The Social Media Engagement and its Consequences in Academic Excellence of School Going Students in Karachi (Pakistan)

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ABSTRACT- With the accessibility and popularity of social media platform students of today's generation rely much on using this network not in term of entertaining but also for achieving academic excellence. With the development of smart phones these networking sites even become more popular and reachable. No doubt social media is become a part of daily life of school going students. Social networking today has to be factored into how students fare in academics. The technology transformation is picking up each year, and the youngsters of today are all too ready to ride the surge. The administration also circulated questionnaires through Facebook and email to discover if academic success affects students' social media use. The findings reveal that social media has no correlation with academic performance; this was previously expected using their combined test score. This study explores how social media impacts younger generations' academic achievement in Karachi, Pakistan. Questionnaires were sent to students aged 12-19 via Facebook and emails. In grades 7 through 12, 110 boys and girls between the ages of 12 and 19 were included in the sample. They come from varied social backgrounds. A cross-tabulation is used to measure the result of both variables. The surveys found that the youth in Karachi, Pakistan invest a huge percentage of their time on social media and thus it affects their academic development.

Keywords: Internet, Academic Performance, Pakistani Youth, Personal Development, Social Media, Smart Phones

I. INTRODUCTION

For a considerable amount of time, Mike Moran, Jeff Seaman, and Hester Tinti-Kane have maintained that the word "social networking" has a complicated sense, with one site supplying individuals with multiple opportunities to be content developers, controllers, and users. People would be able to communicate with all posts that are exchanged on their social networking accounts before this content is posted (Moran, Seaman, and Tinti-Kane, 2017). The act of engaging in the Internet is known as "Internet networking," while the tool that encourages such involvement is known as "social media" (Hartshorn, 2018). Social media has exploded in popularity as a form of online discourse in which people create, share, bookmark, and network at a breakneck pace. Due to its ease of access, pace, and scope, social media is rapidly altering society's public debate and establishing themes and agendas around a variety of issues, from the atmosphere and governance to technology and the entertainment industry (Asur and Huberman, 2010). The online landscape has evolved drastically over the past decade; due to the advent of social networking, young men and women are now exchanging thoughts, emotions, personal knowledge, images, and videos at an astounding pace. 73% of wired American teenagers already use social networking platforms (Oberst, 2010).

Social networking gives the freedom to link and collaborates with other users using two-way communication, meaning that everyone with an online presence can partake in social media. There are two types of social media consumers: new natives and international immigrants. Born after 1980, when digital media developed, these individuals appeared on Earth. Digital refugees are people who were born prior to 1980, who have changed their way of life to embrace digital technologies (AntonSon and Christopher, 2018). Micro-sharing sites, social network lifestreams, and more (AntonSon and Christopher, 2018). The 12- to 19-year-old school students were the youngest cohort that was studied in this report. Yahoo, Twitter, Google, and a couple of other sites are some of the services discussed in this article. They need to be well educated to be able to mold Pakistan's road to development. In the future, our society will be led by the younger generation. In addition, the analysis must be conducted on the various activities they are exposed to, which may have either a beneficial or harmful effect on them. The purpose of this study is to examine whether the prevalence of social networking has an effect on academic performance among students. How does academic achievement affect it? This post addresses all these issues. Social

networking has been interpreted in a variety of different forms over the years. Pakistan is one of the more frequent users of social media, particularly Facebook. The penetration rate is approximately 13%, but it dominates the MENA zone since it has over 11 million users. Pakistan had an additional 1,608,420 Facebook users in the first half of 2012, which is the highest number in the Middle East and North Africa. Luke Richards reported that 46% of social media users in Pakistan claim that social media motivates them to better their country (Richards, 2012). There were approximately 1.28 billion Facebook users in 2018, and about 55 million of them were from the SAARC country, according to Dr. Anthony Curtis (Curtis, 2018). This research attempts to determine the influence of social media on the academic successes of the younger generation; thus, this paper is formulated as follows: an analysis of past studies pertaining to university students and high school students who reside outside of Pakistan. Following the research methodology and the results obtained from the questionnaire distribution, there was a follow-up discussion that included reacting to the paper's suggested hypotheses. Finally, the point and the shortcomings of this review would be discussed.

