Understanding the Perspective of Faculty Members Regarding the Influence of Social Media on University Students' Overall Academic Achievements

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Abstract

This descriptive and exploratory research intended to understand the faculty members' perspective regarding the influence of social media on university students' overall academic achievements. The study's main goal was to investigate the impact of social media usage on academic achievements of university students. The primary research question was, "What is the faculty's perception of the impact of social media on the academic performance of university students?" The secondary research question was, "What are the various purposes for which university students use social media?" Ninety faculty members of public and private sector universities in Sindh province participated in this research. Survey questionnaire was used as major data collection tool. This questionnaire has twenty statements regarding social media usage and two open ended questions related to problems and remedial measures associated with use of social media. Collected data was analyzed using demographic statistics, descriptive statistics, and central tendency statistics. Frequency counts and word clouds were used to analyze open-ended questions. From the analysis of data, it was found that use of social networking sites have positive as well negative impacts on the academic performance, study habits and social interactions of the students. The study recommends that since internet and social media are inevitable, responsible internet usage needs to be inculcated at a very early age through specialized curriculum embedded with unwritten curriculum of the educational institutes. It is also recommended that a policy framework to be developed by the state for restricting social networking sites and other online sites during certain time for the students. To conclude, the findings of this research provide insights into the correlation between social media usage and academic performance among university students. It is also recommended that this correlation may be further studied on a large scale.

Keywords: *Social media, academic performance, social interactions, positive and negative impacts, responsible usage*
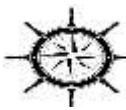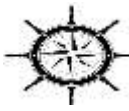
Introduction

The media have a considerable influence on our perceptions, understandings and subsequent reactions to various events happening around us or at a global level. The media have been using multiple lens to disseminate data, commentary, and other contents to the audience. However, with the invention and further advancement of the internet technology in the 20th century, it has brought a major shift in the role and function of the media. Since then, "Social Networking Sites (SNSs)" or Social Media Networks (SMNs) have emerged. Commonly referred as "Social Media (SM)," these sites facilitate instant communication between users. With the rise of social media, people's habits of gathering and sharing data about their social interactions have evolved significantly. Before the arrival of the Internet, TV, radio and newspapers were the major means of getting news and other information. However, the rise of social media have given real time access to news, knowledge and information to people of all ages. In this way, all spheres of life, including education and learning, are affected by the media. (Amie-Ogan & Prosper, 2022).

According to Dixon (2022) and Dean (2023), around 56.8 % of people in the world use social media. Similarly, the most popular social network by having 2.9 billion monthly active users is Facebook followed by YouTube (2.3 billion), WhatsApp (2 billion), FB Messenger (1.3 billion), and WeChat (1.2 billion) Similarly, In the United States, 82% of adults are active on at least one social networking site (SNS).

According to Dean 2023, Asia is the region with the most social media growth in 2019–2020, followed by Africa, South America, North America, Europe, and Australasia (+16.98%, +13.92%, +8.00%, and +6.96%, respectively). According to online sources, there are 2.7 billion monthly active users on Facebook alone. Recent years have seen an uptick in research on what influences students' grades. The rate at which college students embrace new technologies is satisfactory, and the field of science and technology itself appears to be making rapid strides forward. The students' use of social media extends beyond just social purposes (Sheikh et al., 2019, Dean 2023).

Due to the many advantages of online discussion forums, they are increasingly being integrated into traditional classrooms. Students frequently utilize SNS to discuss and communicate with their instructors, professors, and lecturers on a variety of academic topics, both informally and formally. It is also stated that universities and colleges increasingly utilize social media platforms

like LinkedIn and Facebook to network with prospective and current students and provide course materials. Most studies have concluded that students who utilize social media for educational purposes perform better academically. For example, Smith and Caruso (2010) reported that the educational success of students majoring in information technology steadily increased between 2007 and 2010. Moreover, it was also found that college students' academic performance improved after they began using Twitter as a curricular and academic intervention support tool. Lambic's (2016) research found that when students used social media for school, it boosted their grades. While it's undeniable that social media like Facebook offers users numerous benefits, academia are increasingly focusing on the problematic uses of the network. The vast majority of kids use social media for reasons other than schoolwork (cited in Pirzado & Shaikh, 2022).

