.e. poor grammar and spelling, late submission of assignment, less study time and poor academic performance because of too much use of social media networks. Moreover, addiction toward using social media among students was high. Eke, Omekwu and Odoh (2014) described some dangers associated with social networking sites such as Ecrime, Internet addiction, laziness, standard crime like, fraud, murder, kidnapping; immoral act like, pornography, prostitution, cyber-bullying where identified. In addition, the outcomes of a survey performed by Roblyer, McDaniel, Herman and Witty (2010) showed that faculty and students differ somewhat in their current and anticipated uses of social media such as Facebook. It was noted that there is a significant difference between the perceived role of this tool as social, rather than educational. Students look like much more open to the idea of using Facebook instructionally than do faculty. Sudha and Kavitha (2016) also stated that most of the faculty members believed that social media have a negative effect on the students' academic performances compared with positive effects, due to lack of awareness among the students and faculty members about the appropriate usage of social media topics of educational interest. In the meantime, the positive effects of social media on their academic performances appeared to be significantly low. Moreover, Heffner and Tara (2016) conducted a study among undergraduates at Rowan University of the USA. The study results described that social media do not have a positive effect on the students' academic achievements. Because the student GPA decreased as much as they were engaged in social media. The study suggested the undergraduate students should manage and monitor their time spent using social media such as Facebook. In another study, Mushtaq (2015) discovered social

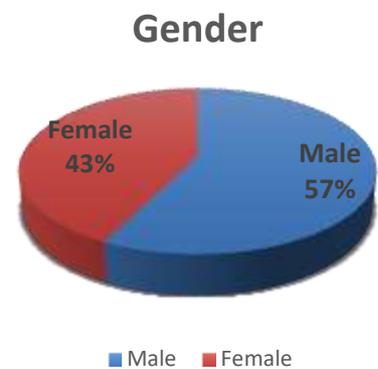
media as a factor in the lacking of habits of reading newspaper among students and it may cause them to lose much advantageous information consist of the newspaper. Furthermore, Wang, Chen and Liang (2011) alleged that social networking is absolutely affecting students’ effectiveness as well as their grades. Therefore, educators need to be worried about these problems and attempt to find better ways to solve these problems. Though, framed within an academic context, the concepts outlined here can be used to investigate the use of communication technology not only at school, but also at home, workplace, and many other settings, and for a diversity of different viewers like teenagers, young adults, the elderly, or families.

**Methodology**

The data for this research was gathered from Badakhshan University students in September 2019. The total number of the questionnaire was 300 which was administered to five faculties of Badakhshan University students and retrieved after one week. The participants who responded the questions were the students at Badakhshan University. They were all from Afghanistan. These are using English language as a foreign language in the context of Afghanistan. The gender composition of the questionnaires were 128 girl responders and the rest 172 of them were boys. After that, data were collected and obtained based on the participant’s responses and analyzed based in frequency count and percentages to answer the earlier raised questions.

**Finding and discussion:**

There are more than 5000 students studying in Badakhshan University form all over the country. Only 300 participants randomly were chosen as the subjects of the research.



**Question No 1: What type of social networks is very common among Badakhshan University Students?**

Starting data analysis, it is important to know the percentage use of social media among Badakhshan University students. In figure 1, it is vividly shown that Facebook is No 1 social media which has the most usage with 93% among Badakhshan University students. In addition, Imo is considered to be No 2 with 26% and Instagram with 17 % is No 3 and other social media with different percentage got the position of 4 up 9.

