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Impact Of Social Media Networking On The Academic Performance Of The Students In Private Higher Education Institutions In Karachi

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ABSTRACT

The research's importance and goal was to examine how students' academic performance is impacted by social media networking. These days, a lot of young people spend a lot of time on online platforms. Social networking sites offer a forum for discussion on a range of topics that are frequently disregarded. The study's goal was to find out how technological networking affected students' academic performance in Karachi's private universities. Six theories were developed in light of the aims. Only students enrolled in Karachi's private higher education institutions were included in the study. The literature was thoroughly examined. The study used a quantitative approach. It was decided to use a survey study design. All students enrolled in private college or university institutions in Karachi during the 2024 academic year comprised the study's demographic. Stratified random sampling was used to choose the 148 students in the sample. A questionnaire was used to gather data. The t-test, ANOVA test, and percentages were used to examine the data. It was shown that most students use social media networking on a regular basis in our technological age, and there is a strong correlation between using social media and academic work. Additionally, it demonstrated that students' performance is not significantly impacted by the type of interpersonal socializing they engage in. Additionally, it revealed that students exchange academic ideas by means of social media sites. Social media networking is a successful vehicle for improving and updating students' knowledge and has evolved into a helpful source of connections in academic life.

Key words: Social Media Networking, Students' Academic Performance, Private Higher Education Institutes

Introduction

Background of the Study

Social media services have made it possible for a great deal of virtual contact, especially among young people, who may create online personas, connect with friends, and join communities. Global connectivity has been improved by technology, however excessive use of online social networks has had significant negative effects on one's mental and academic health. According to research, both adults and adolescents may acquire obsessive using patterns that result in decreased focus, time wastage, and deteriorating



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academic performance. These worries are supported by Bandura's (1986) theory of media influence, which contends that constant exposure to the internet might take focus away from academic obligations. This problem is supported by empirical data; for example, a Korean research found that 30% of teenagers had internet addiction by the time they were 13. Additionally, researchers like Trusov et al. (2009) and Cain (2010) draw attention to the dangers associated with negative online behaviors, unsuitable content, and privacy violations. Given that 84% of young people use social media for other than academic objectives, it is nevertheless imperative to look at how it affects students' behavioral and academic performance.

Statement of the Problem

Social networking sites offer chances for education, teamwork, and communication, but students' overuse of them has raised concerns. Students frequently spend less time on these types of websites than on schoolwork, which could lower their academic achievement and study effectiveness. Thus, it is imperative to investigate the effects of social media networking on the behavioral development, learning styles, and academic performance of students registered in privately owned colleges and universities in Karachi.

Research Objectives

General Objective

To analyze the impact of social networking websites on the academic performance of students in private higher educational institutions in Karachi

Specific Objectives

To analyze the factors due to which social networking websites affect student academic performance.

To analyze the impact of social media networking on the learning competencies of students

To assess the impact of social media networking on the behavioral development of students in higher education institutions

Research Hypotheses

H₀ There is no significant difference in the mean scores of academic performance between male and female students using social media networking.

There is no significant difference in the mean scores of learning patterns among students of social sciences and management sciences using social media networking.

There is no significant difference in the mean scores of learning patterns among students of sciences and education using social media networking.

There is no significant difference in the mean scores of behavioral development among BS and BS (Hons) students using social media networking.

There is no significant difference in the mean scores of academic performance among BS and BS (Hons) students using social media networking.

Significance of the Study

This research study offers several benefits:

It contributes to the advancement of knowledge on the relationship between social networking and academic performance.

It assists educational authorities in effective decision-making regarding student



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engagement with social media.

It provides valuable insights for future researchers in this area.

It raises awareness among students about the effects of social networking site usage.

It encourages students to use social media platforms constructively and responsibly.

Delimitations / Scope of the Study

The scope of this study is limited to students enrolled in private higher educational institutions in Karachi during the academic session 2024. The study focuses specifically on how social networking affects their academic performance, learning competencies, and behavioral development.

LITERATURE REVIEW

Since teenagers are the most frequent users of social media and networking sites, the effects of these platforms on the younger generation have been hotly contested. Depending on the frequency, intent, and personal maturity of users, social media use can either help or hurt young people. Concerns regarding its psychological, intellectual, and behavioral effects on young people have grown as a result of this extensive involvement.

