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IMPACT OF FACEBOOK USAGE ON STUDENT ACADEMIC PERFORMANCE: THE CASE OF WOLLEGE UNIVERSITY

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ABSTRACT

Today Facebook is considered as one of the most popular platforms for online social networking among youth, and - as many researches show – university students. The purpose of this study is to assess the impact of social networking sites i.e. Facebook on students' academic performance. The study was carried out in Wollega University with traditional full time undergraduate students in focus. A questionnaire was designed to assess impact of Facebook usage on Student and was administered to 384 students' selected using stratified sampling technique. Variables identified are time spent on Facebook, addiction to Facebook and academic performance. The Pearson product-moment correlation coefficient was used to examine the relationship between addiction to Facebook and time spent on Facebook and students' academic performance. Furthermore, a multiple linear regression was carried out to determine the relative contribution of addiction to Facebook and time spent on Facebook to students' academic performance. An analysis of the results was carried out using the SPSS software package. And the findings of this study shows that time spent on Facebook and addiction to it negatively and significantly affects students' academic performance.

KEYWORDS

academic performance, facebook, information and communication technology and social networking site.

INTRODUCTION

The quick rise in popularity of social networking sites began in the second half of the last decade partly because of their extensive usage by school and university students. According to Ellison, Steinfield & Lampe (2011), for example, a significant number (approximately 73%) of Internet-using teenagers have joined social networking sites by the end of 2009, with almost half of them (38%) visiting social networking sites daily.

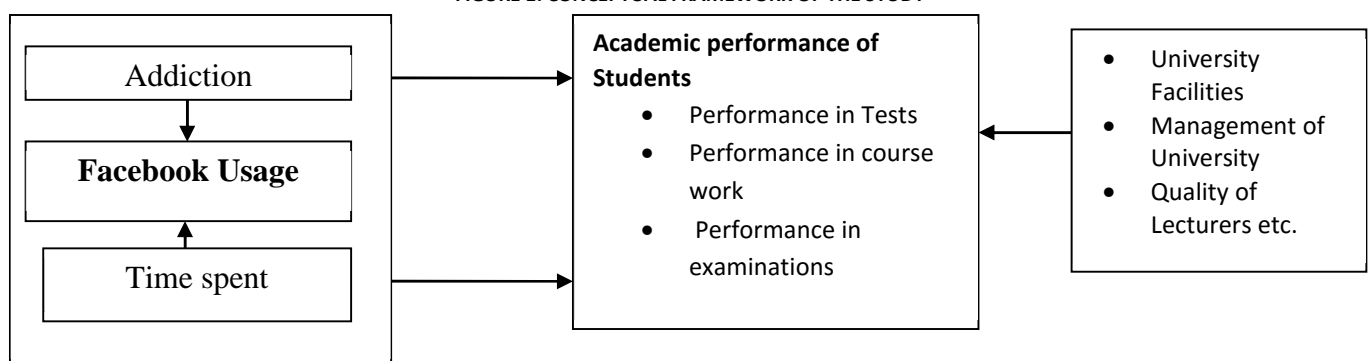
Ethiopia is also as one of developing countries has intoxicated with around one million users of Facebook in which half of them are higher education students (Kassashow, 2012). University students are considered victims of the social media sites more than any group of people as they negatively impact their academic performance (Pasek & Hargittai, 2009). Students easily get tempted to use the various social media platforms when trying to obtain learning materials online. In most cases, the students end up spending almost all their times on the social media and forget about the course materials they originally intended to look for. Furthermore, Ellison et al (2011) claim that students tend to participate in such website activities while doing their homework so that it may have negative effect on their academic performances by interrupting them from the learning process. Therefore, it is becoming difficult to ignore the fact that there might be a direct correlation between Facebook usage and student academic performance shown at schools and universities. Since the problem is relatively new, the researcher believes several attempts to be made for an idea of answering this question. Consequently, the researcher was much indebted to conduct research on this topic to fill those gaps.

The overall objective of this study is to assess the impact of Facebook usage on Students' Academic Performance. Specific objectives are to identify the special motives that drive students to use Facebook, to find out an average time students spend on those sites collectively per day and ascertain the extent of students addiction to Facebook usage.

On the basis of the preceding theoretical background, the conceptual framework is as.