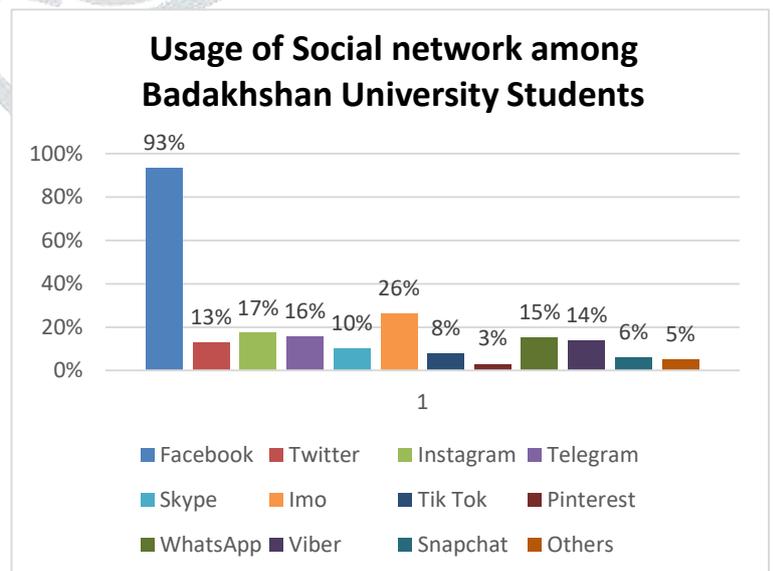


Figure 1

**Question No 2: To what extent do undergraduate students at Badakhshan University use social networks for academic-related purposes?**

In this section 21 statements were given to the students of Badakhshan University, which were about the relationship of using social networks with academic and social purposes.

In the following, the result of each statement is given with details in a chart.

### 1- Online social networks distract me from my studies

In the above chart, 67% of the students agreed or strongly agreed to the statement; However, 21% disagreed or strongly disagreed and the rest 12% had no opinion about the abovementioned statement, which shows that social networks affect them deeply and distract them from their lessons.

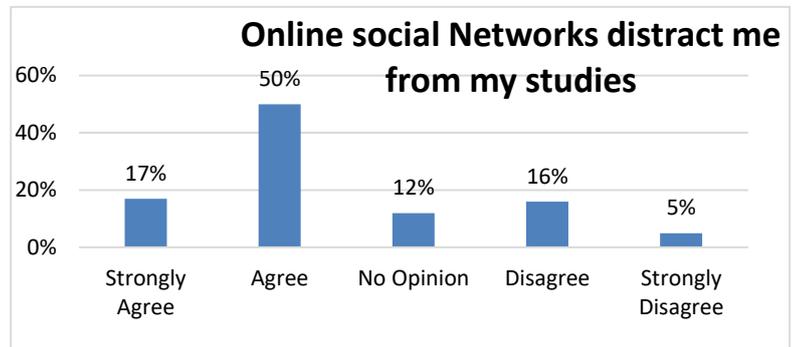


Figure 2

### 2- The hours I spend on social networks are more than the hours I spend reading

In the above chart, 44% of the students agreed or strongly agreed to the statement; However, 46% disagreed or strongly disagreed and the rest 10% had no opinion about the abovementioned statement, which shows that the majority of the students prefer reading books, magazines, journals, articles, etc... to social networks.

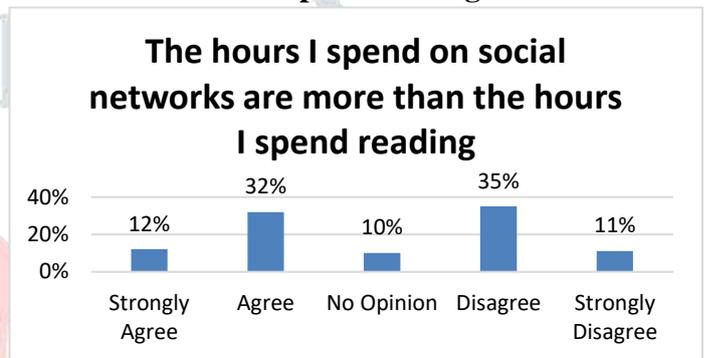


Figure 3

### 3- My unlimited access to Facebook has affected my academic performance negatively

In the above chart, 56% of the students agreed or strongly agreed to the statement; On the other hand, 34% disagreed or strongly disagreed and the rest 10% had no opinion about the abovementioned statement, which shows that social networks affect negative the students' academic performance.