1.1 Objectives of the Study

The study's overarching objective was to ascertain the effect of social networking on academic success among students. The study's basic goals were as follows:

i. To investigate the effect of social media on students' academic success.

ii. To ascertain the benefits of social media use.

iii. To determine the purposes for which students use social networking sites

1.2 Research Questions

i. Is there any evidence that the usage of social networking platforms has an impact on a student's academic performance?

ii. What advantages do they reap from social network use?

iii. What motivates students to check their social networking accounts?

1.3 Hypothesis

i. There is a correlation between social media use and academic achievement.

ii. There is a correlation between social media use and superior academic success.

1.4 Conceptual Framework
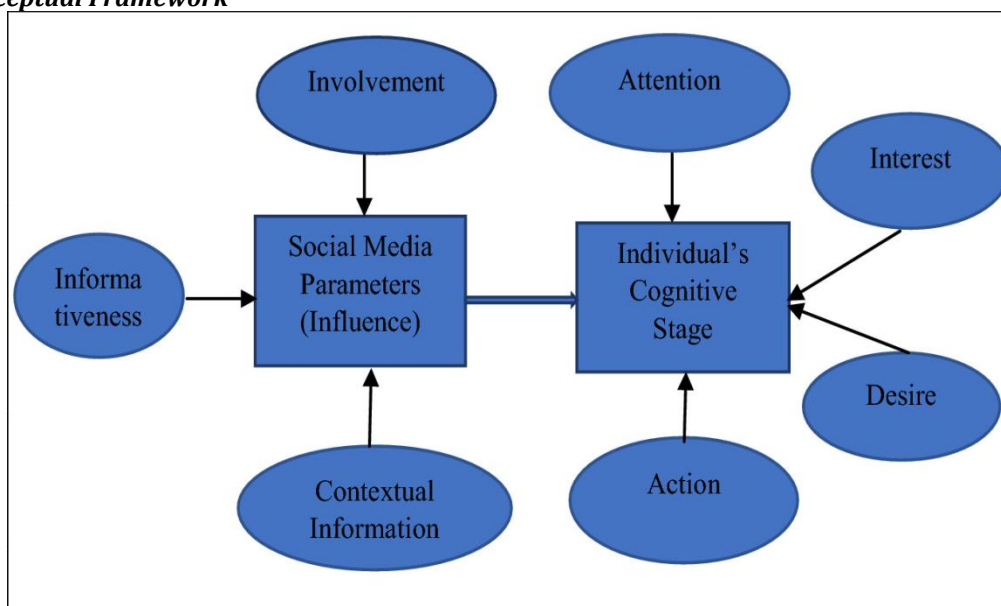
2.1 Social Media and Its Uses

In other terms, Facebook is an online directory that assists users in identifying their peers, family, and employers by discovering them on social network pages, as claimed by Paul Kirschner and Aryn Karpinski (2017). In Curtis' view, adolescents around the world are leaving Facebook and are now utilizing Snapchat, Tweet, and Instagram (Curtis, 2018). Entertainment media (which Victoria Rideout explains as "more than twice the total amount of time spent in school each year among the younger generation, the time they spend on social media") is "more than double the time spent in school on average." As mentioned by Robert E. Rideout, social effect (or "influence") is an important influence on one's feelings, beliefs, and attitudes (2018). According to her, American children spend, on average, nearly seven and a half hours per day just for playing in the network, not to mention that they participate in simultaneous multi-tasking.

