

**EXCESSIVE USE OF FACEBOOK AND ITS ASSOCIATION WITH  
ACADEMIC ACHIEVEMENT AND LIFE SATISFACTION AMONG  
UNIVERSITY STUDENTS**



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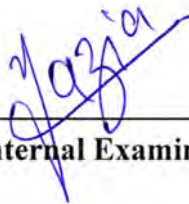
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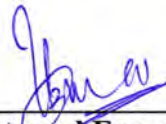
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## **CERTIFICATE**

It is certified that M.S research entitled “Adaptation of guidelines for trauma and loss in Pakistan” prepared by Mr. Muhammad Aamir is approved for submission to the Department of Psychology, Faculty of social science, International Islamic University Islamabad.



**Dr. Muhammad Tahir Khalily**

**Supervisor**

## **Dedicated to**

My loving parents, teachers, my brothers and sisters specially, my great brother Naeem Ahmad Jan (Shaheed, TAMGHA-E-BASALAT Pakistan Navy) and my beloved wife Raheela Gull, without their knowledge, wisdom, and guidance, I would not have the goals I have to strive and be the best to reach my dreams!

### Parents

*When I was young,  
they taught me to walk.*

*When I grew older,  
guided me on right path.*

*Always with me they are,  
they are shining stars,  
like a shadow, they follow,  
like great blessing they are so!!!*

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I would like to express my gratitude at the vitalizing and motivational guidelines and constructive criticism given to me by my supervisor Dr. Muhammad Tahir Khalily. It was his support and encouragement and vast knowledge, accommodating attitude, caring behavior that made it possible for me to accomplish this task. I am again grateful to Dr. Muhammad Tahir Khalily for his genuine and encouraging back up throughout my stay in this institution. I am highly thankful to all those teachers who helped me in different phase of this study.

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## Abstract

The present study aimed at investigating the effect of excessive Facebook use on academic achievement and life satisfaction among university students. Additionally the study examined the effects of excessive Facebook use on academic achievement and life satisfaction with reference to gender and age. For this purpose sample (N = 200) was taken from Public and private sector universities of Islamabad and Sargodha. Both male (N=100) and female (N=100) respondent were included through purposive convenient sampling technique. The scales used in the study were Bergen Facebook Addiction scale (Andreasson 2012), Academic achievement (Kaplan & Maehr 1999) and Life Satisfaction Ladder Scale (Cantril 1965). Descriptive statistics, Pearson correlation, reliability analysis and, independent sample t test were applied to test the hypotheses of the study. Results of the current study supported all the hypothesis of the study. Research findings revealed that Facebook use has significant negative correlation with academic achievement  $r = -.25, p < .05$  and significant positive correlation with life satisfaction  $r = .45, p < .01$ . Female university students were found higher on Facebook use as compared to male university students. Young university students and less education level university students were found higher on Facebook use as compared to old age and higher level university students.

# **INTRODUCTION**



## INTRODUCTION

It is all over to the social networking sites that millions of people can be connected. Significant advantages have been drawn from networking sites being a connecting and specialized medium. It is an amazing thing that with single click one passes information to thousands of people in a fraction of seconds, that's the power of social media. Social Media and the youth are quite inextricable (Gemmill and Peterson, 2006).

Facebook is the largest social networking sites and takes position between top five websites in the world. This popularity thus led to Facebook being a significant research topic. Facebook has induced social anxieties and pressures, as a notable number of people check Facebook even before getting out of bed. On the basis of several research finding on Facebook, it has been found that it's having a great impact on the lives of young people especially students. Most of the researches were carried out in other countries, so it was found necessary and important to carry out a study in Pakistan on the impact of Facebook on the university students. The Pakistani population, has not been spared as most of them are now connected to online social networks such as Facebook on a daily basis. Such a study would provide an insight on the influence of Facebook on the mental health, behavior, mood, and academic performance of intermediate students in the country (Zaffar, Mahmood, Saleem, & Zakaria., 2015).

The studies about technology effects on society in different areas have been in the topics from ages. Everyday new advancements are being introduced in the field of

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technology. Technology as affected the life in various ways through its instruments (Innis, 1950). More studies investigated in the US that their democracy has been affected via internet widely (Bimber, 2003).

There are different sources of internet communication like mobile phones, computers, different software from internet, and different programs of computers and there are different ways of communication in the internet which can affect the use of technology in the departments. The main benefit of the use of these internet resources in the field of communication is that they have converted the world into the global village and people connected with each other from different locations from the world just in the matter of seconds and communication is very faster and in these days there is no need of being in wait for the reply from the other side (Walther, 1996).

Technologies have enhanced the ways of business and people are connected to each other in the world of business and are making the purchasing in a faster way. Mobile phones, lap tops and other means of communication which can be used via software is being advance every day with the changing technology and affecting the societies at very large scales. And humans are being dependent to those technologies. That's the thing which we often listen that now world has become a global village and bringing the people closer (McLuhan, 1964).

Through the use the internet and the communication website the distances between the people are look like nothing and the people are interacting without any difference of nationality or cost or region and ready to meet every one and ready to trade

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with each other without any language and cultural boundaries and social media has played a vital role in it (Postmes, Spears, & Lea, 1998).