According to a report by the Pakistan Telecommunication Authority (PTA), as of January 2022, Pakistan has made speedy progress in its internet structure. Mobile Broadband is the primary mode of connectivity, with an accessibility rate of 45.8% and an average internet speed of 18.8 Mbps. Pakistan has made significant progress in the development of its internet infrastructure, but there is still a long way to go in terms of providing universal access to high-quality internet services. (PTA 2022)

SNSs have had a significant influence on people in Pakistan, enabling greater connectivity and access to information. Concerns have been raised about their negative impact on academic performance, but recent studies suggest they can have a positive impact. (Ali & Ahmed 2018). Therefore, it is essential for educators to recognize the potential benefits of SNSs and incorporate them into their teaching strategies. Similarly negative impacts have also been reported in various studies. SNS can also adversely affect the study habits of students. Akhtar and Asghar (2015) found that students who spent more time on SNS had poor time management skills, with a negative impact on their ability to complete assignments and meet deadlines. Similarly, another study conducted by Khan et al. (2020) found that excessive use of SNS was associated with poor study habits, including less time spent on homework and less participation in class.

With a population of more than 50 million, Sindh is the second most populous province in Pakistan. Over the previous ten years, the population has increased by more than 60%. Therefore, Sindh is a relatively young province, with over 60% of the estimated population being under the age of 15. Even though Sindh is regarded as the most urbanized province in Pakistan,
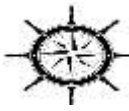
nearly half of the nation's nearly 23 million inhabitants reside in rural areas. According to the Pakistan Telecommunication Authority, the number of broadband subscribers in Sindh province increased from 4.4 million in June 2018 to 5.5 million in June 2020, indicating a growth of 25% (PTA, 2021).

Statement of the Problem

While social media networks have provided people in Sindh province with a platform for communication and engagement, they have also been associated with negative effects, such as the spread of disinformation and cybercrimes. In recent years, social media platforms have been used to provoke violence and spread hate speech, leading to concerns about the impact of social media on social harmony and cohesion in the region.

As internet facilities and social media networks continue to expand in the region, it is important to recognize their potential benefits, hazards and challenges particularly there is a need to explore the positive and negative effects, associated with social media networks, on youth enrolled in educational institutions. This study aimed to examine how social media relates to university students' overall academic performance, learning behaviors and its adverse and favorable consequences on their psychological well-being.

Research Objective

Objective of this research was to:

- Explore the faculty members' perspective regarding impact of social media usage on university students' overall academic performance.
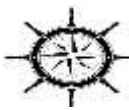
Research Questions

i. What is the faculty's perception regarding the impact of social media on the academic performance of university students?

ii. What are the students' other purposes when using Social Networking Sites (SNS)?

Delimitations

This study was delimited to:

a. 06 Universities/Institutes of Higher Education of General Category in Sindh Province

      b. Faculty of Management Sciences, IT & Computer Sciences, Social Sciences, Languages and Humanities of the universities included in the study.

Significance

This research is significant for policy makers to decide the appropriate usage of social media for academic purposes. This study is also important for the educators to decide and plan the usage of internet and social media in classroom settings. It is also useful for the parents to know the positive and negative influences of social media on their children. This study provides additional information to the researchers working on the impacts of social media on young minds. Further, this study is helpful for the university level students and faculty who are planning and conducting research pertaining to influences of social media.

Literature Review

Scholarly works of prolific scholars, professional researchers, and experts in the field were explored. Different sources of knowledge including journal articles, research publications, thesis and books available online and offline were explored to understand the various concepts and frameworks related to the study.

Operational Definition of Key Terms

Media: The term media, (Collin Dictionary) is the plural of medium. According to Kaplan (2012), media is related to the communication networks through which we circulate news, music, movies, education, promotional messages and other data.

Social Media (a). The Oxford English Dictionary defines social media as: "Websites and applications that enable users to create and share content or to participate in social networking."