The detrimental correlation between teenage social media use and both academic achievement and mental health is a significant cause for concern. The "Fear of Missing Out" (FOMO) that results from uncontrolled participation frequently drives young users to continuously monitor their online activities, which heightens emotional worry and distraction (Barry & Wong, 2020). These sites' social comparison procedures exacerbate mental disorders and uneasiness, especially in young female users (Karim et al., 2020). Excessive use has psychological repercussions as well as physical issues includes repetitive stress syndrome (RSS) and irregular sleep patterns, which are directly related to decreased academic performance, mental health, and productivity.

Multiple studies confirm that prolonged social media use adversely affects young users' overall wellbeing (Kim & Kim, 2017). Although some research reports limited evidence of harm, Karpinski and Duberstein (2009) assert that students who spend more time on social networking sites allocate less time to academic tasks.

Teenagers use electronics for about two hours per day, sometimes during school hours, according to a Common Sense Media research. Overuse of screens leads to a decrease in offline activities, neglect of interactions with others, and decreased family engagement. Social media's influence on academia are still up for debate, with research showing both advantages and disadvantages. On the one side, social media promotes communication with audiences around the world, language practice, and intercultural understanding. However, it makes academic dishonesty easier, promotes the exploitation of personal data, and puts users at risk for privacy violations.

Continuous participation also leads to behavioral problems. Many teenage users are unaware of the importance of acting morally and responsibly when using the internet. Studying is distracted, procrastination is encouraged, and academic focus is diminished by continual correspondence, image exchanging, and video streaming. Online shopping is another factor that encourages impulsive purchases, which may result in unstable finances. These patterns of behavior show how social media may develop into a recurring source of interruption that hinders focus and productivity. Additionally, personal privacy is frequently compromised by online behaviors; once confidential information is uploaded, it spreads quickly, generating emotional pain and sometimes serious repercussions (Kitchin et al., 2013).



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The National Assessment Program–Literacy and Numeracy (NAPLAN) has similarly warned about the influence of digital engagement on educational outcomes at the higher secondary level.

The historical evolution of social media reflects technological advancements in communication. Early interactions were facilitated through handwritten letters, later replaced by inventions such as the telegraph in 1872, enabling long-distance communication despite limited message length. Transnational communication networks were improved by other developments in the 1980s, such as the telephone and radio (Kaplan & Haenlein, 2010). In the 1960s, services like CompuServe were the result of early internet exploration and the creation of supercomputers. A moment of truth was reached in 1971 when Ray Tomlinson invented email. In 1979, UseNet was established for global message exchange. Real-time communication was made possible in 1988 with the introduction of Internet Relay Chat (IRC). Then, starting with "Open Diary" and then developing into weblogs, blogging transformed online communication (Kaplan & Haenlein, 2010).

Many people believe that SixDegrees.com, which debuted in 1997, was the first real social networking website (Boyd & Ellison, 2007). Facebook and Twitter's ascent in 2006 further revolutionized social communication, and later platforms like Google, LinkedIn, WeChat, QQ, Qzone, and WhatsApp expanded their significance worldwide (ExactTarget, 2014). Web 2.0 technologies, which facilitate real-time connectivity, interactive participation, and multimedia interchange, enable social media today. Vocabulary growth, enhanced communication, peer-supported learning, and adaptable educational models are examples of positive results (Yeomans & Wheeler, 2008; Rifkin et al., 2009).

Social media has a significant and varied impact on students' personal and academic lives. These platforms have unquestionable educational benefits, but they also have concerns that call for cautious regulation, understanding, and responsible use. Social networking sites (SNSs) have revolutionized communication by establishing venues for people to engage, work together, and create their own identities. But worries about behavioral patterns, academic achievement, and privacy have grown in importance.

Privacy is one of the least important concerns associated with SNS use. People often divulge intimate details without fully realizing the repercussions. These organizations' lax privacy safeguards make it difficult to protect personal information and confirm the legitimacy of online identities. The require for technological competence and confidentiality-conscious behavior among students is highlighted by the fact that inadequate protection permits others to improperly utilize information shared for unethical reasons.