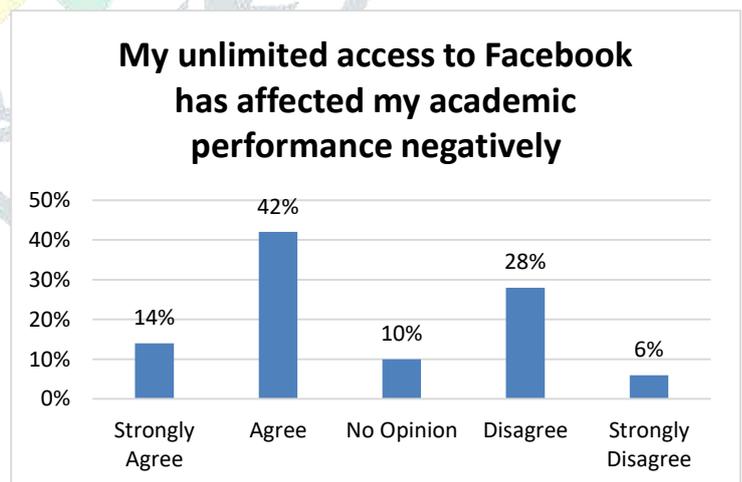


Figure 4

#### 4- I engage in academic discussion on social networks platforms

In the above chart, more than half of the participants (74%) agreed or strongly agreed to the statement; On the contrary, only 14% of participants disagreed or strongly disagreed and the rest 12% had no opinion about the abovementioned statement, which shows that majority of the students engage in academic discussion, and discuss regarding different academic topics on social networks.

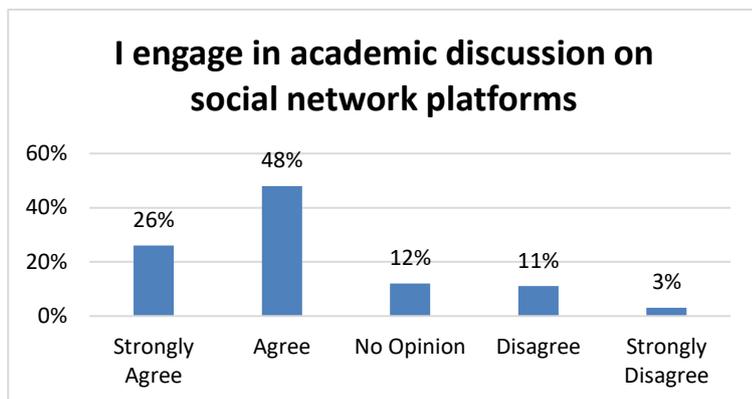


Figure 5

#### 5- Social networks have impacted my marks positively

In the above chart, more than half of the participants (57%) agreed or strongly agreed to the statement; On the contrary, 29% of participants disagreed or strongly disagreed and the rest 14% had no opinion about the abovementioned statement, which shows that the students use social networks like YouTube, Pinterest, Telegram, etc... to understand better the lessons they have been taught in the class.

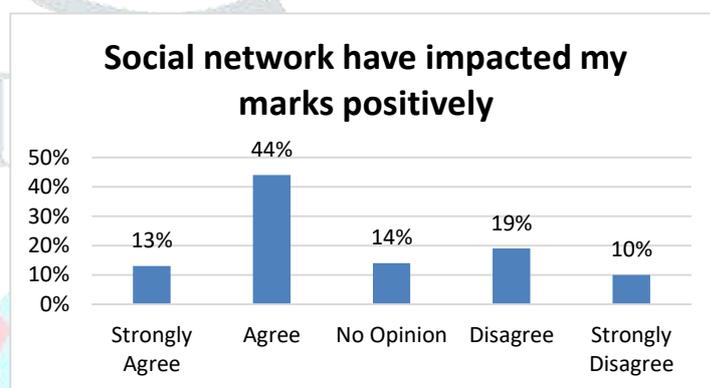


Figure 6

#### 6- I follow the latest development in my field through social networks

In the above chart, more than half of the participants (72%) agreed or strongly agreed to the statement; On the contrary, 22% of participants disagreed or strongly disagreed and the rest 5% had no opinion about the abovementioned statement, which shows that majority of the students follow latest development in their field.