Social Networking Sites (SNSs): According to Kaplan and Haenlein (2012), Social media are defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and these allow the creation and exchange of user-generated content". According to this researcher's working definition, all the platforms or sites like Facebook, Twitter, YouTube, WhatsApp, Instagram, Ticktok, LinkedIn, Snapchat, and Pin-interest etc form SNSs.
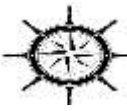
Academic Performance: According to Reynolds and Walberg's (1992), theory of academic achievement suggests that educational outcomes of students are influenced by their psychological characteristics and their immediate psychological environments.
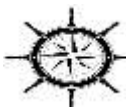
Social Media (SM) Theories

There are many theories proposed by thinkers, scholars and social scientists of various disciplines regarding SM. Few are briefly presented here:

Uses and Gratification Theory: This theory was introduced by group of communication researchers Katz, Jay, Blumler, and Gurevitch in 1970. This theory's foundation was based on the question that "why individual choose and use specific media to satisfy their needs". These needs may have various purposes like entertainment, social interaction information seeking and personal identity. According to this theory, individuals are free to choose keeping in view their specific needs.

Diffusion of Innovations Theory: Rogers, a Sociologist proposed this theory in 1962. According to Rogers (2003), "how and why new ideas, technologies, or innovations spread and are adopted by individuals or groups within a society" The major emphasis of this theory is on the process of diffusion which involves the spread of innovations through social networks overtime. This happens with face to face interactions, online networks and mass media.

Network Theory: Network Theory or Social Network Theory has been developed and contributed by various scholars from different disciplines from 1934 to 2017. According to Scott (2017), Network theory is a standpoint that investigates social happenings through the lens of 'interconnected networks' of interactions between individuals, groups, or organizations. Moreover, it also explains that what are the various patterns of behavior of individuals and flow of information influence the spread of ideas.

Media Richness Theory (MRT): MRT was developed by Daft and Lengel in 1984. This was further refined by Langel and Trevino in 1987. MRT originates form Contingency theories and it also explains the Communication theories as well. According to MRT, (Moghavvemi, 2014), with the advancement of internet, new forms of communication channels have emerged. Facebook, Youtube, Twitter and other social networking sites are being used as channels of communication by organizations and individuals. Acquiring of information, interaction with

friends, entertainment and self-satisfaction is given by these modes of communication. In this way, individual knowledge, understanding and interaction skills are improved.
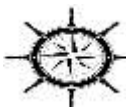
State of Internet Facilities in Pakistan

Federal Government of Pakistan presented National IT Policy and Action Plan in August 2000 to bring advancement and desired improvement in telecom sector after realizing the importance of Information and Communication Technologies (ICTs) (Pakistan Ministry of Science & Technology, IT and Telecommunications Division, 2000). A substantial amount of capital was invested in Telecom sector to make Internet-based services available in Pakistan at low cost and with minimal disturbance after the government introduced numerous attractive incentives to the business community via Telecom Policy 2015 and Pakistan Vision 2025. (Pakistan Telecommunication Authority, 2015).

In terms of fixed broadband, Pakistan has made significant progress in recent years, with the number of subscribers increasing from 2.8 million in 2015 to 10.2 million in 2021, according to the PTA (2022). However, the fixed broadband connectivity rate remains low at 4.7%, and the average internet speed in the country is comparatively slow at 4.4 Mbps, compared to the global average of 46.7 Mbps (Speedtest Global Index, 2022). Mobile broadband is the primary mode of internet access in Pakistan, with 98.5 million mobile broadband subscribers as of January 2022, according to the PTA (2022). The mobile broadband penetration rate stands at 45.8%, and the average internet speed on mobile networks is 18.8 Mbps, according to the Speedtest Global Index (2022). One of the main challenges facing the development of internet infrastructure in Pakistan is the lack of investment in broadband infrastructure, especially in rural areas. According to a report by the World Bank, only 20% of Pakistan's rural population has access to broadband services, compared to 80% of the urban population (World Bank, 2021).

Population of Sindh province is over 47 million people. Most of population living in urban areas in particular and others in general depend on the internet and social media networks for communication, entertainment, and information. (Pakistan Telecommunication Authority, 2021). With the initiatives of Government of Pakistan (GoP) and provincial government, availability of internet facilities in Sindh province has significantly improved over the years, with the public and private sector partnership in giving expansion to internet infrastructure across the region.