One potential possibility is that they can use their smartphone to listen to music, post a note, or update their Facebook status as Rideout notes, social networking is distinct from full-time employment or long-term schooling in that the amount of time you spend on the Internet has increased significantly in the last few years (Rideout, 2018, p. 5). Abelardo Pardo feels that digital technology is a launching pad for new innovations, and so encourages consumers to provide their input on the items he offers. Pardo also addresses that social networking promotes connections between learners, their teachers, and groups that have common educational interests. Ceremonial kilt (Pardo, 2018, p. 45) Kirschner concentrate on the traits of Homo sapiens, who are contemporary learners, and the different modes in which they study. Informal paraphrase: People see this modern technique as possessing "metacognitive skills," which means that they are able to find solutions on their own, and this is generally referred to as "discover-based learning."

Finally, we showed in the previous segment that the younger generation shares an uncertain relationship with technology, which enables them to multi-task. Some fear that the proportion of the younger generation that utilizes the Internet to support them in their school activities is 46%. (Kirschner and Karpinski, 2017). June Ahn's study provides a look at the idea of "Signaling Theory," which deals with how people use social networking platforms to project themselves and construct their personalities, as well as how they promote their own trust with others. According to her, this results in the customer losing their colleagues' confidence, which encourages them to create further contacts through multiple networks and therefore creating new acquaintances (Ahn, 2018b).
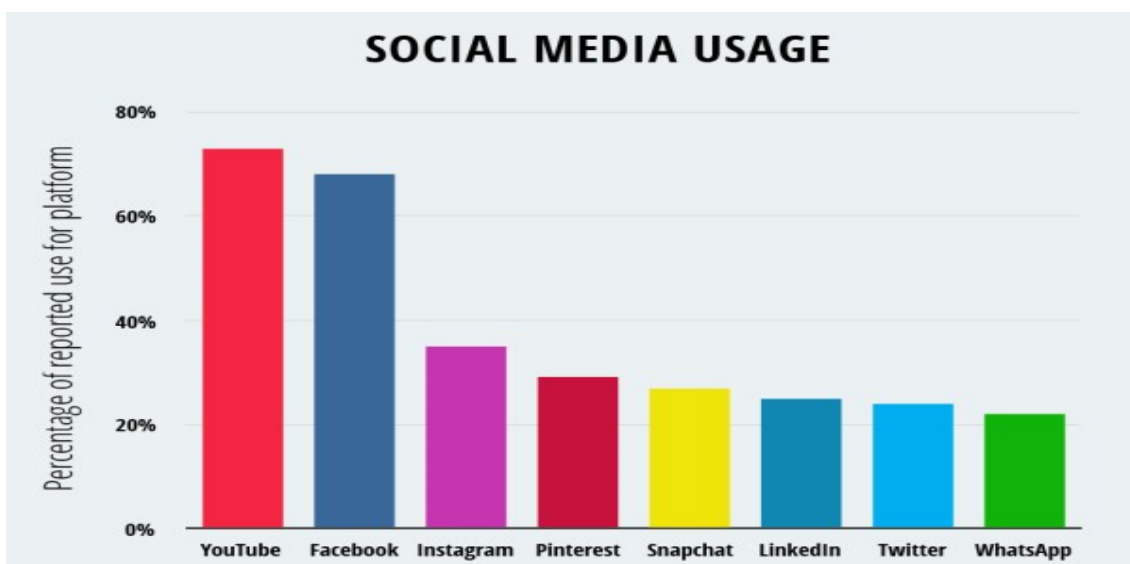

Figure 1: The Social Media Platform Used Most By Students (Excluding TikTok)

2.2 Social Media's Effect on Academic Performance

Both Kaveri Subrahmanyam and Patricia Greenfield mention that Internet usage offers both beneficial and dangerous sides. and educators are doing their utmost to watch how students are utilizing digital

technology for educational purposes (Subrahmanyam and Greenfield, 2018). Educational groups around the nation have indicated that social networking has a positive effect on curriculum growth for young people. While acknowledging the effect social networking has on the education of children, schools also do not have convenient access to social network pages (Ahn, 2017). An additionally notes that the millennial age of social media enables the usage of the following three models: Facebook, to provide a complete online presence and a network of friends, and Twitter, to share and watch content. Ahn says that researchers look at the social networking accounts of users during the stage at which students develop their identities (Ahn, 2017).