### **Life Satisfaction**

The term life satisfaction has been explained in different studies and according to them the as the cognitive element of well being is referred to life satisfaction (Christoph & Noll, 2003; Veenhoven, 2007). Life satisfaction replicates the degree to which fundamental needs are congregated and the level to which a diversity of additional targets are set to achieve (Bradley & Corwyn., 2004).

Life satisfaction can be labeled as the views of someone about his or her owns life and the selection of the replica which he himself thinks to be in life and where pleasure can be attained in life (Diener et al., 1985). Life satisfaction has been reported as a practice of awareness of oneself in which different individuals put their experiences for same situation (Pavot & Diener., 1993). There are different preferences in life of every one and everybody gives preferences to the aspects which he considers value able and make positive evaluation in life about those aspects is referred as life satisfaction (Diener et al., 1985). However the positive interpretations of the important aspects of life is referred to as greater life satisfaction and negative interpretations asses lower life satisfaction of the individuals (Hobbs, 2009).

### **Computer Mediated communication**

Computer mediated communication is the very important topic to discuss before the discussion of the use of the social networking sites. Computer mediated communication is the mode of communication between the people via computer in which they are not involved physically (Boyd & Ellison, 2007). And two or more computers are connected with the internet with each other to connect the people. And nonverbal cues make it intriguing when people use them instead of their voices and those nonverbal cues express their emotions in depth (McQuillen, 2003).

People having social anxiety use those nonverbal cues and express their emotions in society from which sometime they are not one of them (Carter and Feil, 2003) . There may be gender differences and other preferences may exist in the use of the computer mediated communication.

*Expression of emotions:* There is always a difference between the face to face and non physical presence communication. But to reduce that gap between these two modes of communication the researchers have developed some key functions in the computers to express the emotions of the communicators and people like them to express their feelings and consider them as the actual expressed feelings of someone and that has been a good experience in computer mediated communication network (Carter, 2003).

Researchers have shown that their too many examples which proves that the expression of emotions via computer mediated communications has been exceeded than that of the face to face communication and people feel it easier the expression of their emotions in computer mediated communication (McQuillen, 2003; Walther, 1996).

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***Nonverbal cues:*** Researchers have shown that although nonverbal cues are very popular in computer mediated communications but they are not as much effective face to face. But still they are important to study. The flaw may arise in the form of the other characteristics associated with the expression of these emotions which are unable to feel via computer mediated communication. So, sometimes it may create misunderstanding in the communication because all the associated emotions are not able to express exactly as that were in the face to face (McQuillen & Jeffrey, 2003). But still it can be beneficial for the computer mediated communication and in such communication the writer cognitively form the messages in the mind before converting it into the message on device of communication (Carter, 2003).

***Self-awareness:*** The other unbeatable benefit of the computer mediated communication may be the awareness of self. Through the use of the social networking sites anyone can be aware about the qualities which he owes. And people disclose more about themselves in front of others while communicating via social networking sites as compare to face to face communication (Joinson, 2001).

It was reported by the researchers that people using social networking sites were more self disclosure and less public disclosure as that of the face to face. It was also reported from the researches about the level of the life satisfaction that it may also be affected by these computer mediated communication and social networking site usage (Joinson, 2003).

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### **Facebook, a Social Networking Site**

There are too many social networking sites working around in the field of communication for the building of global village. Facebook is one of those social networking sites. In 2008 the ranking of the social networking sites it was reported that the Facebook has become the number one social networking site and further more that it is growing very rapidly among the users of social networking site (Bains, 2009).

Since the launch of the Facebook it is very favorite social networking site among the users specifically to the college and university students all around (Steinfeld, Ellison, & Lampe, 2008). It has been reported from many researches that that it is the globally used website and number of the users is growing day by day and people are attracting towards the new features of the Facebook with the fast contact search (Wilhelm, 2010). It was found in a study that at average in the every hundred hits to webpage were about eight to the Facebook website which elaborates its popularity among the users further they reported that among the use of social networking sites the Facebook takes about forty seven percent of the total time spent on social networking sites (Taylor et al., 2010).

The other important thing to note about the usage of the Facebook was that along with the use of the Facebook for making relationships and contact with the peers and other people the other reason for its use was also for the sake of traditional face to face communication among the people. It was also found that the largest number of students were using Facebook for their boring hours and to keep them engage in some activities and they were found keen in the use of face book and it was concluded that people who are more social in face to face relations they were found more in the use of face book and

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as compare to the people who were less active in face to face communication (Sheldon, 2008).

### **Outcomes of Facebook usage**

Facebook has claimed the uppermost user proportion of all social medium sites, that shows there is an excellent possibility that the majority of peers, co-worker, and families will have a Facebook contact that one can intermingle with (Steinfeld et al., 2008).

Facebook is an enormous method to hook up older high school and college colleagues. This is the prime promotion point to Facebook for the reason that it actually does permit to rejoin many of previous links and to formulate new contacts. There are a great number of public who use Facebook to find dates by read-through out the contacts of their contacts (Steinfeld et al., 2008). It assists to keep on associated but it also allocates distribution of movies and photos with friends about relative's functions and additional stuff. For grandfather, grandmother, aunty and uncle Facebook is a very helpful source of connection with their grandkids and children of their siblings. (Kowalski & Limber 2006).