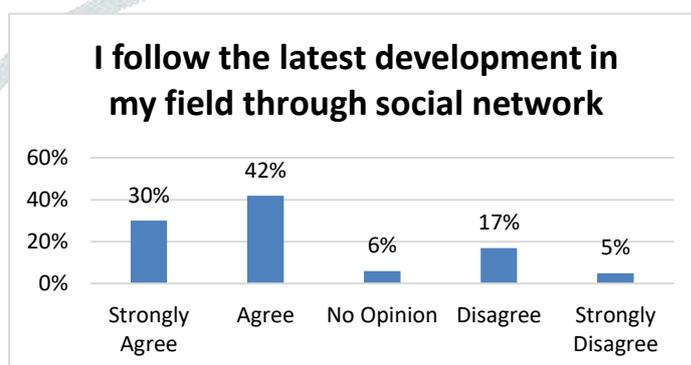
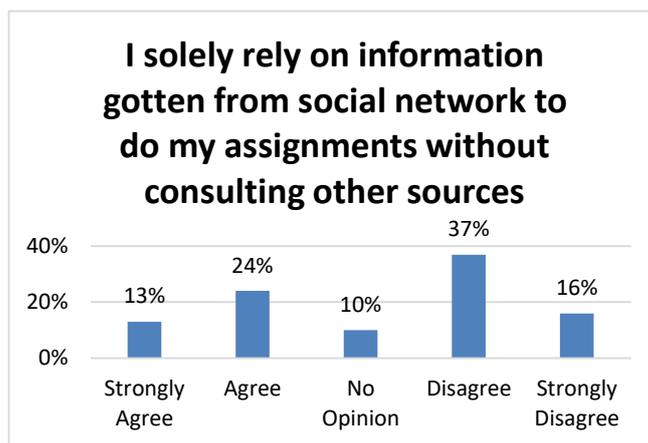


Figure 7

**7- I solely rely on information gotten from social networks to do my assignments without consulting other sources?**

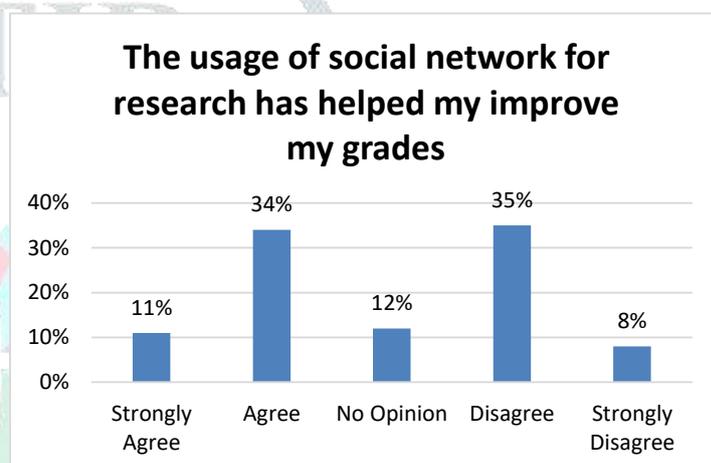
In the above chart, 37% of the students agreed or strongly agreed to the statement; in contrast, half of the participants (53%) disagreed or strongly disagreed and the rest 10% had no opinion about the abovementioned statement, which shows that the students do not think social networks is the only source of information but they refer to other sources like Libraries to do their assignments.



**Figure 8**

**8- The usage of social networks for research has helped me improve my grades**

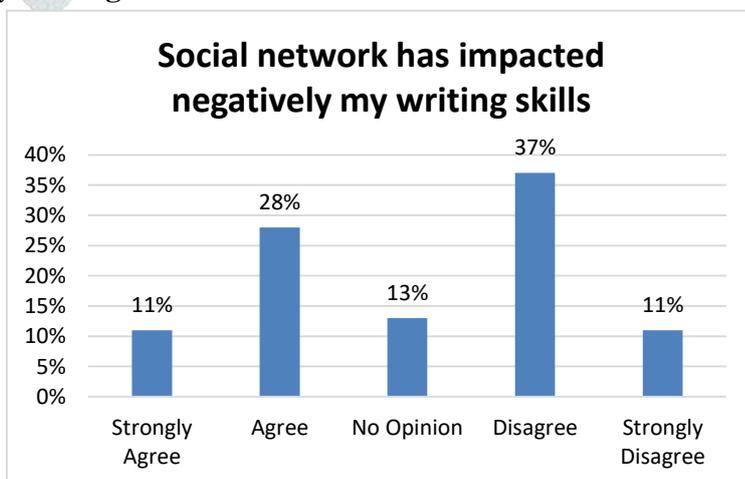
In the above chart, the result was different because almost half of the students (45%) agreed or strongly agreed to the statement and half other (42%) disagreed or strongly disagreed and the rest 12% had no opinion about the above mentioned statement, which implies that social networks helped some of the students (but not all of them) improve their grades at university.