INDEPENDENT VARIABLE DEPENDENT VARIABLE EXTRANEIOUS VARIABLES

FIGURE 1: CONCEPTUAL FRAMEWORK OF THE STUDY



METHODOLOGY

RESEARCH DESIGN

Since the present study is intended to respond to research questions of quantitative and qualitative natures, data collection and analysis techniques from both methodologies were implemented. Hence, descriptive research design is chosen as it enables the researcher to describe the current situation of the study area.

DATA SOURCE

Under this study, both primary and secondary data were used. The instrument used for primary data collection is a structured questionnaire that was developed by the researcher based on the literature review on the relevant topics. When it comes to the use of secondary data, the researcher limits the collection of materials to scientific research publications from acknowledged articles, journals and books.

RELIABILITY AND VALIDITY OF RESEARCH INSTRUMENTS

Reliability of the instruments under this was obtained by using the test- retest reliability. Yin (2003) argues that for most research, stability of scores over a period of one month is usually viewed as sufficient evidence of test-retest reliability. Therefore the researcher pre-tested and retested the instruments on a small number of undergraduate students in an interval of two months. The researcher computed the reliability for multi-item opinion questions using SPSS computer software. The items were tested using Cronbach Alpha and it gave a reliability figure of 0.78 which is above the recommended reliability of 0.7 (Strauss & Corbin, 2003). Validity of the questionnaire was obtained by presenting it to professional people, including the researcher’s advisor because according to Creswell (2008) content and construct validity is determined by expert judgment. After experts comment, revisions were made to questions that were not clear to remove all ambiguities. This was necessary to increase the validities of the questionnaires before embarking it on the full-scale survey.

SAMPLING PROCEDURE AND SAMPLE SIZE

The target population for this study was students enrolled at Wollega University in main campus. Accordingly, the regular students of this campus are about 10,255 (Wollega University Registrar office, 2014). From the total population of 10,255 regular program students, sample of 384 students’ were included in the

$$n = \frac{N}{1 + N(e)^2}$$

investigation by using Yamane (1967) formula to calculate sample size:

Thus, the sample sizes of the study were designed on the basis of the formula developed by Yamane at 95% confidence level and 5% of precision.

So: $n = N / 1 + N (e)^2$

= $10,255 / 1 + 10,255(0.05)^2$

= $10,255 / 26.6375$

$n = 384$

Since the population from which a sample is to be drawn constitutes heterogeneous groups, stratified random sampling were applied in order to obtain a representative sample and to give each element in the population an equal probability of getting into the sample.

TABLE 1: STRATIFIED SAMPLE ALLOCATION

Stratum	No. of Population	Stratified Random Sampling	Sample Size
College of Engineering and Technology	4227	4227/10255x384	158
Natural and computational Sciences	1885	1885/10255x384	71
Medicine and Health Sciences	1680	1680/10255x384	63
School of Veterinary Medicine	207	207/10255x384	8
Business and Economics	1317	1317/10255x384	49
College of Social Science and Education	668	668/10255x384	25
School of Law	271	271/10255x384	10
Total	N = 10,255		n = 384

After the data have been screened for completeness, both quantitative and qualitative methods of analysis were used. Descriptive statistics such as means and percentages were used to summarize the results. The Pearson product-moment correlation coefficient (r) was used to examine the relationship between addiction to Facebook and time spent on Facebook and students academic performance. Furthermore, a multiple linear regression was carried out to determine the relative contribution of addiction to Facebook and time spent on Facebook to students’ academic performance. Qualitative data were analyzed using procedures described by Silverman (2009). Content analysis to identify patterns and commonalities of responses were used to analyze open-ended survey questions and produce meaningful themes. The resultant themes were cross examined to establish an agreed set of themes that were thought to appropriately represent participants’ views.

RESULT

The questionnaire covers questions related impact of Facebook usage on student academic performance. Table 2 shows the profile of the sample respondents, table 3 shows students Facebook usage, figure 2 focuses on motives that drive students’ to use Facebook, Table 4 indicates about Facebook and time spent by students on it, table 5 talks about time spent on Facebook and study time, where table 6 shows students’ CGPA, table 7 indicates impacts of Facebook on students’ academic performance and table 8 shows students’ addiction to Facebook

TABLE 2: DEMOGRAPHIC PROFILES OF THE RESPONDENTS, n=367.