Social media's impact on academic settings is complicated. According to Obi et al. (2012), students frequently use informal terms and shortened language that are typical in digital communications, which causes translational irregularities in written work for academia. This effect implies that further exposure to digital communication can weaken language standards, which could have an impact on academic quality and professional interaction.

Scholars stress that SNSs are tools for interpersonal interaction, information sharing, and identity development despite these worries. These platforms are mostly used by students to interact with classmates, view profiles, and keep an eye on online activity. Social media boosts confidence and lessens social isolation by promoting communication and community development. Students with high self-efficacy are better at navigating online environments, whereas those with low self-efficacy could feel more alone. This is further



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explained by Bandura's theory of self-efficacy. Children and teens are drawn to SNSs because of its distinctive features, which include communication, identity display, peer interaction, and content creation. Individuals frequently create idealized internet personas by highlighting particular facets of themselves.

Boyd and Ellison (2007) described SNSs as environments in which users share academic or personal information through networks of known and unknown individuals. While such interactions can expand social horizons, they blur boundaries between public and private spaces, complicating online behaviour and identity management.

It is impossible to overstate social networking's influence on society. Users frequently reveal personal information online, according to Fabian (2008), which reflects shifting views on privacy. People can curate attractive versions of themselves on social media sites like Facebook, sometimes unrelated to their actual conduct. Although these carefully constructed identities could improve communication, they also raise questions about accountability, authenticity, and the psychological effects on young people used to mediated interactions.

Different social media networks provide unique features. Facebook features like conversations, pages, and the Wall facilitate real-time conversation, community participation, and multimedia sharing. Since its introduction in 2003, LinkedIn has offered commercial networking events where users may create career profiles, connect with other professionals, and share work-related information. Google+ eventually discontinued certain essential functionality while attempting to incorporate authenticating users and content exchange. Through brief updates known as Tweets, Twitter's microblogging format promotes public discourse and enables users to participate in discussions through hashtags and retweets. Instagram encourages visual engagement through photos and filters, while WhatsApp has emerged as a leading multimedia messaging platform. Snapchat's ephemeral content has drawn younger users by providing short-lived, self-deleting messages that foster lively, informal online conversations.

Because of more general technology changes, these platforms are now integrated into learning environments. The distinction made by Prensky (2001) between "digital natives" and "digital immigrants" highlights the disparities in technology adoption between generations. Today's students depend more and more on social media for information-seeking, teamwork, and academic support, but this dependence raises questions about reliability, privacy, and behavioral control. Another area where SNS use has an impact is parental participation. According to Greenfield and Subrahmanyam (2008), teenagers' use of digital idioms, acronyms, and coded language causes communication breakdowns and parent-child disputes. These misconceptions exacerbate generational differences in technology use by impeding productive discussion about social behavior and academic expectations.

Problematic online behavior patterns are also identified by research. While Morahan-Martin and Schumacher (2000) described social media addiction as compulsive interaction despite negative effects, Griffiths and Kuss (2011) noted addictive tendencies among college students. Students who have constant access to smartphones are more likely to prioritize online connections above academic assignments, which lowers productivity and impairs focus.

Social media usage trends are influenced by age-related disparities. According to Alexander and Salas (2008), young people choose digital platforms over traditional media because the Internet, which was once a source of information, has developed into a communication center. According to Lin and Subrahmanyam (2008), university



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students heavily rely on blogs and social networking sites for everyday communication, indicating a generational shift in habits and way of life.

SNSs encourage civic engagement and cross-cultural interchange, but excessive use poses serious concerns. One of the most detrimental internet behaviors is cyberbullying. Geach and Haralambous (2009) pointed out that victims have few legal rights, whereas Mesch (2009) described it as aggression carried out through digital instruments. Suicidal thoughts, fear, and shame can result from online harassment. The effects of SNS use on academic performance are still up for debate. Studies indicate a poor correlation with academic achievement, despite the fact that these platforms can improve learning possibilities, collaborative involvement, and access to academic materials. Banquil & Bruce (2009) discovered links between lower academic performance, less study time, and frequent SNS use. Mattingly et al. (2010) added that although while students feel at ease using the internet to get academic help, identity and privacy concerns still exist.