Although there are too many advantages of the Facebook as described above, but there are also some reasons which can lead to avoid the use of the Facebook, a few of the stuff that construct Facebook frustrating and also creepy to your confidentiality (Ellison et al., 2007). Another problem with the Facebook is the spam, because it looks like everybody will throw invitations to playoffs and stuff that they like. A famous game Farmville is popular on Facebook but the invitations of the game carry some other

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invitations with it as well, like “would you like to change your facial look as celebrity” the some about the beauty creams and too many others like them (Lampe et al., 2007).

### **Relationship between Study Variables**

*Facebook usage, Academic Achievement and, Life Satisfaction:* High levels of social capital have been positively associated with academic achievement (Coleman, 1988). Meanwhile, high levels of certain types of Facebook use have been positively associated with increased and decreased levels of social capital (Ellison et al., 2007). These associations have led researchers to question the association of Facebook use with academic achievement. Karpinski and Duberstein (2009) presented a study of 219 undergraduate and graduate students from Ohio State University (OSU) in which the researchers compared the GPAs of Facebook users and non-users. The researchers found that users of the social media sites specially Facebook scored notably lesser GPAs as compare to the people who did not use Facebook. They also found that Facebook users spent significantly less time studying weekly than non-users (1-5 hours versus 11-15 hours).

Most recent studies of the association of Facebook use with life satisfaction have focused on users versus non-users. However, with the dramatic growth of Facebook usage, it is now gradually harder to discover students to whom it can be said that they don't use Facebook. Thus, there is need for future research to focus on other measures of Facebook use other than being a user or a non-user. Also, most recent studies have focused on university students. Thus, there is a need for future research to focus on other populations such as high school students. Lastly, most recent studies have focused on



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GPA as the only measurement of academic achievement, ignoring psychosocial and academic behaviors that predict the academic success of students. Thus, there is a need for future research to focus on psychosocial factors that serve as predictive measures of academic achievement, such as motivation, social engagement, and life satisfaction.

Research about social networking sites like Facebook have granted helpful results to investigators regarding social networking sites for the reason that of its common exercise and its capability to classify associations together offline and on internet (Ellison et al., 2011). Facebook has practiced excessive development in addition to be exceedingly incorporated with day by day, true world acts. Its attractiveness possibly will be positioned in the functions of Facebook; they may be easy to understand features of the Facebook, and the quality of Facebook as permission to its users to get in touch quickly with other people who use Facebook at very wide range globally. In the beginning researches investigated that social networking sites have paid attention dominantly on the distinctiveness of social networking site's, historic times of social networking sites and the way in which they were affecting the internet activities and either social networking sites reduce face to face contact (Ellison, 2007).

Over recent years, the number of studies examining various facets of the Internet and its impacts has continually increased. Much of that growing research focuses on social networking and information sharing. Existing scholarship about online communication ranges from descriptive examinations of use (Attrill&Jalil, 2011; Hwang, 2011; Quan-Haase& Young, 2010; Valkenburg& Peter, 2011) to specific content analysis of participant contributions (Ellison, Steinfield, & Lampe, 2011; Nosko, Wood, & Molema, 2010) and experimental tests of influence (Antheunis, Valkenburg, & Peter, 2010; Kross et al., 2013).

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While much of the existing research regarding online communication looks generally at different types of content and the impact of various online functions, there is particular interest in the specific impact and influence of Facebook, a widely used social networking application (Cheung, Chiu, & Lee, 2011). Facebook has attracted several hundred million users worldwide (*Who Uses Facebook*, 2012) and young people comprise the largest percentage of participants in the Facebook world (*Engagement Analytics*, 2012). Studies focusing on Facebook as a social medium include examinations of website content (Hum et al., 2011), the types and amounts of self-disclosure users provide (Nosko et al., 2010), motivations for using Facebook (Baek, Holton, Harp, & Yaschur, 2011; Cheung et al., 2011; Nadkarni & Hofmann, 2011; Pempek, Yermolayeva, & Colvert, 2009; Quan-Haase & Young, 2010; Tosun, 2012) and the impact of personality on Facebook use (Muscanell & Guadagno, 2012; Nadkarni & Hofmann, 2011; Ryan & Xenos, 2011; Sukes, Williams, & Wise, 2012). In addition, scholars have created typologies of media uses and gratifications emphasizing social networking (Bumgarner, 2007; Cheung et al., 2011; Quan-Haase & Young, 2010; Sheldon, Abad, & Hinsch, 2011; Smock, Ellison, Lampe, & Whon, 2011). Some studies show that Facebook use is driven by a variety of different functions (Pempek et al., 2009; Smock et al., 2011) and can challenge the traditional demarcation of motivations for media use (Sheldon et al., 2011).