**Figure 9**

**9- Social networks have impacted negatively my writing skills**

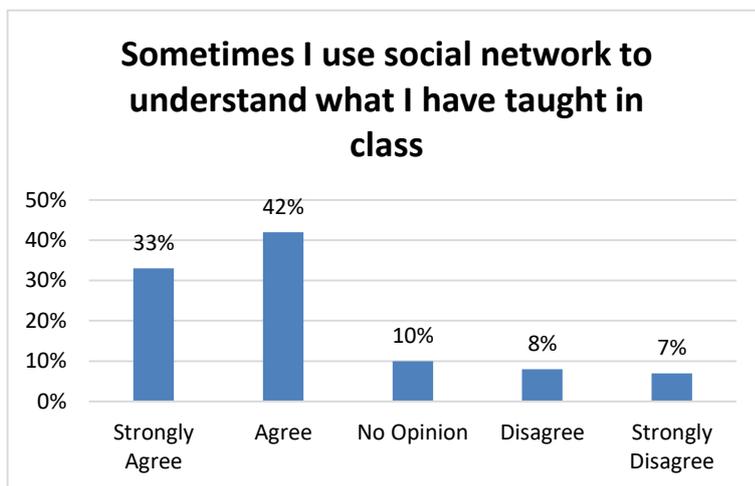
In the above chart, 39% of the students agreed or strongly agreed to the statement; in contrast, almost half of the participants (48%) disagreed or strongly disagreed and the rest 13% had no opinion about the abovementioned statement, which shows that social networks impacted negatively the writing of just some of the students (not all of them).



**Figure 10**

**10- Sometimes I use social networks to understand what I have taught in class**

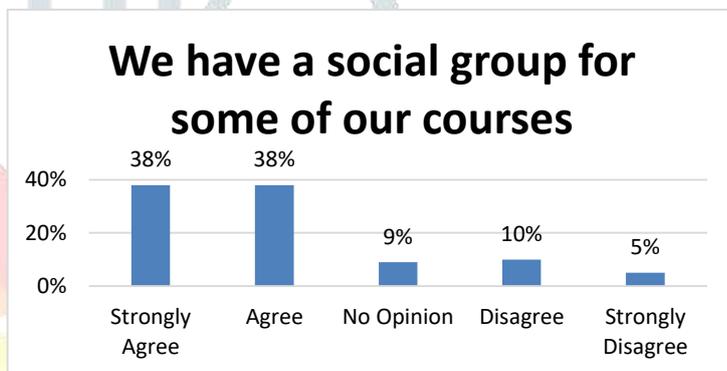
In the above chart, more than half of the participants (75%) of the students agreed or strongly agreed to the statement; in contrast, few of them (15%) disagreed or strongly disagreed and the rest 10% had no opinion about the abovementioned statement, which shows that student use social networks to understand better what they have been taught in class. Additionally, they use You Tube, Pinterest, Telegram to do this.



**Figure 11**

**11- We have a social group for some of our courses**

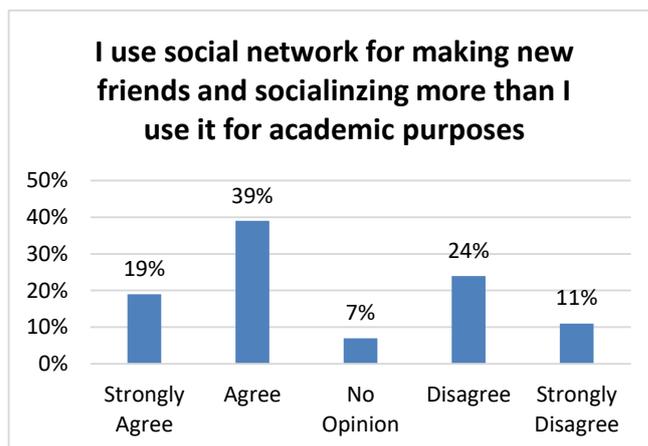
According to the chart, the high proportion of the participants (76%) agreed or strongly agreed to the statement, but only 15% disagreed or strongly disagreed and 9% were neutral. This implies that students of most of the class have social group especially a Facebook group to inform one another about the issues of inside and outside the class.



**Figure 12**

**12- I use social networks for making new friends and socializing more than I use it for academic purposes**

According to the chart, the high proportion of the participants (58%) agreed or strongly agreed to the statement, but 35% disagreed or strongly disagreed and only 7% were neutral. This implies that students mostly use social networks for making friends, chatting, etc... but with low percentage for academic purposes.