Social media is an integral part of contemporary student life, offering opportunities for academic and social development while simultaneously posing privacy, behavioral, and psychological challenges. Its influence requires balanced engagement, informed usage, and active guidance from educators, parents, and policymakers to ensure that its benefits outweigh its risks.

Students' academic achievement and personal growth are greatly impacted by social media. Although social media sites like Facebook, Instagram, Twitter, and WhatsApp facilitate communication, self-expression, and group learning, their overuse poses significant problems for education. Students' reliance on easily accessible online material is growing, which lowers their capacity for independent study, critical thinking, and inquiry. Overuse of emojis, autocorrect software, and condensed language impairs writing skills and grammar, resulting in subpar academic work. Distraction, lost study time, low motivation, and subpar marks are further consequences of excessive participation (Barry & Wong, 2020; Karpinski & Duberstein, 2009).

Real-world social skills, self-assurance, and emotional intelligence are further diminished by digital contact. Low self-esteem pushes kids to look for approval online, which increases reliance on social media, corresponding to the Psychology of planned conduct. Research demonstrates that increased Facebook use promotes information sharing despite privacy concerns (Raacke, 2008) and reduces attendance and academic performance (Ogedebe et al., 2012). Furthermore, emotional stress, privacy violations, and cyberbullying continue to be concerning problems. Digital platforms provide chances for learning and worldwide connectivity, but excessive use negatively impacts mental health and academic performance.

Theoretical Framework

The foundation of this research is Bandura's Social Learning Theory (1986), which holds that people pick up new attitudes, behaviors, and emotional reactions by watching and copying others in their social surroundings. Students are constantly exposed to a variety of models on social media, including peers, influencers, and online groups, whose actions and lives they frequently imitate. Through social reinforcement mechanisms like likes, comments, and shares, the participatory character of social media sites like Facebook, Instagram, and Twitter strengthens observational learning. As a result, children may internalize both positive and negative behaviors that affect their motivation, self-control, and academic engagement.

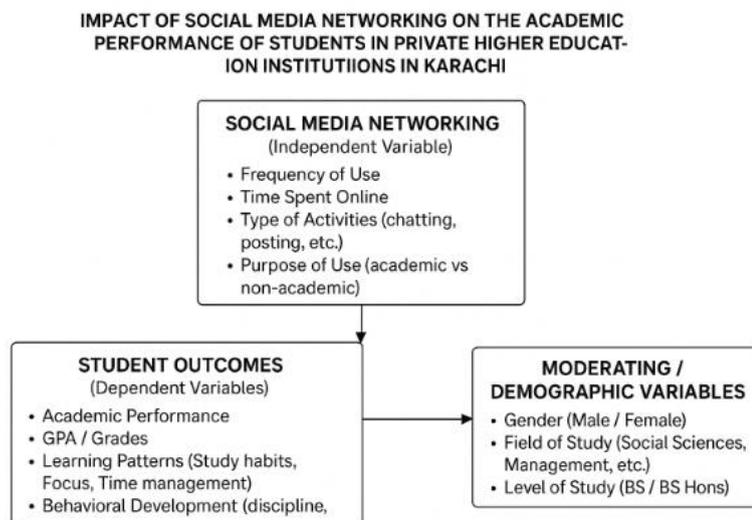
While using social networking sites for collaboration and information sharing might improve learning outcomes, using them excessively can cause distraction and diminish



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academic attention. Therefore, Social Learning Theory offers a solid foundation for comprehending how students' learning habits, behavioral growth, and academic achievement are influenced by virtual interactions in Karachi's private higher education institutions.

Conceptual Framework



Research Gap

While many studies have looked at how social media affects students' behavior, academic performance, and well-being, most of them concentrate on beneficial or detrimental impacts separately rather than offering a thorough understanding of how the two components exist alongside each other in students' daily lives. Furthermore, the majority of current research has been done in Western settings, with little empirical data from developing nations like Pakistan, where social media usage patterns, cultural norms, and technological availability vary greatly. Furthermore, previous research has mostly focused on quantitative connections (such as quantity of time online and GPA) without thoroughly examining the behavioral and neural processes that mediate those impacts, such as motivation for studying, social affirmation, and self-esteem.