The remarks of Gwenn Schurgin O'Keeffe and Kathleen Clarke-Pearson agree that social networking sites have detrimental consequences, including the access to inappropriate information and the challenge of knowing online privacy. Person to person interaction assaults, as they say, have been suspected of triggering cyberbullying and online harassment (O'Keeffe and Clarke-Pearson, 2018). Other findings have also concluded that cyberbullying and harassment were currently happening. Rideout conducted interviews with teachers to gather their feedback on the effects of entertainment coverage on student academic performance. According to the findings, 71% of teachers acknowledged that media had an influence on students' attention spans. Similarly, 58% of teachers claimed that social media had an impact on their writing abilities, as they often use casual terminology and abbreviations. Many of the instructors argued that they'd found their face-to-face listening and reasoning skills impaired by it (Rideout, 2018). She refers to a middle school math instructor who argues that "The immediate advantages of video games have made the criteria required for more complicated tasks much more difficult." Rideout formal: (2018, p. 8) Based on the interviews she administered, Rideout claims that using gaming media tends to increase the reading capacity of the youth, raising the result by 46 percent. capably and adaptively multitasking (Rideout, 2018).

The American Academy of Pediatrics has found that social network use has many advantages for the academy, according to O'Keeffe and Clarke-Pearson. Some researchers state that one of the significant advantages of social networking is that it helps people to see themselves in a wider perspective by helping them communicate with others and by making them more innovative through blogging. The workload at school often requires individual projects, which results in improved efficiency. A second advantage is that students may use social networking to help them understand, but they still have the ability to connect with others and exchange expertise in a community environment (O'Keeffe and Clarke-Pearson, 2017). The Jerusulam School partnered with Victor Lavy and Edith Sand to study how styles of friends affect middle-school students' social networking use. Similar groups of friends offered different types of medication. The concept "reciprocal friends" refers to those such as colleagues and interests. Friends that are not mutual are a second set, since certain students failed to accept the relationship of a particular classmate. A student influence was found on three of their test scores: Hebrew, Algebra, and English. Students who didn't have any mutual mates claimed that having low test results had a detrimental impact on their overall satisfaction.

This appears to indicate that because students have similar social network values, ambitions, and learning, they may have a closer link with each other owing to inspiration and other influences in their education (Lavy, 2018). Furthermore, in addition to Jeff Cain and Katherine Chretien, Jeff Cain and Katherine Chretien (among others) identified the idea of schooling as 'interprofessional education.' It means that more people come together and share information with each other instead of each person studying on their own. When they are mindful of each other's experiences, this allows greater productivity. It was brought in by the officials in charge of public health, and the only one to do so (Cain and Chretien, 2018). In other terms, there is a financial advantage for students to do it. By utilizing social networking sites such as Facebook, Skype, JOURNALS, or other communication mediums, groups may be created, which encourage numerous discussions and allow members to ask questions about each other. Napoleon Egedegbe summarizes the scholarly accomplishments of various academics and academics on the topic of social networking and the effects it has on student academic performance by claiming that no affect is found (Egedegbe, 2018).

According to Dr. Patient Rambe, social networking can hold different dangers as well as distinct advantages as it frees people from the need to use electronic tools of person-to-person contact." Facebook has offered students many personal voices that can be shared as well as creating a "educational and aesthetic environment." "pure and elemental self-interest (Rambe, 2018). Procrastination is encouraged through social networking, according to Sanzhar Naizabekov. A focused person may finish a job quicker

than an organisation utilizing social media. Procrastination is the second issue that is created by social networking research (Naizabekov, 2018).