**Figure 13**

### 13- I have to use social networks extensively because most of my course assignments/projects are in the forms of blogs and online presentation

In the above chart, more than half of the participants (62%) agreed or strongly agreed to the statement; On the contrary, only 25% of participants disagreed or strongly disagreed and the rest 13% had no opinion about the abovementioned statement, which implies that most of the student use social networks because their assignments are given on social networks especially in Telegram, WhatsApp, etc...

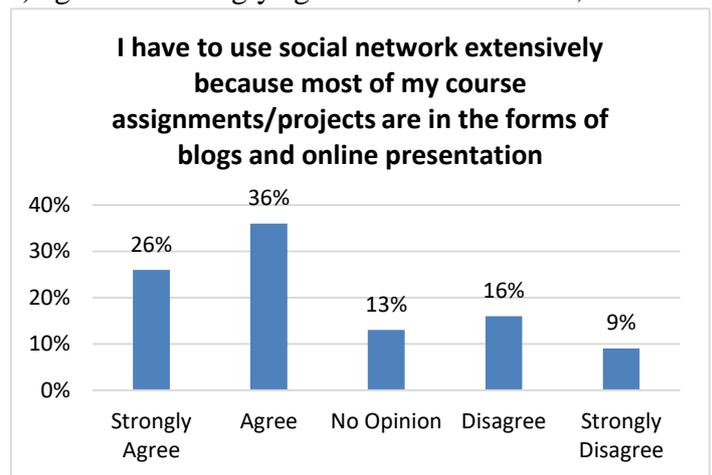


Figure 14

### 14- Social networks have improved my social communication skills

In the above chart, more than half of the participants (74%) agreed or strongly agreed to the statement; On the contrary, only 19% of participants disagreed or strongly disagreed and the rest 9% had no opinion about the abovementioned statement, which implies that social networks strongly improve their communication skills. For instance, they could easily find friends on social networks and share opinions and ideas.

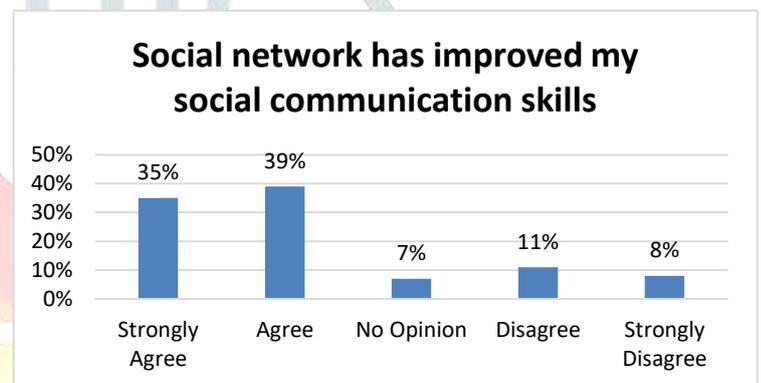


Figure 15

### 15- Once I interrupt my studies with social networks, I lose concentration

In the above chart, more than half of the participants (59%) agreed or strongly agreed to the statement; On the contrary, only 30% of participants disagreed or strongly disagreed and the rest 11% had no opinion about the abovementioned statement, which implies that while using social networks, students cannot concentrate on their lessons.

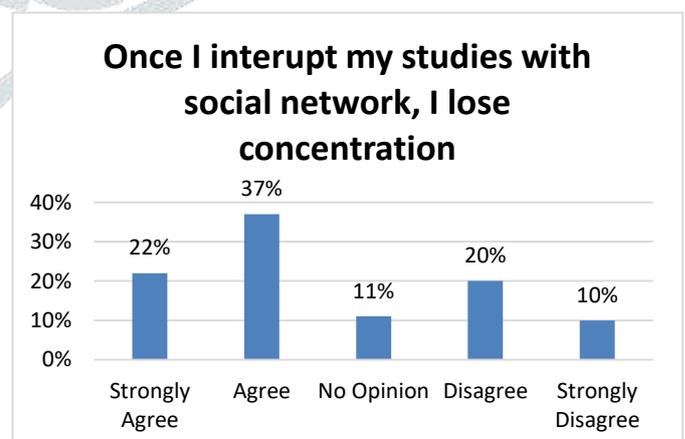


Figure 16

## 16- I communicate with the instructor through social networks

According to the chart, majority of the participants (66%) agreed or strongly agreed to the statement; however, only 27% of participants disagreed or strongly disagreed and the rest 7% had no opinion about the abovementioned statement, which implies that most of the student are connected with their professors and instructors on social networks.