Demographic Variables	Category	Frequency	Valid Percentage
Gender	Male	242	65.9
	Female	125	34.1
Age	Below 19	31	8.6
	19-21	148	40.3
	21-23	113	30.7
	23 and Above	75	20.4
Class standing	First year	54	14.7
	Second year	63	17.2
	Third year	59	16
	Fourth year	51	13.9
	Fifth year	49	13.4
	Graduate class	91	24.8

TABLE 3: SHOWING STUDENTS FACEBOOK USAGE

No	Items	Choices	Frequency	Percentage
1.	How long have you been a member of Facebook?	Below 1 year	94	25.7
		2-3 Years	127	34.6
		4-5 Years	99	26.9
		More than 5 Years	47	12.8
2.	How many friends do you have on Facebook?	Less than 100	63	17.2
		101-200	116	31.6
		201-300	121	32.9
		More than 300	67	18.3
3.	How do you typically access Facebook?	Cell Phone	226	61.6
		Laptop	64	17.5
		Library Computer	77	20.9

FIGURE 2: MOTIVES THAT DRIVE STUDENTS' TO USE FACEBOOK

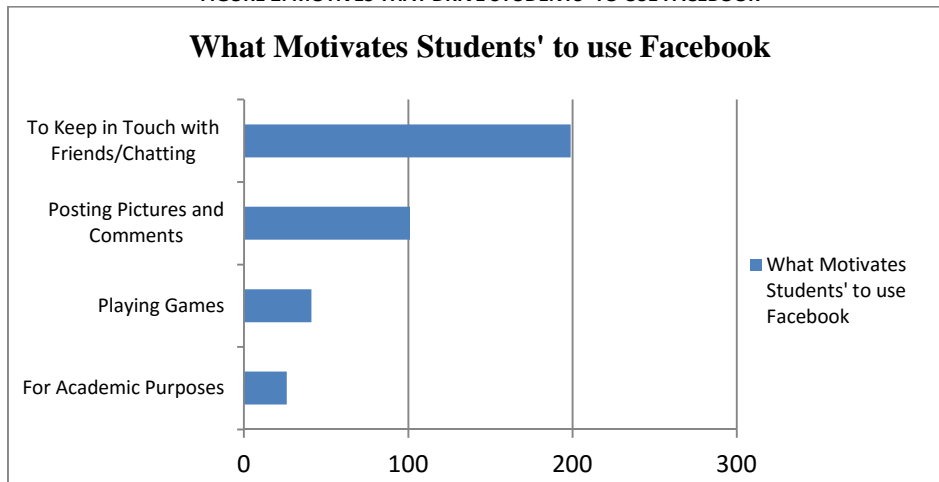


TABLE 4: FACEBOOK AND TIME SPENT BY STUDENTS ON IT

No	Items	Choices	Frequency	Percentage
1.	How long are you logged into Facebook per day on average?	Do not log on to Facebook	23	6.3
		Less than an hour	112	30.5
		1-2 hours	128	34.8
		3-4 hours	85	23.2
		5 hours and more	19	5.2
2.	How often do you post on your Facebook Pages (Wall postings, sharing links, photos, or videos)?	Never	37	10
		Once a month	51	13.9
		Once a week	138	37.7
		Daily	141	38.4
3.	How often do you text during class?	Never	267	72.7
		Sometimes	87	23.7
		Always	13	3.6
4.	How often do you use Facebook chat?	Rarely	63	17.3
		Sometimes	100	27.2
		Always	204	55.5
5.	How often do you update your Facebook status?	Never	14	4
		Once a month	91	24.7
		Once a week	164	44.6
		Daily	98	26.7

TABLE 5: TIME SPENT ON FACEBOOK AND STUDY TIME

No	Items	Choices				
		(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
1.	If Facebook did not exist, I would get a lot more time to studying and schoolwork done	38(10.4%)	43(11.8%)	67(18.2%)	122(33.2%)	97(26.4%)
2.	The time I spend on Facebook eats study time	36(9.9%)	44(11.9%)	72(19.6%)	127(34.6%)	88(23.9%)
3.	I would be getting better grades if I spent less time on Facebook	42(11.5%)	39(10.7%)	71(19.3%)	119(32.4%)	96(26.1%)