III. RESEARCH METHODS

This study explores how social media impacts younger generations' academic achievement in Karachi, Pakistan. Questionnaires were sent to students aged 12-19 via Facebook and emails. In grades 7 through 12, 110 boys and girls between the ages of 12 and 19 were included in the sample. They come from varied social backgrounds and vary from Foreign General, American, Cambridge, Oxford, and National school programming including boards like Federal Board, Aga Khan Board, Ziaud Din Board among with local division boards etc. Another dimension of the study is to give a quick contrast between the following social networking platforms: Facebook, YouTube, Twitter, Google, Snapchat, and Instagram. A Likert scale was used, with respondents expected to rate them from 1 to 6, depending on how often the platform uses the figure. One is the most, and six is the least. The questionnaires included questions regarding the number of hours per day an individual uses social media and what they use it for. Additionally, the hours they test every day, whether or not they use social media and whether or not they use it to learn were all essential factors. The data was analyzed in different forms and placed students with similar answers together. In this manner, cross-tabulation was used to measure the importance and impact of two variables: first, the frequency of students utilizing social networking on a daily basis, and also the average number of hour's students spent studying. Keeping in view the fact that now a days academics and learning institutes provide students notes and learning material via social networking sites, so the hour spend for studying keep aside. This study was done separately to know the fact that how much student use social media for academic purposes. The Facebook and Whatsapp are the two social media sites which are widely used for sharing notes and for academic discussions between students and teachers.

IV. FINDINGS AND DISCUSSION

There were a total of 110 responses, including 21 guests and seven subscribers. Of the nation, 68% were female, and 32% were male. Around two-thirds of respondents were 16 and 17 years old, and about 72% of respondents was that demographic? There are 14, 15, 18, and 19-year-olds among the remaining 28% of the population. It indicates that about 85% of respondents were from grades 11 and 12. The respondents were requested to list their whole grade spectrum while in college. Sixty-one percent of respondents were in the 90-100% category, 20% were in the 80-90% range, and 9% were in the 70-80% range, leaving 70% and below 10% of respondents in the lower-range range. When it comes to figuring out which places students primarily use, 41% used Facebook, and 32% used Google. In light of 40% of respondents opting for it least, Snapchat was the least used of the checked pages. About a third of the other outlets, Instagram was the most commonly used. The ranking on the Likert Scale seen in the survey for Twitter and YouTube is 3 out of 5. Additionally, they were asked to make a note of whether or not they utilize social networking as a source of learning, and if so, how they use social media to perform analysis. In order to perform analysis, almost all of the respondents utilize the Internet. Other students reported that when doing their math assignments, they use social networking sites such as Google to look for equations. The rest of them, however, utilize social media in a positive way, helping them do well in school. It was also a prerequisite that the researchers acknowledged the amount of time they spend on social networking and analysis on a daily basis; the results were quite surprising. 50% of respondents invest between 1 and 3 hours a day studying, and 33% of respondents spend the same amount of time daily on social media. The inference from this survey is that respondents usually don't investigate more often than they browse social media, and scores are quite good for the majority of students.
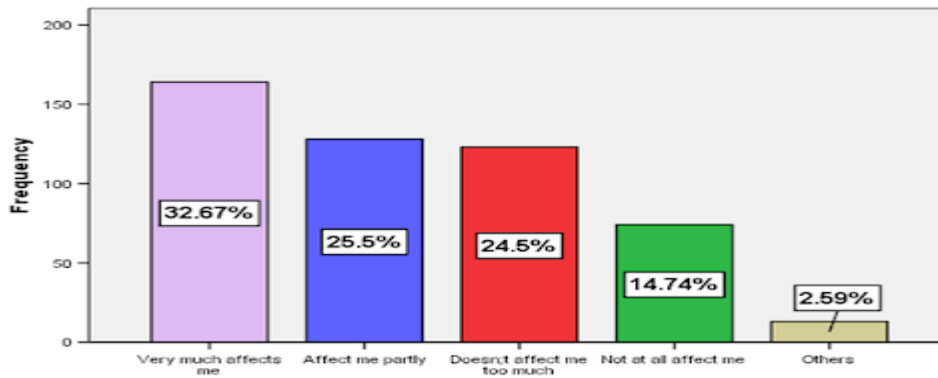
Figure 2: The Students Response on how Social Media Impact them in taking Grades