According to the Pakistan Telecommunication Authority, the number of broadband subscribers in Sindh province increased from 4.4 million in June 2018 to 5.5 million in June 2020, indicating a growth of 25% (Pakistan Telecommunication Authority, 2021).

Social media networks have become increasingly popular in Sindh province, with a growing number of people using social media platforms to connect with friends and family, share information, and engage in political and social activism. A study conducted by the Pakistan Telecommunication Authority found that Facebook was the most popular social media platform in Sindh province, with over 14 million users (Pakistan Telecommunication Authority, 2021).

Attitudes towards Social Media (SM) in Pakistan

A study conducted in Pakistan found that students who use SNSs to access educational resources are more likely to perform well academically (Arif & Saima, 2016). SNSs provide students with a platform to access a vast amount of educational resources, which can help them to expand their knowledge and improve their academic performance. Another positive impact of SNSs on academic performance is improved time management. SNSs can help students to organize their time more effectively by providing them with a platform to schedule their academic work and keep track of deadlines. Research has shown that students who use SNSs to manage their time are more likely to perform better academically.

Contrary to above-mentioned positive understanding, the negative impact of SNS on academic performance have also been highlighted and several factors are attributed to this. First, SNS can be a source of distraction, with students spending significant amounts of time browsing social media instead of studying. Second, SNS can lead to postponement, with students delaying their work to spend more time on SNS. Moreover, SNS can also lead to sleep deprivation, with students staying up late at night to use social media, which can affect their ability to concentrate and perform well in class (Kausar et al., 2019)

In addition to academic performance, it is also viewed that SNS can also affect the study habits of students. A study conducted by Masood et al. (2022) found that students who spent more time on SNS had poor time management skills, with a negative impact on their ability to complete assignments and meet deadlines. Similarly, it was also found that excessive use of SNS was
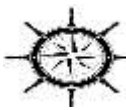
associated with poor study habits, including less time spent on homework and less participation in class.

**Social Media Technology and Education Sector**

The educational sector has been feeling the slow and steady effects of social media. Feshchenko (2015) studied the impact of social media on the educational experiences of 375 students at 25 Russian universities. The study found that 95 percent of students use social media, with 24 percent of that time spent on academic purposes and the remainder time split between leisure (41 percent) and research (28 percent). The report (Redecker, 2009) highlights the various functions of social media in enhancing learning activities and promoting innovation in education and training in Europe, including:

- Learning;
- Academic Achievements;
- Social Networking;
- Embracing Diversity
- Opening Up to Society.

As far as students in Pakistan are concerned, they are also influenced by the global advancements. Students in Pakistan have come to recognize and embrace social media as a viable tool of communication during the past decade. During the emergency declared by the Government of Pakistan in 2007, Shaheen conducted research into the information-seeking behaviour of students at three universities in Pakistan. Results showed that students used social media to advocate for democracy, free speech, and student rights throughout the political crisis. Students in higher education spend a lot of time on social networking sites and find these sites as helpful and beneficial to their studies, according to a study by Arshad, Akram, Arshad, and Nazir (2014).

Methodology

This study was conducted to examine how social media impacted the performance of students at university level. Therefore, this study investigated the social media usage, viewpoints, and opinions of interest, problems of media usage, and other issues of the respondents particularly in context of students' academic performance.
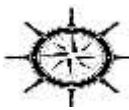
Research Design

This research study was primarily descriptive and exploratory in nature. According to Babbie (2016), descriptive research design involves observing and collecting data on a given topic. It gives a comprehensive and particular picture of the population or phenomenon being studied and to describe the relationships, patterns, and trends that exist within the data.
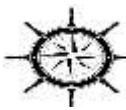
Population & Sample

This research was carried out in Universities/Higher Education Institutes of Sindh. There were 27 public sector universities/degree awarding institutes in province of Sindh. Out of these, 11 Universities/Degree awarding Institutes were of Social Sciences/Humanities departments (HEC Recognized Universities 2022). Out of 11 Universities/Higher Education Institutes, 06 universities/institutes constituted the sample for this research. 02 universities from Karachi and 04 universities from other districts of Sindh were selected randomly. Ninety (90) faculty members (49 male, 41 female) participated in the study.