Previous examinations of college-aged individuals' use of Facebook have revealed consistent and similar patterns of use. College students check their established Facebook accounts on a daily basis (Nadkarni & Hofmann, 2011; Quan-Haase & Young, 2011; Vitak et al., 2011) and spend between 30–60 minutes per day on the website (Ellison, Seinfeld, & Lempke, 2007; Ellison et al., 2011; Pempek et al., 2009; Quan-Haase & Young, 2010). Some studies show that individuals often “lurk” online, reading others' information without posting or responding in a reciprocal manner (Bumgarner, 2007; Pempek et al., 2009). This lurking behavior indicates that Facebook users tend to engage in various uncertainty reduction strategies to acquire information

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about acquaintances and friends (Antheunis et al., 2010) but do not always reciprocate with similar online disclosures. The lurking behavior gratifies some users' need for perceived maintenance of interpersonal connectivity (Cheung et al., 2011; Sheldon et al., 2011) without risking their own social identity by disclosing face-threatening personal information (Arundale, 2010; Nosko et al., 2010) or expressing potentially objectionable opinions that may disrupt affinity-seeking strategies (Hwang, 2011). Most scholars focusing on Facebook agree that users primarily engage the networking site to maintain contact with individuals with whom they have existing offline relationships (Cheung et al., 2011; Ellison et al., 2011; Muise, Christofides, & Desmarais, 2009; Nosko et al., 2010; Pempeck et al., 2009; Sheldon et al., 2011). As Quan-Haase and Young (2010) explain, users seek social knowledge from Facebook to feel "involved in what is going on with others" or to be socially "in the know" (p. 355). The desire to be socially knowledgeable about others motivates lurking behavior online. It may also elicit participation via disclosure from those embracing the asynchronous nature of the exchange (Antheunis et al., 2010).

Several studies on the impact of Facebook have shown that participation in online social networking may have positive effects. Ellison et al. (2007) identified a positive relationship between the acquisition of Facebook "friends" and users' perceived growth in social capital, primarily due to the "crystallization" (via Facebook) of otherwise ephemeral social connections. Some scholars argue that such increased social capital favorably impacts individuals' well-being on multiple levels (Ferlander, 2007). A 2011 study by Ellison et al., demonstrates that Facebook-enabled communication practices result in connection-building strategies that can positively impact physical health. Increases in social capital are also linked to mentally healthy behaviors such as increases in self-esteem and enhanced identity formation, particularly in adolescents and young adults. The ability to enhance key elements of one's identity is viewed as positive because

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“there is a universal desire among human beings to maintain, protect and enhance their self-esteem” (Cheung et al., 2011; Valkenburg & Peter, 2011).

In contrast to the positive influences found in some studies, others indicate potential negative impacts of Facebook use. Sheldon et al. (2011) argue that Facebook use can heighten users' feeling of social disconnectedness by creating transient perceptions of connectedness. Chou and Edge (2012) conclude that Facebook gives users the impression that their Facebook friends have better lives than they do, thereby encouraging negative self-assessments. They report a decrease in overall life satisfaction and a lower reported level of happiness by frequent Facebook users. This finding depends largely on the closeness of the relationship between the user and his or her Facebook friends (Chou & Edge, 2012). In addition, Kross and his colleagues (2013) demonstrate that increased Facebook use contributes to declines in users' perceived “moment-to-moment” feelings of well-being and their satisfaction with their lives. This particular aspect of social media effect is intriguing and merits further investigation. One of the potential explanations to this phenomenon can be social comparison theories.

Internet has remained in the researches from its start, the studies in the start investigated the correlation of the hours spent on internet with the associated variables like satisfaction of life and well being etc, but later on the researches tried to sort out the quality and distribution of the time spent on internet in different activities like entertainment, discussions, e books, social networking sites usage, games and then their affects with the related variables like life satisfaction, academic achievement, social wellbeing and sociability etc (Tong, 2008). To define the extent which may be used to call a person social is also changing as the persistent use of internet is implimenting new effects on psychology. As studies in the past indicated the interaction of online as poor life satisfaction because the range of the access to the society was small at that time but

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now the things are changing as the pool of internet users is increasing and the online interactions are also developing with those advancements and now recent studies refer the more time on social networking sites with high life satisfaction (Kraut, Egido, & Galegher, 2008).

Because of its popularity among college students, questions about the impact of Facebook use on academic performance need to be raised. Several studies have suggested that engagement in Facebook is related to students' involvement (Heiberger and Harper, 2008), academic success and performance proficiency (Steinfeld et al, 2008; Hwang et al, 2004; Yu et al, 2010). It has been suggested that college students' social networking with peers and professors can be a way for obtaining information, knowledge, social acceptance and support, which can then lead to higher levels of their self-esteem, satisfaction with university life and consequently performance proficiency (Yu et al, 2010). Valkenburg et al. (2006) found that the more people used social networking sites, the greater the frequency of their interaction with friends was, which in turn had a positive impact on participants' self-esteem and their satisfaction with life.

On the other hand, some researchers found no correlation between Facebook use and GPA (Kolek and Saunders, 2008; Pasek et al, 2009) or found negative correlation between Facebook use and academic achievement measured by self-reported GPA and hours spent studying per week (Kirschner and Karpinski, 2010). A recent study found that Facebook users reported lower GPA's and spent fewer hours per week studying than non-users (Kirschner and Karpinski, 2010).

However, it's possible that the quality of Facebook use (that is, the purpose Facebook is used for, rather than just the quantity of it), is what's relevant to the impact Facebook use has on academic performance. If Facebook is used intensively for academic purposes and/or essential or supportive communication with others, positive impact on academic achievement could be

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expected. On the other hand, if intensively used for recreational purposes only (e.g., playing games, tagging photos, looking at video links), negative impact on one's academic performance may be expected since in this scenario, students possibly devote too much time to Facebook on expense of studying.