Figure 2 indicates the link between the number of times students spend on social networking networks and their grade range in education. Looking at the results, it is obvious that the 90% - 100% number of students in the grade range is approximately 61% of the total respondents. Looking at the bar graph, it is clear that several of the 67 students spend between one and three hours on social media each day, three to six hours each day, and even more than six hours per day. Social networking practices are performed by just a handful of people who invest less than an hour a day on it. There are a total of 22 contestants, or about 20% of the applicants, who are passing on to the 80% -90% range. Social networking usage is also categorized into four different categories, depending on the amount of time invested on the multiple channels. The overwhelming majority (around three-quarters) invest around two hours on social media, with the rest (around one-quarter) spending around three hours a day and around six hours a day.
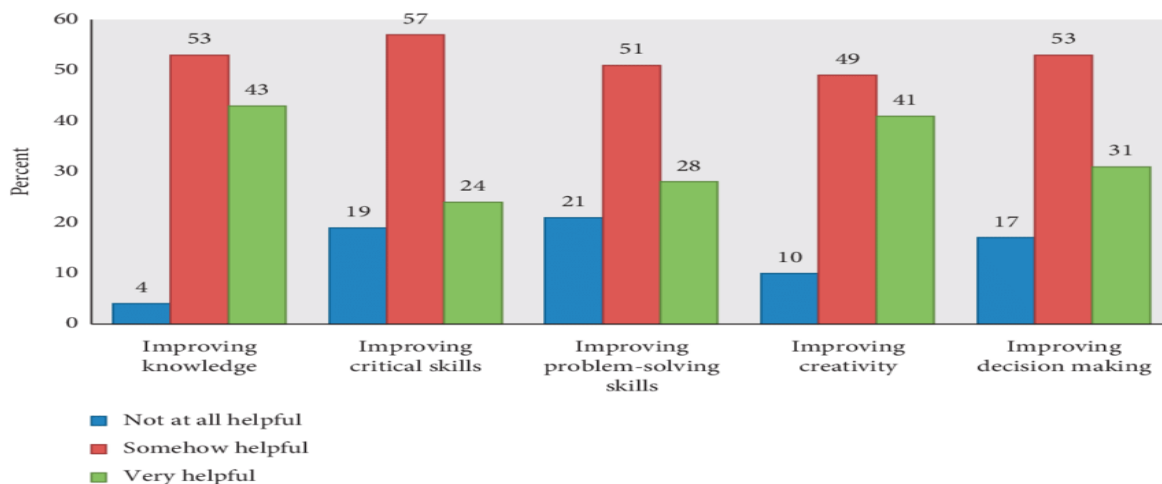

Figure 3: The No. of hours spent daily on studying

Chi-Square analysis was undertaken to find out whether the differences between the total grade average, the amount of social network use, and daily study are important. As 5% to 5% of the significant sum is the norm, we assume that our Null Hypothesis for the first analysis would be the level of social network use has an impact on overall graduation rates for kids in class.

Table 1: Social Network Site Freq. usage and the number overall grade average of the students

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1317.463[a]	24	.000
Likelihood Ratio	735.781	24	.000
N of Valid Cases	1109		

a. 26 cells (74.3%) have an expected count less than 5. The minimum expected count is .01.

Table 1 displays the Chi-Square analysis in which a look at the note written below the table reveals that 74.3% of respondents have an estimated count less than 5, and this figure does not exceed 20%. In this scenario, the 'Likelihood Ratio' will be determined, which has a relevant value of 0.000, which is smaller than 0.05, which results in the null hypothesis being dismissed.

<u>Table 2: Social network use level and the number of hours researched each day</u>

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1313.947[a]	16	.000
Likelihood Ratio	740.285	16	.000
N of Valid Cases	1109		

a. 16 cells (64.0%) have an expected count less than 5. The minimum expected count is .06.