Development of Research Instrument

Data was collected from participants of research by getting prior permission from them. Survey questionnaire was used for data collection. The research instrument was developed based on the objectives of study and modified after getting insights from literature review. This was also reviewed and modified in consultation with the educational experts.

Questionnaire consisted of 20 structured statements and 02 open ended questions. These statements were related to usage and effects. Apart from these statements, demographic questions related with gender, age, and professional experience were also included. Likert scale with structured response including Strongly Agree, Agree, Somewhat Agree, Undecided, Disagree and Strongly Disagree was used. According to Sullivan & Artino (2013), Likert scales are commonly used in quantitative research to measure attitudes, opinions, and perceptions of respondents involved in research. Moreover, a variety of statistical techniques, such as mean scores, frequencies, and percentages can be used to analyze the data collected from Likert scales. Two open ended questions were also asked. These questions were related with problems and remedial measures associated with use of SNS.

Validity and Reliability

The data collection tool was validated by two experts of Educational Research. They examined the items of the tools to ensure that the items were clear and comply with the objectives of the study, as well as the suitability of the instruments` items in terms of the language used. Their valuable observations and corrections were used to design the final version of the instrument which was used for data collection for the study.

Streiner (2003) provides a clear and concise introduction to Cronbach's alpha and its importance in evaluating the internal consistency of measurement instruments. It is a measure of internal consistency reliability, which is a statistical method used to evaluate the degree to which the items in a questionnaire or survey are measuring the same construct. It is typically calculated on the responses given by respondents to the questions or statements in the tool. The test was observed with a benchmark value of 0.816.

Statistical Analysis of Collected Data

The data obtained from questionnaire was coded, tabulated and analyzed by using SPSS (IBM SPSS Statistics 26) through demographic analysis, descriptive statistics, and statistics of central tendency. To analyze the open-ended questions which were related with problems and remedial measures, online word cloud was generated. Apart from this, frequencies of key words/terms were also recorded. SPSS as statistical software was used to perform the analysis.

First of all, value of Cronbach's Alpha was calculated for the faculty data. It was 0.75, which means that the internal consistency of questionnaire is good enough to proceed for further analysis.

Analysis of Demographic Statistics

The following table 1 showing the number of male and female faculty from whom data was collected.

Table 1

Distribution of Faculty by Genders

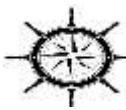| Gender	Frequency	%
Male	49	54.4
Female	41	45.6
N=90		

Table 01 showing frequencies and percentages of male and female faculty respondents. Male

members are greater than the female. The table 2 is showing age distribution of faculty

members. We have divided faculty into three major groups i.e. from 21 to 30, 31 to 40 and 41 to

50.

Table 2

Age Groups of Faculty

Age Group	Frequency	%
21-30	36	40.0
31-40	34	37.8
41-50	20	22.2
N=90		

Most of the faculty members fall in first two groups. It also shows that majority of faculty members

were young.

The following table 3 showing the post/position held by the faculty members.

Table 3
Showing Designations of Faculty

S.No	Designation	Frequency	Percent
1	Lecturer	41	45.6
2	Assistant Professor	28	31.1
3	Associate Professor	14	15.6
4	Professor	7	7.8
N=90			

Table 3 showing the posts held by the faculty members. The most of the respondents are

Lectures and Assistant Professors.

Descriptive Statistics

Questionnaire for faculty consisted of 20 statements. These statements were further divided into

following three sub categories:

- Category-I: There are 08 statements in this category and these are related with
  availability and use of SNS at University/Institution
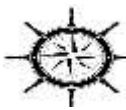
- Category-II: There are 07 statements in this category and these are related with effects of SNS on academic performance of the students.

- Category III: There are 05 statements in this category and these are related with general or nonacademic Use of SNS.