What may be especially relevant to the negative impact of Facebook use on academic performance is whether Facebook use interferes with the performance of the academic tasks (for example through multitasking). Increasing number of studies show that today's college students watch television, type out instant messages or engage in Facebook activities while simultaneously performing their academic tasks, like studying, doing schoolwork or homework (Junco and Cotten, 2010; Huang and Leung, 2009). However, evidence suggests that no matter how good one is at multitasking, he/she can never be as effective and efficient as when doing one thing at a time, because the switching back and forth between activities increases the mental work (Jackson, 2008).

New researches on Facebook and other social networking sites are trying to explore the relationships of these sites with the psychological outcomes and researches have explored that the use of the Facebook plays role in the improvement of the life satisfaction (Lampe, 2007). Further studies have investigated that the effect of the use of the Facebook is noticeable on academic achievement as the performance of the students using Facebook more than the study hours reported the low grades in the exams as compare to the non users or only the small time users (Langwell, 2009).

Certainly the organization of a fairly big and steady societal group through the use of Facebook has been linked to the social-well-being (Kim and Lee, 2011). Furthermore it was investigated in the researches that the use of the Facebook is supportive for the

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perceived popularity and the sociability index and these may lead it towards the satisfaction of the life in some extent (Tong, et al., 2008). A number of studies have been carried out to find out the most popular motives behind the use of such social networking sites. Finally, the major objective of the current study is to explore the influence of the Facebook related activities on life satisfaction and academic achievement.

### **Rationale**

Many studies have been conducted in the field of social communication and social networking sites; one of those social networking websites is the Facebook. This is very popular among the users of the social networking sites. The aim of the current study is to find out the correlation between Facebook usage, life satisfaction and academic achievement among university students. To investigate the impacts of the Facebook usage on the academic performance of the students; the one of the most important factors affecting the academic performance of the students in this modern age may be the Facebook usage, but many students and researchers are not well aware about this factor. So the purpose of the current study is to increase the level of attention of the students and researchers to consider the Facebook usage in academic performance evaluations. Similarly Michael (2006) reported in his survey that the students using face book were below in academic performance as compare to the group of non Facebook users or only minor users. However, the reduced time for academic activities and much time spent on social networking sites specifically Facebook may affect the academic achievement indirectly and this is an important factor to address and current study will help to address this issue.

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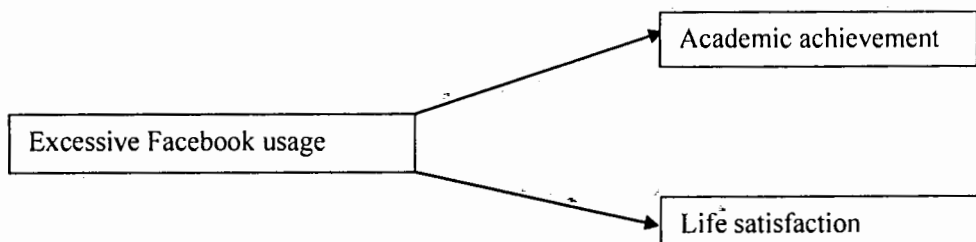
Further to explain that how young adults specially university students use up the social networking website Facebook, what they get by using this website in the terms of psychological outcomes, and how they interact with each other on this website and how they feel satisfaction by expressing their feelings online with other people better than face to face contact and to find out that how it affects their life satisfaction level. The purpose of the current study is in line with the previous researches in which it was explored that the self disclosure in social networking websites increase the level of life satisfaction and people can easily express their feelings and emotions via online as compare to face to face interactions (Joinson, A. N, 2008).

Pakistan is considered a country where people love the technology and the use of the technology is increasing rapidly, specifically in the use of social networking sites the Facebook use very famous mostly in the urban areas of the country (Jones & Fox, 2009).

Similarly, the current study will indicate the correlation of study variables and effects of Facebook usage on academic achievement and life satisfaction to the university students in line to the culture of Pakistan. Public of Pakistan is very popular in the use of the mobile phones and with the advancement in the technology the availability of the internet in mobile phones and the Facebook use has been increased due to this factor because of quick and easy access to the internet. The internet suppliers are in competition as in Pakistan there are five big network provider companies are in action (Smith, 2006).



**Conceptual Framework**



*Figure 1 Facebook use effects academic achievement and life satisfaction.*

## **METHOD**

## **METHOD**

To meet the goals of the present study certain objectives and hypothesis were set as listed below:

### **Objectives**

1. To explore the relationship between excessive face book use, academic achievement and life satisfaction among university students.
2. To investigate the effect of demographic variables e.g. gender, age and, education etc. with study variables.

### **Hypotheses**

- H.1. Excessive Facebook use (more than six hours) will be negatively co-related with academic achievement among university students.
- H.2. Excessive Facebook use (more than six hours) will be positively co-related with life satisfaction among university students.
- H.3. Female university students will be high (more than six hours) on Facebook use as compared to male university students.
- H.4. Young (18-24 years) university students will be high (more than six hours) on Facebook use and low on academic achievement as compared to old (25- 34 years) university students.

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### **Operational Definitions of Variables**

**Face book Addiction:** Facebook is a social networking website and the time spent in using this website including different features of the website, counts as Facebook use (Greg, 2005).