A recent Chi-square comparison is performed in Table 2 between the amount of time per day that one spends researching social media and how often it is used. In this example, the null hypothesis is that "social network usage influences the amount of our students' daily studies", and it is seen in the Chi-Square analysis that there is a deviation from what is predicted, and the significant level is 0.000, which indicates that the null hypothesis cannot be supported. Using social media among students has little effect on the amount of time that they dedicate to their studies every day. Although Sanzhar Naizabikov, above, has argued that social networking leads to procrastination, it obviously contradicts his claim, as described above, because of its distracting nature (Naizabikov, 2017). There is no connection between social media usage and academic achievement in this case. The truth remains, however, that this study, in some way, parallels Napoleon Egegdbe's theory that social networking has a slight positive or negative influence on students' academic success (Egegdbe, 2018).
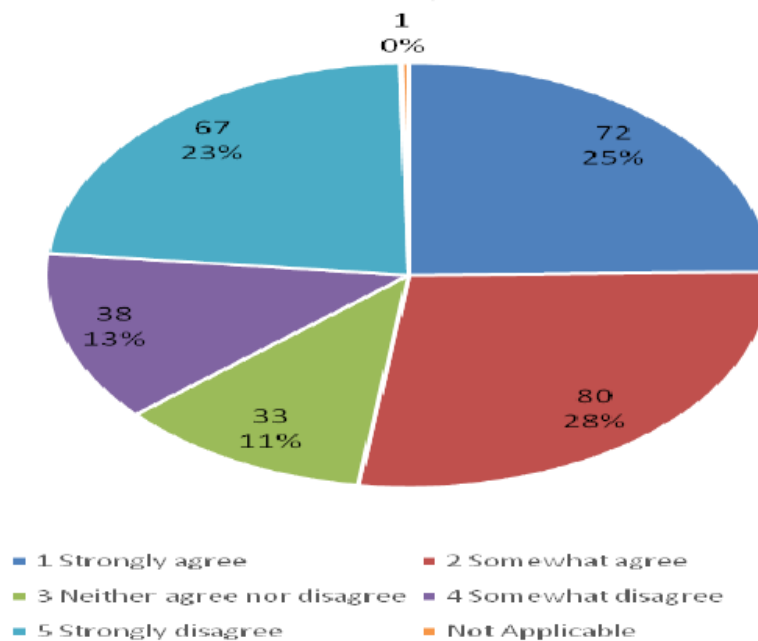

Figure 4: The Final Response

Figure 4 indicates the final response of research questions by students in term of answering does social media affects them in their study.

V.   CONCLUSION

In view of this article, it is fair to say that students from Karachi, Pakistan are involved on social networking sites, such as Facebook and Google, as stated. Emerging surveys found that the youth invest a huge percentage of their time on social media, June Ahn said. From an overview of Ahn's (2018b, p. 1435) results, it can be inferred that students will have the same grade level average, as was stated in the discussion, when students spend under one hour on social media per day or more than six hours, or when social media time totals between one and three hours a day. About 61% of respondents recorded receiving the highest ratings, which vary from 90% to 100% and differ across the four social network time scales per day.

Through this, it can be confidently claimed that there is no negative impact on the academic performance of school students by the usage of social networking, and this can be supported by the Chi-Square study, which culminated in no significant correlation or disparity between the amount of time spent studying daily and the grade average level of social network use. The thesis' aim was to uncover the aspects in which social networking impacts the academic achievement of students, as well as why and how this effect is achieved. It is obvious that social networking has little impact on school students' academic achievement because, although they spend hours on the Internet, they still have time to study and gain good grades.

VI.   LIMITATIONS

The first problem with this study is the absence of respondents who can reliably determine the impact that social networking has on Pakistani youth. We should not generalize anything about Pakistan dependent on the samples we used. Another downside to this study was that there was no research done on the younger generation's academic performance as a consequence of their participation in social networking. Finding a valid reference point was difficult since much of the study regarding the position of social networking has been performed on college students' academic performance or the health issues that social networking causes, and this was not done in Pakistan. The third issue with this review was that we were only provided a brief amount of time to complete the study. Owing to this, the generalization that social network use adversely impacts school students' academic performance cannot be a completely right.

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