Table 4

Frequency % on Statements 01 to 08 for Faculty

#	Statements	Frequency %					
		Strongly Disagree	Disagree	Undecided	Somewhat Agree	Agree	Strongly Agree
1	Access to Social Networking Sites (SNS) at university is limited to students	8.89	22.22	11.11	22.22	24.44	11.11
2	There is improvement in students' grades since they started using social networking sites (SNS).	7.78	23.33	11.11	21.11	21.11	15.56
3	Students share Knowledge gained through SNS with each other	8.89	11.11	7.78	20.00	33.33	18.89
4	Information retrieved through SNS helps the students to do their assignments	12.22	8.89	8.89	26.67	30.00	13.33
5	The usage of SNS improves students' understanding in conducting research	7.78	10.0	14.44	27.78	25.56	14.44
6	We encourage students to use social networking sites in the classroom	15.56	25.56	8.89	16.67	17.78	15.56
7	Materials obtained from blogging sites facilitate student's learning in the class.	13.33	10.00	14.44	23.33	25.56	13.33
8	Use of social media helps the students to perform well in their classes.	11.11	20.0	8.89	25.56	17.78	16.67
N=90							

Faculty responses show diverse opinions, however, most of the responses fall in agreement responses. A majority of (57%) responses on first statements show that faculty think that access to internet and SNSs for students is limited in universities. Similarly 57% collectively agree to the statement that there is improvement in grades of students by use of SNSs. Another important overall % (almost 69%) is on the statement which is related with sharing of knowledge through SNSs.
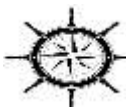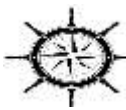
Table 5
Frequency % on Statements 09 to 15 for Faculty

		Frequency %					
	Statement	Strongly Disagree	Disagree	Undecided	Somewhat Agree	Agree	Strongly Agree
9	Use of social media leads to absenteeism of students in the class	6.67	15.56	8.89	24.44	32.22	12.22
10	Social media leads to procrastination amongst students.	12.22	11.11	10.0	24.44	27.78	0
11	Access to SNS is affecting adversely the academic performance of the students	11.11	14.44	17.78	20.0	28.89	7.78
12	Academic discussions on SNS have improved the academic performance of the students	6.67	16.67	15.56	16.67	27.78	16.67
13	SNS are helpful for students in attaining the educational targets.	7.78	14.44	10.0	18.89	28.89	20.0
14	Engaging students in academic forums on SNS increases their understanding level	6.67	10.44	10.0	16.56	32.22	21.11
15	Online social networks distract the students from their studies.	12.22	11.11	14.44	17.78	23.33	21.11
N=90							

Table 6
Table of Frequency % on Statements 16-20 for Faculty

#	Statement	Strongly Disagree	Disagree	Undecided	Somewhat Agree	Agree	Strongly Agree
16	SNS is generally used by the students to pass leisure time	6.67	10.0	8.89	25.56	27.78	21.11
17	Time spent on SNS is beneficial than reading books	24.44	25.56	7.78	15.56	15.56	11.11
18	Social media provides a useful platform to students for academic discussions.	7.78	24.44	10.0	18.89	30.0	8.89
19	Social media is mostly used by the students for academic purpose with faculty	8.89	20.0	13.33	27.78	16.67	13.33
20	Apart from studies, students use SNS to interact with friends.	13.33	8.89	8.89	17.78	28.89	22.22
N=90							

The tendencies show that majority of faculty members agree with the asked statements which means that social media usage for studies has positive as well negative impact on the learning outcomes for both faculty and students. Almost more than 70% response on statement 15 indicates that social media is used for interaction with friends. It is also confirmed by statement 20 and almost 65% respondents agreed that SNSs are used to interact with friends. However, more than 55% faculty members disagreed on statement that SNSs are more beneficial than reading books

Statistics of Central Tendency

The mean, median and mode for each statement are calculated to check the tendency of the respondents that either they agreed or disagreed with the asked statements. The following table shows value of mean and median for each statement.