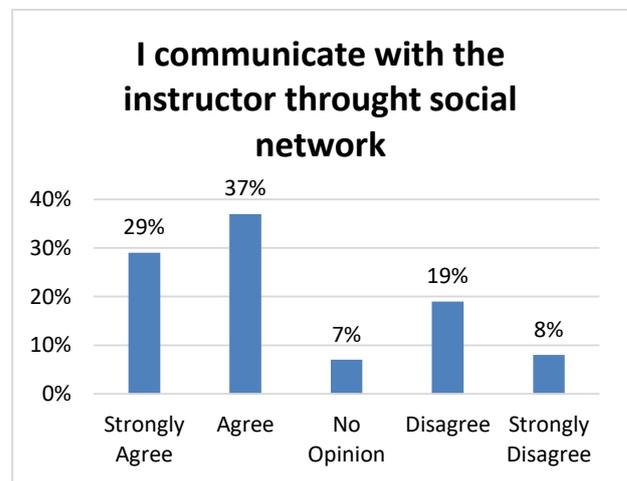


Figure 17

## CONCLUSION

From discussing the findings, it is important to come to a successful conclusion. This study shows that there are different students opinion regarding the social media effects on their academic performance. According to the data analysis the social media have both positive and negative effects on their academic performance. For instance, Social networks have positive effect on students' grades. According to them, studying scientific and academic topics on social networks increases their understanding and critical thinking, and as well as they use topics related to lesson in their assignments. Today, social networks are used as an electronic communication device between academic environments, so the creation of virtual groups on Facebook, Instagram, WhatsApp make them aware of lessons that have been left behind and compensate in subjects that are absent. And also they will inform about the timing and events related to their lesson online. In addition, most of students believe that as a result of access to social networks, they can access up-to-date resources in their field of study and grow in the same field. But, sometimes due to lack of proper culture of using virtual networks, new and interesting topics in social networks have caused students to be attracted to social networks uncontrollably and forget their main task, which is personal study and growth. In the present study, some of the negative effects of using social networks have been mentioned for example, respondents admit that, the hours they spend on social media are not spend studying. Thus, it put a negative impact on students' academic activities because they spend most of their time on social media rather than studying. For instance, 67% of the participants mentioned that social media has prevented us from doing scientific work and academic studies.

Finally, access to virtual networks is a way to update science, but only if the time division is motivated to progress and allocate specific time for academic growth and the use of social networks.

## References:

- Eke, Helen N. Miss; Omekwu, Charles Obiora Prof; and Odoh, Jennifer Nneka Miss. (2014). "The Use of Social Networking Sites among the Undergraduate Students of University of Nigeria, Nsukka" (2014). *Library Philosophy and Practice (e-journal)*. 1195.
- Heffner, Tara. (2016). "The effects of social media use in undergraduate students" *Theses and Dissertations*. 1440. <http://rdw.rowan.edu/etd/1440>.
- Helou, Adam Mahamat. (2014). The Influence of Social Networking Sites On Students' Academic Performance in Malaysia, *International Journal of Electronic Commerce Studies*, 5(2),247-254, doi: 10.7903/ijecs.1114.
- Jha, J., Jaipuria, N., Jha, S and Sinha, P. (2016). *International Journal of Computer Applications (0975 – 8887) International Conference on Advances in Information*

- Mingle, J., Adams, M. (2015). "Social Media Network Participation and Academic Performance in Senior High Schools in Ghana" (2015). *Library Philosophy and Practice (e-journal)*. 1286. <http://digitalcommons.unl.edu/libphilprac/1286>.
- Mushtaq, A, J. (2015). Habits and motives of reading among the students in Alberoni University of Afghanistan. *University Malaysia Pahang (UMP) {Dissertation}*.
- Roblyer, M.D., McDaniel, M., Webb, W., Herman, J and Witty, J, V. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. Elsevier. *Internet and Higher Education* 13 (2010) 134–140.
- Sudha, S and Kavitha Es. (2016). "The Effect of Social networking on Students' Academic Performance: the perspective of faculty members of Periyar University, Salem" (2016). *library philosophy and practice (ejournal)*. 1455.
- Wang, Qingya; Chen, Wei; and Liang, Yu. (2011)."The Effects of Social Media on College " (2011). *MBA Student Scholarship*. Paper 5.