TABLE 6: STUDENTS' CGPA

No	Items	Choices	Frequency	Percentage
1.	What is your average grade (in all subjects which you have passed already) in your degree program?	Below 2.0	14	3.9
		2.1-2.5	137	37.1
		2.51-3.0	129	35.4
		3.01-3.5	51	13.8
		3.51-4.0	36	9.8

TABLE 7: IMPACTS OF FACEBOOK ON STUDENTS' ACADEMIC PERFORMANCE

No	Items	Choices				
		(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
1.	I am able to control my use of Facebook so that it does not interfere with studying or doing schoolwork	99(26.9%)	125(34.1%)	65(17.8%)	41(11.1%)	37(10.1%)
2.	Facebook distracts me from studying or doing schoolwork	40(10.9%)	39(10.6%)	72(19.7%)	121(32.9%)	95(25.9%)
3.	I use Facebook for break during my studying or doing schoolwork	87(23.7%)	131(35.7%)	74(20.2%)	39(10.6%)	36(9.8%)

TABLE 8: STUDENTS' ADDICTION TO FACEBOOK

No	Items	Choices				
		(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
1.	Facebook has become part of my daily routine	34(9.2%)	38(10.4%)	62(16.9%)	143(38.9%)	90(24.6%)
2.	I lose track of time when I am on Facebook	35(9.5%)	42(11.5%)	71(19.4%)	144(39.2%)	75(20.4%)
3.	Facebook is now my most time consuming hobby	34(9.2%)	39(10.6%)	69(18.8%)	136(37.1%)	89(24.3%)
4.	Sometimes I go on Facebook while I am in class	76(20.7%)	86(23.5%)	102(27.8%)	57(15.5%)	46(12.5)

CORRELATION ANALYSIS

Correlation matrix in Table 9 illustrates the correlation or relationship between the time students spent on Facebook, their addiction to Facebook usage and academic performance which is determined by Grade Point Average(GPA) obtained by each student. Both variables "time spent on Facebook use" and "addiction to Facebook usage" are negatively correlated with value of (r = -.885, p<0.01) and (r = -.874, p<0.01) respectively.

TABLE 9: SIMPLIFIED RESULT OF PEARSON CORRELATIONS

	Time spent on Facebook	Addiction to Facebook Usage	Academic performance
Time spent on Facebook	1		
Addiction to Facebook Usage	.489*	1	
Academic performance	-.885**	-.874**	1

**Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

REGRESSION ANALYSIS

The two independent variables: time spent on Facebook and addiction to Facebook was entered into regression analysis, to determine their relative importance in contributing to academic performance/CGPA of students'.

To predict the goodness of fit of the regression model, the multiple correlation coefficient R, coefficient of determination (R²), and F ratio were examined. The coefficient of determination (R²) or 0.399, which indicates 39.9% of the variation for the factor affecting students academic performance is explained by the two independent variables tested. The model also indicates that, 60.1% of the variance can be explained by other factors and indicates that further research is needed to identify the additional factors that influence students' academic performance.

The F-ratio, which explains whether the results of the regression model could have occurred by chance, has a value of 63.984 and is significant at 0.000. Therefore, it is possible to say that the regression model adopted in this study could have not occurred by chance and is considered significant.

TABLE 10: MODEL SUMMARY FOR MULTIPLE LINEAR REGRESSIONS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.632a	.399	.300	.84496		
	Sum of Squares		Df	Mean Square	F	Sig.
	Regression	91.362	2	45.681	63.984	.000a
	Residual	8.567	364	.714		
	Total	99.929	366			

a. Predictors: (Constant), Time spent on Facebook, Addiction to Facebook

b. Dependent Variable: Academic performance

The effect of multicollinearity was examined by using the variance inflation factor (VIF) values for each of the regression coefficients. A small tolerance value and a large VIF value implying there exist multicollinearity. In this study, tolerance values between 0.703 and 0.750, and VIF between 1.422 and 1.33 from the multiple regression analysis were in the acceptable threshold. Consequently, the results show that multicollinearity is trifling in this study.