The current study determines the Facebook use on the basis of the Bergen Face book Addiction Scale (Andreassen et al., 2012). High scores on the Facebook Use Scale indicates more Facebook use and vice versa.

**Academic Achievement** Academic achievement is measured through student's average performance in semester i.e. GPA (Kaplan & Maehr, 1999). High GPA indicates high academic achievement and vice versa.

**Life Satisfaction** Life satisfaction is explained as one's constructive assessment of his entire life according to the criterion resolute by the person himself (Diener et al., 1985). Life satisfaction is the extent to which an individual assesses his/her level of satisfaction with life as a whole (Saris, W.E, 1996).

The scores obtained from Life Satisfaction Ladder Scale (Cantril, 1965) were operationally defined as level of life satisfaction in the current study. Less scores obtaining less scores on the scale indicate low rank of life satisfaction and more scores refer to the high level of life satisfaction.

## **Sample**

The sample of the current study was consisted of two hundred university students from the public and private sector universities of the Pakistan. The selection criteria were set as young adults (18-24 years) and old (25- 34 years) university students. The students were asked either they use Facebook (a social networking site) or not; only the Facebook users were selected for the sample. Furthermore, for the study of the gender differences among variables of the study, both, male ( $n=100$ ) and female ( $n= 100$ ) students were included in the sample. Purposive convenient sampling technique was carried out to collect data from the participants of the study.

## **Instruments**

***The Bergen Facebook Addiction Scale*** The BFAS consists of 18 items and every item was offered a five point adjective selection (Very rarely to Very often). The measurement of the cronbach alpha coefficient of the original form was .83. Findings from studies demonstrated that BFAS has significant reliability scores and validity. So, for the measurement of the Facebook use its reliability is acceptable (Akin et al., 2013). The internal consistency reliability of the Turkish BFAS is .93.

***Academic Achievement*** Academic achievement is measured through student's CGPA in last semester (Kaplan & Maehr, 1999).

***Life Satisfaction Ladder Scale*** Life Satisfaction Ladder Scale was constructed by Cantril in 1965 and, this scale is widely used to determine life satisfaction level of individuals. The scale is comprised of only one item. It is called as ladder scale

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with nine points ranging from 1 to most dissatisfaction and 9 to most satisfaction. Reliability of the Life Satisfaction Ladder Scale is .70 assessed on test retest reliability measures.

### **Procedure**

This study was carried out to examine the correlation among Facebook use, academic achievement and life satisfaction among students of university level.

Furthermore in relevance to the APA ethical contemplation, the sample of the study was directly contacted and participants who actually completed the survey and were steady in their inspiration towards the goals of research were included in the study. Permission was acquired from concerned parties (department or university administration) and consents were obtained from the participants of the study. After getting the permission from the participants to participate in the study, they were informed about the target and process of the research. The participants of the study were told that the purpose of the research is to get a better understanding of their lives and their connection in social networking website known as Facebook. The participants were requested to fill out their details (name (optional), age, gender, and education). After that they were given the test brochures enclosed with Facebook use, academic achievement and life satisfaction scales.

Appropriate directions were given to the participants about scales and filling process of the questions. It was highlighted to the participants that information should be answered sincerely and best at their knowledge and to complete all the items carefully. And they were clearly informed if they feel scratchy in filling the questionnaires then

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they can leave the study at any time without any problem. They were assured about the confidentiality of the information provided by them. At the end participants were acknowledged for giving their precious point in time and assistance for the study.

## **RESULTS**



## RESULTS

The current study was designed to examine the association of excessive use of Facebook with life satisfaction and academic achievement. Differences of gender, age and, qualification were also investigated. Descriptive statistics, Pearson correlation, reliability analysis and, independent sample *t* test were applied to test the hypotheses. Findings are described here.

**Table 1**

*Descriptive statistics and correlation on Facebook use, Academic Achievement and Life satisfaction*

Variables	N	M	SD	Range		$\alpha$	1	2	3
				Min	Max				
1. Facebook use	200	42.21	12.33	15	75	.79	-	-.25*	.45**
2. Academic achievement	200	2.56	1.02	2	4	.82		-	.32**
3. Life satisfaction	200	22.23	5.30	5	35	.72			-

\* $p < .05$ , \*\* $p < .01$

Table 1 shows descriptive statistics and correlation on Facebook use, academic achievement and life satisfaction. Reliability shows that Facebook use scale has reliability coefficient i.e., .79, Academic Achievement has reliability coefficient i.e., .82, and Life satisfaction has reliability coefficient i.e., .72. Correlation analysis shows that Facebook use has significant negative correlation with academic achievement  $r(198) = -$

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.25,  $p < .05$  and significant positive correlation with life satisfaction  $r(198) = .45, p < .01$ . Academic achievement has significant positive correlation with life satisfaction  $r(198) = .32, p < .01$ . Thus the hypothesis 1 and hypothesis 2 were supported by results.

**H1:** Excessive Facebook use (more than six hours) will be negatively related with academic achievement among university students.

**H2:** Excessive Facebook use (more than six hours) will be positively related with life satisfaction among university students.