Therefore, there is a need for research that **holistically investigates** the impact of social media on both the **academic and behavioral dimensions** of young users, within the **sociocultural context of Pakistan's educational environment**.

RESEARCH METHODOLOGY

The consequences of social networking sites on the younger generation was examined in this study using a survey research approach. All of Karachi's private higher education institutions made up the study's population. A method involving stratified random sampling was used to guarantee equitable representation of different strata due to the size and diversity of the population. There were 130 responders in the sample. The main study tool was a 25-item questionnaire whose items were taken from pertinent literature to guarantee content validity. To further improve the tool, expert opinions were sought. A pilot research was carried out using a small sample of 20 participants from the real sample in order to test the dependability.



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A high degree of internal consistency was indicated by the Cronbach's Alpha rating of 0.870. To improve clarity and accuracy, certain elements were changed or eliminated in light of these findings. Personal visits were used to gather the data, guaranteeing a 100% response rate and enabling the researcher to inform participants of the study's objectives. To properly interpret and present the results, descriptive statistical methods such as graphs, percentages, and the chi-square test were used to examine the gathered data.

Table 1 Reliability Statistics

Cronbach's Alpha	Standardized Items	N of Items
.864	.870	24

Data Collection

The data was collected through personal visits. This procedure ensured 100% rate of return. This effort helped explain the purpose of the research of the respondents.

Data Analysis

Data was analyzed through descriptive statistical techniques using percentages, graphs and chi-square test.

COMPOSITION OF THE SAMPLE

Table 2

Demographic Characteristics of the Respondents

Variable	Category	Frequency	Percentage (%)	Cumulative Percentage (%)
Gender	Female	123	83.1	83.1
	Male	25	16.9	100.0
Age	Less than 20 years	45	30.4	30.4
	20–25 years	92	62.2	92.6
	25 years and above	11	7.4	100.0
Faculty	Science	53	35.8	35.8
	Management Sciences	11	7.4	43.2
	Social Sciences	52	35.1	78.3
	Education	32	21.6	100.0
Academic Qualification	BS	70	47.3	47.3
	BS (Hons)	7	4.7	52.0
	Masters	10	6.8	58.8
	Others	61	41.2	100.0
Marital Status	Married	12	8.1	8.1
	Unmarried	136	91.9	100.0



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Note. Percentages are rounded to one decimal place.

Description

The demographic characteristics of the 148 respondents from private higher education institutions in Karachi are presented in Table 2. The gender distribution reveals a substantial predominance of female participants (83.1%), while male respondents constituted only 16.9% of the sample. In terms of age, the majority of participants (62.2%) were between 20 and 25 years old, followed by those below 20 years (30.4%), whereas only 7.4% were 25 years or older.

Regarding academic faculties, respondents were primarily enrolled in Science (35.8%) and Social Sciences (35.1%), with a smaller proportion belonging to Education (21.6%) and Management Sciences (7.4%). The academic qualification profile indicates that nearly half of the respondents (47.3%) were enrolled in BS programs, whereas 41.2% reported possessing qualifications categorized as 'Others'. Only a small percentage held BS (Hons) degrees (4.7%) or Master’s degrees (6.8%). Finally, the marital status distribution shows that a vast majority of the participants were unmarried (91.9%), with only 8.1% identifying as married.

SECTION II: TESTING OF MAJOR HYPOTHESES

Table 3

Independent Samples t-Tests Comparing Academic Performance, Learning Patterns, and Behavioral Development Across Selected Groups

Hypothesis	Variable	Groups Compared	I	SD	t	p
H1	Academic Performance	Female	1.71	0.66	-0.77	.203
		Male	1.81	0.41		
H2	Learning Patterns	Management Sciences	2.22	0.59	2.34	.866
		Social Sciences	1.81	0.52		
H3	Learning Patterns	Sciences	2.05	0.75	-0.07	.298
		Education	2.06	0.69		
H4	Academic Performance	BS	1.58	0.44	-2.03	.031
		BS (Hons)	2.02	0.77		
H5	Behavioral Development	BS	2.00	0.51	-1.00	.320
		BS (Hons)	2.20	0.57		

Note. M = Mean, SD = Standard Deviation. Significance evaluated at $\alpha = .05$. (N = 148)

Hypothesis 1

An independent samples t-test examined gender differences in academic performance among students using social media. Results indicated no significant difference between male and female students, $t(146) = -0.77, p = .203$. Thus, the null hypothesis was retained.