As shown in Table 11 below, all of the independent variables in the regression model. The model was written as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \dots + \beta_nX_n + \epsilon$$

Where,

Y- Dependent Variable

β_0 - Constant (Coefficient of Intercept)

X1 ... Xn - Latent Independent Variables

$\beta_1... \beta_n$ - Regression Coefficient of Latent Independent Variables

ϵ - Random Error

Thus, to find the impact of predictors on dependent variable, the specified regression equation in this study takes the following form:

$$AP = \beta_0 + \beta_1 (TSF) + \beta_2 (SAF)$$

Where,

AP: Academic performance of students

TSF: Time spent on Facebook by students

SAF: Students Addiction to Facebook

Therefore, the equation comes as,

$$Academic\ performance\ of\ Students = 86.083 + -.4070(TSF) + -.109(SAF)$$

TABLE 11: RESULTS OF MULTIPLE LINEAR REGRESSIONS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	86.083	3.873		22.226	.000		
Time spent on Facebook	-.216	.052	-.407	-4.155	.000	0.703	1.422
Addiction to Facebook	-.378	.034	-.109	-11.178	.000	0.750	1.333

a. Dependent Variable: Academic performance

As can be seen from the table above, the p-values for time spent on Facebook and addiction to Facebook are both less than 0.01. Thus, it is possible to say that both variables significantly affect academic performance at the 1% level of significance. From the signs of the estimated regression coefficients one can see that the direction of influence is the same: time spent on Facebook affects academic performance negatively so does addiction to Facebook.

CONCLUSION

The findings of the study suggest that the majority of students were a member of Facebook for 2-3 years and they have about 201-300 friends in Facebook. As far as the typical access students have to Facebook is concerned, a greater number of students' access Facebook using cell phones. In addition to cell phones, students access Facebook using laptops and Wollega University's library computer too. Keeping in touch with friends/chatting, posts and comments, entertainments like playing games in their order have been identified as the major driving forces (motives) for university students which made them use Facebook. Hence, it has been found that University students favour Facebook mostly for gratifying their social and personal interests rather than satisfying their educational needs.

In terms of time, students' spent one to two hours on average per a day collectively. And most of them believe that they would get a lot more time to study and schoolwork done and earn better grades if they spent less time on Facebook or if Facebook did not exist. Furthermore, students state that they were not able to control their use of Facebook so that it does interfere with studying or doing schoolwork. The study reveals that students are addicted to Facebook usage. For the majority Facebook has become part of their daily routine and most time consuming hobby. The results from the regression analysis and correlation indicated that time spent on Facebook and addiction to it negatively and significantly affects students' academic performance. Time spent on Facebook and addiction to it explains 39.9% of the variation for the factor affecting students' academic performance.

RECOMMENDATIONS

Given the high-volume usage of SNS, an obvious and popular concern among faculty, administrators, and parents is the widespread notion that students spend far too much time on nonacademic activities related to the Internet and social media.

Keeping in view the findings of the study, the researcher derived the following recommendations:

- ☞ The study points out the popularity of Facebook among students community. Of course the social networking sites and social media have revolutionized the world, bringing us closer than ever before. However, students can exploit this and use it for a better life, a better tomorrow. Today, the main aim of the student should be education and their future career. It should be used to address the needs of communication but not waste time on.
- ☞ Students' spent excessive time for the purpose which would not add value to their knowledge and wisdom. Hence, a very intensive and repeated awareness creation program should be created in order to address this reverse phenomenon, especially for those university students who are expected to be the productive and fruitful sections of the society during their stay in the campus and after completion of their education. In addition, schools and universities may promote the academic usage of SNS by giving or submitting assignments through them instead of using syllabus management systems such as module.
- ☞ There is one big challenge associated to the adoption of technology from those advanced countries by the developing countries. To cut the pervasive effect of this problem, the university ICT office should organize an orientation session on the challenges and opportunities of Facebook for the existing ones and new students who are enrolled in the campus in a way that is more friendly, accessible and targeting special segments like female students, first year students and students from the rural parts of the country separately.
- ☞ As a big academic institution, Wollega University should devise a mechanism for providing students with the needed knowledge and prepare sessions for information and education to give an in depth awareness on the usage of Facebook.
- ☞ From the students' side, they can take the following measures in order to adjust themselves with this pervasive and persuasive technology. Blocking friends who have had bad practices and managing oneself (self-control) by spending only appropriate time; quitting unnecessary relationships, enhancing the use of Facebook for the purpose of academic and personal growth other than recreation/enjoyment, that means giving more attention to the economic values, be selective and planned while accepting and sending friend requests, giving priority for those activities like study time and assignments which require priority can be taken as measures that should be taken while using Facebook.

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