**Table 2**

*Gender differences in Facebook use, Academic Achievement and Life satisfaction*

Variables	Male (n = 100)		Female (n = 100)		<i>t</i> (198)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Facebook use	42.21	8.21	45.23	8.44	2.79	.04	.22	.32	.46
Academic achievement	2.98	1.20	2.56	.96	2.82	.03	1.23	.45	.67
Life satisfaction	21.22	6.23	19.23	6.23	3.72	.00	.67	.32	1.23

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table 2 shows gender differences in Facebook use, academic achievement and life satisfaction. Reliability shows that Female university students were higher

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on Facebook use as compared to male university students and study hypothesis 3 was supported by the results.

**H3:** Female university students will be high (more than six hours) on Facebook use as compared to male university students.

**Table 3**

*Age differences in Facebook use, Academic Achievement and Life satisfaction*

Variables	Young (n = 110)		Older (n = 90)		<i>t</i> (198)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Facebook use	43.10	7.22	40.87	6.21	3.22	.01	1.20	.45	.87
Academic achievement	2.21	1.10	2.92	1.23	4.20	.00	.67	.22	.45
Life satisfaction	19.23	7.23	22.34	8.79	1.98	.04	-.31	-.11	.56

\**p* < .05, \*\**p* < .01, \*\*\**p* < .001

Table 1 shows age differences in Facebook usage, academic achievement and life satisfaction. Reliability shows that young university students were higher on Facebook usage as compared to old university students. Old age university students

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were higher on academic achievement and life satisfaction. Thus study hypothesis 4 was supported by the results.

**H4:** Young (18-24 years) university students will be high (more than six hours) on Facebook usage and low on academic achievement as compared to old (25- 34 years) university students.

## **DISCUSSION**

## **DISCUSSION**

The current study was conducted to find the impact of excessive Facebook usage on academic achievement and life satisfaction. The central point of investigation was to mark out that how excessive use of Facebook affects the academic achievement. This study further explored the effects on life satisfaction level due to Facebook usage.

To collect the data for study variables; the instruments of Facebook use, academic achievement and life satisfaction were used. To test the study hypotheses; Descriptive statistics, Pearson correlation, reliability analysis and, independent sample *t* test were applied to the collected data.

The first hypothesis of the study that Facebook usage will be negatively related to academic achievement among university students was supported by the results of the present study (see table 1). The findings of the current study are consistent with the study carried out by Geiser and Santelices (2007) that more use of Facebook was negatively correlated with academic CGPA of the students. Another study reported that the students having low CGPA were found the addict of Facebook more than the students who were low in Facebook usage or non Facebook users (Williford, 2009). Likewise, the findings of the current study were consistent with the researches in which it was reported that the quality of time with the sound quantity spent in academic activities was good predictor of good academic performance, while on the other hand the more quantity of time spent on Facebook usage instead of the studies; led to the poor performance in the academic grades of the students because spending less time in studies or the time spent in the

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studies with the interaction of the Facebook usage during study hours put negative impact on the studies and comes up with low CGPA in the studies (Astin 2004; Chickering and Gamson's (2007).

The second hypothesis, Facebook usage will be positively related with life satisfaction among university students was also supported by the result (see table 1). Furthermore the current findings are in line with the previous researches in which the researchers indicated that merely talking about oneself to a great audience of Facebook friends can help users to promote their life satisfaction (Tamir and Mitchell, 2012). It was also reported that, easy access to instant communication via chatting function promotes teen's well-being; as it may help them to release stress and to obtain emotional support from the Facebook peers (Quan Haase & Young, 2010; Valkenburg & Peter, 2009).

The third hypothesis, Female university students will be higher on Facebook usage as compared to male university students was also supported by the results of the current study (see table 2). The statistical result (table 2) shows gender differences in Facebook use, academic achievement and life satisfaction. Reliability shows that Female university students were higher on Facebook use as compared to male university students. The results of the study were supported by the literature, as it has been investigated that according to Facebook flow, the Facebook population is almost split evenly with men and women. 55% of the Facebook users are women, and 45% are men (Adams, 2010). Another study, which revealed that male students spend much time on the internet searching while female students spend less time in such activities. However female students spend more hours on the use of Facebook as compared to the male students, the study indicated that female participants in use of Facebook scored higher on

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scores for social connection and posting of photographs than the male users (Joinson, A. N, 2008). Similarly, another study investigated that, females were found to be much liable to not only write down own status on Facebook but as well write concerning family unit, passionate relations, companionship, and physical condition in the groups as compared to the male students(Jones et al., 2008).

The fourth hypothesis of the study states that young (18-24 years) university students will be high on Facebook use and low on academic achievement as compared to old (25- 34 years) university students. The results of the current study support this hypothesis. The findings were parallel with the literature. Similarly it was reported that the young university students were found to be high on Facebook use and low on academic achievement while old university students were found low at Facebook use and higher on academic achievement (Researchnews.osu.edu, 2015). The results were consistent with the findings which showed a social capital split: according to researchers, young people have bigger networks of friends as contrasted to elder users of Facebook. Alternatively, they investigated that the bulk of teenaged users' contacts were in their age variance (+/-5 years), at the same time as adult users' circle of associates had a tendency to have a more assorted age allocation (Pfeil et al., 2009). The findings were similar with the demographic studies conducted to find out the education level. According to Mazman and Usluel (2010) a number of social networking sites users are further demographically similar than others. One object is the similar for the majority of social networking sites that is university students, or individuals who have finished some college, characterize the greater part on social media sites like Facebook and studies has investigated that there were about 57% were graduate level (young adults) university students and only 24%

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were higher level of education (old students) and others were characterized as school and college users. The results of the current study are also in line with the study conducted in united states which reported that the allocation of internet users in the United States who were using Facebook, specified by qualification rank, for the duration of that time, 72 percent of internet users who used the social networking site like face book were at age range of 18 to 25 years and rest were below and high age range comparatively (Jones, S., and, Fox, S. 2009).