Table 07

Descriptive Statistics for Faculty Questionnaire

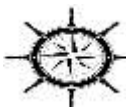| S.No	Statement	Descriptive Statistics	
		Mean	Median
1	Access to Social Networking Sites (SNS) at university is limited to students	4	4
2	There is improvement in students' grades since they started using social networking sites (SNS).	4	4
3	Students share knowledge gained through SNS with each other	4	5
4	Information retrieved through SNS helps the students to do their assignments	4	4
5	The usage of SNS improves students' understanding in conducting research	4	4
6	We encourage students to use social networking sites in the classroom	3	4
7	Materials obtained from blogging sites facilitate student's learning in the class.	4	4
8	Use of social media helps the students to perform well in their classes.	4	4
9	Use of social media leads to absenteeism of students in the class	4	4
10	Social media leads to procrastination amongst students.	4	4

Mean and median values around 4 out of 6 suggest that there is strong agreement on the asked statements. It means that there is strong association between SNSs and academic performance. There is only one statement which has a mean score of 3 and this is about encouraging the use of SNSs by faculty.

Table 08

Showing Descriptive Statistics

#	Statements	Descriptive Statistics	
		Mean	Mode
11	Access to SNS is affecting adversely the academic performance of the students	4	4
12	Academic discussions on SNS have improved the academic performance of the students.	4	4
13	SNS are helpful for students in attaining the educational targets.	4	4
14	Engaging students in academic forums on SNS increases their understanding level	4	5
15	Online social networks distract the students from their studies.	4	4
16	SNS is generally used by the students to pass leisure time	4	4
17	Time spent on SNS is beneficial than reading books	3	3
18	Social media provides a useful platform to students for academic discussions.	4	4
19	Social media is mostly used by the students for academic purpose with faculty	4	4
20	Apart from studies, students use SNS to interact with friends.	4	5

Values of Mean and mode on all statements indicate that most of the respondents agreed with the statements regarding SNSs. There is only one statement with mean and mode value of 3 out of 6 which means 50% of the respondents didn't agree that SNSs are better than reading books. Similarly mode value of 5 on statement 14 suggests that SNSs are helpful in developing the understanding of students.

Analysis of Open Ended Questions for Faculty

Faculty were also asked to highlight problems and issues associated with use of SNS. The following table 09 shows word count of problems highlighted by faculty.

Table 09

Major Problems Highlighted by faculty by using SNS

S.No	Key Words/Themes/Ideas	Frequency	Ranking Order
1	Wastage of Time	17	1
2	Distraction	10	2
3	Mental health issues	10	2
4	Anxiety Problem	8	3
5	Lack of Physical Activities	8	3
6	Depression	8	3
7	Anxiety	8	3
8	Lack of concentration	7	4
9	Privacy issues	7	4
10	Sleep related issues	6	5
11	Mental health	6	5
12	Lack of attentiveness	6	5
13	Class absenteeism	6	5
14	Loss of Interest	5	6

Table 09 depicts the issues and problems associated with the use of SNS as viewed by faculty. Apart from its uses, most of faculty consider these SNSs as wastage of time and a big source of distraction for students.

To analyse the data from another standpoint, word cloud was generated for asked question about problems by using SNS. The boldest word means that frequency for this particular word is more than any other and so on. It also means that most of the respondents mention this problem. This shows that most of the faculty think that there is time issue when students use SNS. Waste of time is one of the major issues, while distraction, mental health, lack of physical activities, anxiety are also major problems associated with SNS.
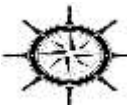
Figure 1

Showing Word Cloud of Problems

Similarly, faculty was asked to give remedial measures to overcome these problems. As this was open ended question, word count was arranged for major repeated measures. Summary of remedial measures is given in Table 11.

Table 10

Remedial Measures by Faculty

S.No	Word Count of Measures	Count
1	Use SNS for limited Time	27
2	Stick to sleep as per schedule	22
3	Always Shows Positive Elements	15
4	Use of SNS should be Restricted	15
5	Students should use SNS only for Learning	12

The table shows that remedial measures should be taken to overcome the problems that could be faced by students or any other individual while using SNS.