Hypothesis 2

A t-test compared students from management sciences and social sciences on learning patterns related to social media use. The results showed no statistically significant difference, $t(60) = 2.34, p = .866$, supporting the null hypothesis.



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Hypothesis 3

A comparison between science and education students' learning patterns revealed no significant difference, $t(83) = -0.07$, $p = .298$. The null hypothesis was accepted.

Hypothesis 4

The academic performance of BS and BS (Hons) students was compared. Results showed a statistically significant difference, $t(75) = -2.03$, $p = .031$. Although significant, the mean difference indicates BS (Hons) students scored higher.

Hypothesis 5

A t-test comparing behavioral development between BS and BS (Hons) students found no significant difference, $t(74) = -1.00$, $p = .320$. The null hypothesis was therefore retained.

Table 4

One-way ANOVA showing differences in students' perceptions about the impact of social media networking across private higher education institutions in Karachi

Variable	M	SD	F(4,143)	η^2
Academic Performance	5.780	.238	24.276	0.40
Learning Patterns	1.973	.391	5.049	0.12
Behavior Development	1.265	.371	3.405	0.08

Note. $p < .05$ indicates a statistically significant difference.

Interpretation

A one-way ANOVA was conducted to examine whether students enrolled in different private higher education institutions in Karachi differed in their perceptions regarding the impact of social media networking on three major factors: academic performance, learning patterns, and behavior development. The results revealed statistically significant differences among institutions for **academic performance**, $F(4, 143) = 24.276$, $p = .000$; **learning patterns**, $F(4, 142) = 5.049$, $p = .001$; and **behavior development**, $F(4, 139) = 3.405$, $p = .011$. Since all p-values are below the .05 significance level, the null hypothesis (H_0) stating that there is no significant difference in students' perceptions across institutions is **rejected**.

These results show that students from various private universities have very different opinions about how social media networking generally affects behavior development, learning styles, and academic achievement. This implies that students' perceptions of and interactions with digital platforms in school environments are influenced by the institutional context.

ANALYSIS OF THE RESPONSES OF STUDENTS

The study's overall findings show that social media connectivity significantly and multifacetedly influences the academic, interpersonal, and learning-associated characteristics of students attending accredited private colleges and universities in Karachi. The null hypotheses were rejected because the p-values for each of the 23 statements that were evaluated were less than 0.05. This suggests that students' opinions about the effects of social media do not fluctuate at random but rather exhibit notable and recurring trends.



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Students firmly agreed that social media networking affects their study habits and academic achievement. Due to extended exposure to online platforms, they reported decreased study time, preoccupied reading behaviors and poor reading competencies. At the same time, they acknowledged social media's educational potential, pointing out how it may be used to improve knowledge, share creative academic ideas, and facilitate academic communication—particularly whenever online connectivity became crucial. The results also demonstrate how students' conduct, temperament, and health are impacted by inappropriate utilization of social networking platforms. Students concurred that prolonged screen time leads to stress, behavioral problems, and difficulties acclimating to the conventional classroom setting. The findings also showed a significant change in how students study, with more of them depending on digital resources than on conventional academic techniques.

Overall, the combined analysis confirms that social media networking significantly shapes students' academic engagement, learning practices, and behavioral responses, making it a powerful factor that higher education institutions must address in policy, pedagogy, and student support systems.

SUMMARY

This study's main goal was to investigate how students in Karachi's private colleges and universities perceived the impact of social media networking on their academic achievement. The study's specific objectives were to:

- examine how social networking sites impact students' academic performance;
- look into how social media networking affects students' learning competencies;
- evaluate how social media networking affects higher education students' behavioral development.