Similarly, the findings of the current study were found consistent with the Pakistani culture as well. As it was investigated in the researches in which the total number of Facebook users globally was compared to the users of Facebook in Pakistan and Pakistani users were found less. Furthermore they reported that the Facebook users in the Pakistan were about 32% of the total internet users in the country and much of that population was college and university students, the largest number of users belong to the age range of 17-25 followed by the users of 25-40 age range of male and female users (Zaffar, Mahmood, Saleem, & Zakaria., 2015).

### **Conclusion:**

The current study focused on the excessive use of Facebook and its association with academic achievement and life satisfaction among university students. The results indicated that there is a significant negative correlation between use of Facebook and academic achievement and significant positive correlation was found between Facebook use and life satisfaction. The study with gender difference showed females to be a little more in Facebook addiction than male. Young and graduate level

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university students were found more involved with Facebook use as compared to old and higher level university students.

### **Limitations and Suggestions**

The overall findings of the study are supportive to the study hypotheses; however it is important to acknowledge its limitations as well. The most significant weaknesses of study are highlighted here. The results of the present study provides the distinctive issue for further studies in the respective field, but many studies, although to be conducted to further make stronger the finding.

- The cross-sectional survey research design of the current dissertation averts from building informal assumption. Therefore a diverse method study in the future study would be much favorable in rising above the integral confines of the design of the current dissertation.
- There would be less probability of generalization of outcomes due to small sample size of the current study as it was comprised of only two hundred students. It would be better in future studies to include large size of sample to increase the generalization likelihood of the study.
- In addition, sample selection of the study was not much diverse as ethnic diversity from different provinces of Pakistan, parenting styles provided to the students, their socio economic status and some other similar factors were under estimated while inclusion of such factors may increase the worth of the study in future.

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- Furthermore, the sampling technique used in the study was purposive convenience sampling that may affect the response level. Random sampling would be carried out to improve the validity of results.

### **Implications of the present Study**

- The current study is the attempt to empirically investigate the relationship between academic achievement and Facebook use. The findings may be useful for the students and the institutes to make strategies to improve the awareness of academic loss due to excessive use of Facebook. The outcomes of the present research would help to increase the theoretical facts in the related area of study.
- Similarly the findings of the study may encourage other researchers to include more variables with Facebook use to investigate the relationship respectively.
- Additionally, as technology is progressively becoming more popular source of contact with friends and other people around so increased time spent on such activities may affect the study and other routine activities of daily life. So, the participation of counselors, parents, mentors, and psychologists are essential to decrease the happening of and the risks of excessive use of social networking sites specifically Facebook and associated psychosocial inferences.

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# **ANNEXURES**

**Department of Psychology**

**International Islamic University Islamabad**

**Informed Consent**

I am a student of MS Psychology and conducting a research on Facebook use, academic achievement and life satisfaction among university students. I am collecting data for research and need your favor in this respect. I ensure you that your information will be remained confidential and will be only used for research purpose. Please signature that you are willing to participate in this research.

Signature: -----

**Demographic Information**

Gender: -----

Qualification: -----

Name (optional): -----

Name of University (optional): -----

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Age: -----

**QUESTIONNAIRE 1**

	<b>STATEMENT</b>	<b>Very rarely</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very often</b>
1	Spent a lot of time thinking about Facebook or planned use of Facebook?					
2	Thought about how could you free more time to spend on Facebook?					
3	Thought a lot about what has happened on Facebook recently?					
4	Spent more time on Facebook than initially intended?					
5	Felt and urge to use Facebook more and more?					
6	Felt that you had to use Facebook more and more in order to get the same pleasure from it?					
7	Used Facebook in order to forget about personal problems?					
8	Used Facebook to reduce feelings of guilt, anxiety, helplessness and depression?					
9	Used Facebook in order to reduce restlessness?					
10	Experienced that others have told to reduce your use of Facebook but nit listened to them?					
11	Tried to cut down on the Facebook use without success?					
12	Decided to use Facebook less frequently, but not managed to do so?					
13	Became restless or troubled if you have been prohibited from Facebook use?					
14	Became irritable if you have been prohibited from Facebook use?					
15	Felt bad if you face different reasons, could					

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5	not log in to Facebook for some time?					
1 6	Used Facebook so much that it has had a negative impact on your job/studies?					
1 7	Given less priority to hobbies, leisure activities, studies and exercise because of Facebook?					
1 8	Ignored your partner, family members, or friends because of Facebook?					

**QUESTIONNAIRE 2**

<b>Statement</b>	<b>CGPA in last semester/year</b>
What is your current CGPA	

**QUESTIONNAIRE 3**

Statements	Ratings								
How much you are satisfied with your life	most dissatisfaction								most satisfaction
	1	2	3	4	5	6	7	8	9