Discussion of Results

The analysis of the questionnaire results provide important information about the prevalence of social media use among students. Moreover, it also helps to understand the perceived impact of social media on academic performance, and the specific ways in which social media is being used for academic purposes. Similarly, analysis also suggests that there is a need to address this issue and develop strategies for minimizing the negative effects of social media on academic achievement. The data analysis show that there is a significant impact of SNS usage on student's academic performance.
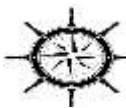
First research question was "What is the faculty's perspective regarding impact of Social Networking Sites (SNSs) on the overall academic performance of university students? Analysis of data reveals that there is improvement in overall academic performance of students. Faculty were of the view that SNSs may have positive impact on the overall academic performance of the students. Another important question was that "What are the students' purposes according to faculty when using social media platforms" According to analysis, following conclusions may be drawn regarding the major purposes of social networking sites (SNSs):

- Academic browsing/searching
- Communication with faculty and class fellows
- Academic discussions
- Chatting with friends and family members
- Passing the free time
- Entertainment

We have also asked two open ended questions about the problems associated with social media usage from students. The five major problems highlighted by students with social media platforms are wastage of time while searching for required materials, complex information, health issues and unnecessary advertisement.

The second question was about the remedial measure, the students suggested spending less time on SNS, will be helpful to avoid eye site problems, depression and mental health condition. The unnecessary materials should have to be deleted from the SNS, will also help to improve the performance of SNS.

Moreover, teachers do not encourage them in class to use social media, while teachers do not think that materials obtained from blogging sites are helpful in classes and use of social media helped them to perform well in class. Similarly, teachers also think that social media leads students to procrastination, while students do not think so.

The open ended questions shows that use of SNS create many problems like

a. wastage of time,

b. mental illness,

c. Stress,

d. eye site problems and health issues,

Findings

1. According to faculty responses (61%), availability of internet services is limited for students in universities.
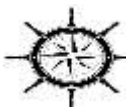
2. 62% score on the statement "There is improvement in students' grades since they started using social networking sites (SNS)" indicates that teachers also admit the role of SNSs in improving the students' grades.

3. SNSs are quite helpful in developing the understanding of students.

4. Faculty generally encourage the students to use SNS, however, percentage of teacher who do not encourage is also considerable.

5. Apart from recognizing the role of SNSs and students' academic performance, faculty also view SNS as source of distraction from studies

6. Problems associated with SNSs, as highlighted by faculty are wastage of time, distraction, lack of physical activity and health issues.

7. To reduce these problems, faculty think that use of SNSs may be planned properly for students.

Conclusions

1. Teachers' perceptions of social media use are generally negative, viewing it as a distraction from academic work.

2. Teachers who use social media to communicate with students and to share educational resources have a more positive view of social media's potential benefits for academic performance.

3. Social media use can have both positive and negative effects on academic performance, depending on how it is used.

4. Social media use can impact students' time management and academic workload.

5. Students who use social media while studying may experience decreased comprehension and retention of course material.

6. Access of internet is limited for students in universities.

7. SNSs are helpful for students to complete their academic assignments

8. Faculty do not encourage the students to use SNS

9. SNSs are mostly used for entertainment purpose
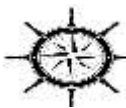
10. Screen time needs to be restricted for students

11. Students should be encouraged to read books

Recommendations

Following recommendations are made in light of the findings of the study:

1. Since internet and social media is inevitable, responsible internet usage to be inculcated at very early age through specialized curriculum embedded with unwritten curriculum of the educational institutes.

2. Policy framework to be developed by the state for restricting SNS and other online sites during certain time. It may be linked with the location of the users.

3. Internet connectivity plays an important role in accessing the information. For students in universities, this connectivity may be extended to classrooms and laboratories so they access useful information instantaneously.

4. Information provided by various search engines needs to be verified. There might be some arrangement to filter unnecessary academic information.

5. SNS are important mode of connectivity. More features may be added to make them learning friendly.

6. Faculty members also may be trained to train the students.

Replication of the Study

1. The current study was conducted on a limited sample size and limited number of universities. It is proposed that further research may be conducted on this topic by taking sample from all public and private sector universities of Sindh.

2. In the present study, survey questionnaire was used as data collection tool. The same may be replicated by using other data collection tools in addition to questionnaires e.g Interviews, Expert Opinions etc

3. For this study the sample was taken from universities, further researches may be conducted by including the college students.
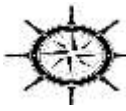
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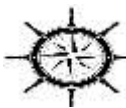
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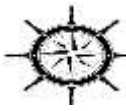
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