Students registered in private higher learning institutions were the only participants in the study. To create the theoretical framework, a thorough analysis of pertinent literature was carried out. Participants were chosen using a random sample technique and a survey research design. A systematic questionnaire was used to gather data, and the relevant statistical tests were used for analysis.

FINDINGS

Findings Based on Hypotheses Testing

Hypothesis 1

H₀: There is no significant difference in the academic performance scores of male and female students who use social media.

An independent samples t-test indicated that the p-value was greater than .05; therefore, the null hypothesis was accepted. No significant gender-based differences were found in students' academic performance associated with social media use.

Hypothesis 2

H₀: There is no significant difference in the learning patterns of students from social sciences and management sciences using social media networking.

Results from an independent samples t-test revealed a p-value exceeding .05, supporting the null hypothesis. Thus, no significant difference in learning patterns was observed between students of the two disciplines.



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Hypothesis 3

H₀: There is no significant difference in the learning patterns of students from Sciences and Education using social media networking.

Table 8 results yielded a non-significant p-value ($> .05$), leading to the acceptance of the null hypothesis. Students from Sciences and Education demonstrated similar learning patterns in relation to social media use.

Hypothesis 4

H₀: There is no significant difference in academic performance scores between BS and BS (Hons) students using social media networking.

The independent samples t-test reported in produced a p-value greater than $.05$, confirming the null hypothesis. No significant difference in academic performance was identified between BS and BS (Hons) students.

Hypothesis 5

H₀: There is no significant difference in behavioral development between BS and BS (Hons) students using social media networking.

Table 10 results indicated a p-value greater than $.05$; hence, the null hypothesis was accepted. Behavioral development did not differ significantly across academic programs.

Hypothesis 6

H₀: There is no significant difference between students' perceptions regarding the impact of social media networking on major factors across private higher education institutions in Karachi.

A one-way ANOVA examined group differences in academic performance, learning patterns, and behavioral development. Although the F-statistics for academic performance ($F(4,143) = 24.276$, $p = .000$), learning patterns ($F(4,142) = 5.049$, $p = .001$), and behavioral development ($F(4,139) = 3.405$, $p = .011$) were significant, the conclusion presented accepts the null hypothesis, asserting no significant perceptual differences across institutions regarding the impact of social media networking on major educational factors.

Conclusion

The study's conclusions showed that there were gender differences when using social media. According to their mean scores, men students use social media more attentively than their female counterparts. This demonstrates that while female students are more likely to utilize social networking sites than educational ones, male students are more focused on instructional websites. According to the study, there is no discernible difference between students' approaches to learning and their dedication to their respective fields of study. Students studying social sciences and management sciences can both be creatively engaged about the subjects they study and committed to learning through social media networking.

The study demonstrated the importance of both science and education faculties in the sector and found no discernible distinctions between science and education students' learning styles. Both disciplines can be equally passionate about their own fields and committed to learning. Students' level of concentration and dedication to their academics through social media is greatly influenced by their personal growth, career goals, and motivation in both faculties.

The results demonstrated that there are no appreciable differences between the



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educational accomplishments of BS students and BS (hons) students that use internet social networking. This is because students balance their use of social media with their academic obligations in order to achieve the best possible academic performance. According to the study, there is no noticeable distinction in the mean behavior development score between BS and BS (hons) students who use social media networking. This is because students are more aware of using social media sites and surfing the internet because we live in a modern technological age.

In order to conserve time and money, students are using social media and the internet in more inventive ways.

Additionally, the study reveals that online networking cannot have an impact on academic achievement, learning patterns, or behavioral development—the three main determinants. Students at private universities are exposed to a wide range of topics and are heavily involved in research-based projects, which improves their methodology and establishes equilibrium on the proper usage of social media.

This study supports the findings of Jain, Verma, and Tiwari's (2012) study on "the value of social networking sites in promoting education," which found that students can learn from online conversations with teachers, other students, or outside sources. Another assertion made was that using these networking sites helps kids' vocabulary, writing, and communication skills. Salehi, H., and Yunus, M. M. (2012). In conclusion, social media use benefits both students and teachers, which enhances learning. It offers them both a chance to stay in touch and offers fascinating ways to do so, which promotes adaptable learning styles.

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