

The Effect of social media on Academic Performance of Students with Mediating role of Student's Satisfaction in Pakistan

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Abstract

The main aim of this study is to investigate the influence of social media on academic performance of students with the satisfaction of the student as mediating role. Social networking is an integral part of our time- and place-constricting life, creating new alliances and maintaining old ones on a global level not even on an individual level. The Internet has been revolutionizing human life. The technology of the internet and communicate has created crucial gaps in our lives and has fractured the planet as near as global city has. Data was obtained from 299 students using sampling technique for convenience of non-probability. This study's theoretical structure, focused on literature and two factor theory. Analyzing the data used by Smart PLS and results from this study elucidates that social media has encouraging impact on student success, and the happiness of students positively mediates the association between social media and student academic performance. Social media have increased and created societal social, educational, and awareness. Social media has created a way to access knowledge in many areas of everyday life.

Keywords: social media (SM), student's satisfaction(SS), students' academic performance (SP)

1. Introduction

Student retention is critical to achieve the primary objectives of training and graduating students but also from the viewpoint of managing college enrollment. Student retention who is already enrolling in a scheduled college is likely to be less expensive than recruiting a new student. Social schmoozing has been one of the strongest means of communiqué in modern times. Social interacting has internet linked millions of people to each other. Social networking offers a wide variety of websites for linked people like Facebook, Twitter, and YouTube, and students spend their entire time using them (Asur & Huberman, 2017; Karpinski, Kirschner, Ozer, Mellott, &

Ochwo, 2013). The way of communication is continuously evolving and as such it is problematic to assign it a stationary definition as (Scott & Jacka, 2011). Research found that the argument that defines the meaning of social media is not well-recognized. But in the last few years, some researcher described it differently. According to Kaplan (2010), the internet social networking community has developed a framework that shapes Web 2.0 's conceptual and technological practicalities in addition to countering user-produced content creation and conversation. It is also distinguished from another position as "websites and applications for social networking." It is a very prevalent, incredibly fast and wide-ranging communiqué network that has proven itself to be extremely operational, as well as reliable by billions of individuals, to segment and evaluate gratified people, brands, facts, entertainment and know-how "(Dearborn, 2014). It also includes the different means of communication between people all over the world.

Social networking started with the first recorded social interface in the early 1990s, which in 1997 was called Six Degrees, enabling individuals to upload their side views and create their networks in an easy way. Since media started in 2001, some online platforms promoting different combinations of ads and profile articulate friends such as Asian Avenue, MiGente, and blackplanet provide these platforms (Boyd, 2007). Over time, there has been enormous growth and today 6 social networking sites for local or international personal or general use, such as the first project known as Wikipedia, second micro blogs and blogs known as twitter, third material communication known as YouTube, fourth social networking sites known as Facebook, BB talk, fifth virtual games known as the world Development technology supports social media firmest growing web application in 21 century and rapid expansion (Al-Tarawneh, 2014). Social networking today, with the advent of smart phones that also support social networks, has occupied a lot of creative magnitudes and invigorated contributors. Using mobile phones powered by Android apps to societal network is devoted to as Cell Social Interacting. Societal system structures have now moved from the device to the 7 mobile phones, and network knowledge and statement can be incorporated into the public interplanetary; and these new tools designed for mobile phones enable users to establish, improve and reinforce their social links.

Social networking also offers people-to - people contact regardless of detachment, making it easy for people to exchange information, files and photos and videos, generate blogs and send messages, and conduct real-time conversations. These structures are called social, purely because they make

it easy and efficient to communicate with buddies and colleagues. It also strengthens interpersonal conations within such structures. Facebook, Twitter, and others are the country's favorite Internet websites. These blogs and social fora are a way to communicate directly online and through the media with other people. They play an important and influential role in economically, politically, socially, and educationally taking decisions from the global world on occasions. The dynamic factors behind schedule social media implementation are the democratic ubiquity of social media access, ease, accessibility and mobility (C. H. Brown, 2010; Schroeder, Minocha, & Schneider, 2010).

Poorly qualified social technologies have been argued to encourage social-constructivist approaches in order to learn that they would need to improve student understanding and engagement among students. Another advantage of social technologies offered on the Internet is that they are either free or require minimal investment, removing a possible barrier to adoption (Brown, 2010). Various overviews and opinions have been provided in higher education that have established four major benefits of using social media. These include enhancing partnerships, the learning engagement, providing customized training content and developing teamwork skills. This means that social networking activities have the potential to enhance student engagement, and are used to enhance student involvement in the class, particularly when engaging in introverted students. Students can work in online group learning, with little to no anxiety about raising questions before school peers (Bhatti, Shaheen, Kamal, & Ali, 2020). There are a variety of places for students like LinkedIn to support. Lots of students, teachers and academics make use of this forum for academic purposes.

The total amount of time expended online was between four separate online resources, comprising porches, social schmoozing, web-based email, and groups of entertaining for TV and composition gratified, video sites, and entertaining news (Maqableh et al., 2015). The largest proportion of the online networking population was represented by students from universities. In addition, with the proliferation of social media, many professors are beginning to use media in their lectures, class discussions, and project collaboration to increase learning outcomes and enhance communication with and among students. However, some recent research has shown that exposure to social media by students may have a major impact on academic achievement (Paul, Baker, & Cochran, 2012). Many researchers investigate the effect of the students' fast and heavy communication technologies on their academic performance (Junco, 2015).

Therefore, if students have supplementary self-regulations besides well time managing skills, they may have superior control above use. A research collection recommended that if more theoretical staff certainly knew how to integrate them into their syllabuses, online social systems might hypothetically be seen as a treasured informative tool. They accessible an investigation model which describes the key issues, straight and subsidiary, that distress students ' academic performance, particularly the influence of the stretch expended on social media. The model proposes that academic accomplishment for students is the produce of historical of consideration, time management skills, student attributes, learning abilities and time spent on online social networks. Social networking plays a significant role in academic growth, as well as all social sciences and education systems. Many research has examined various aspects of using social networking across multiple academic and social levels. Open literature on social media offers valuable information on its use in higher education institutions (Hamid, Waycott, Chang, & Kurnia, 2011). Academics can use social media in a number of ways, as Facebook was proposed as a way to get together with students (Mack, Roberts, & Rimland, 2007). Students testify to the steady growth of social networking in their academic progress from 2007 to 2010.

Many students at higher learning organizations wish to improve their traditional means within their institutions. Unifying social networks to improve classroom learning, and this is where they spend most of their time. Using social media improves education access and engagement, and informally fills the learning distance between students and teachers (Bull et al., 2008). The use of social media is mutual to both entertaining and knowledge amongst students of higher education. Students at the university use numerous social media stages to the point that this is now an integral aspect of their everyday lives for personal and learning purposes. Smart phones and mobile devices weave social media together.

Many scholars argue that time consumed on social media is elsewhere the essential time, which can lead to piracy and privacy distresses and contribute slightly to real learning conclusions for students in most cases. Often, the use of social media is seen as superfluous or actually not conducive to improved learning outcomes (Moran, Seaman, & Tinti-Kane, 2012).

Studies have shown that most social networking students spend time and effort establishing relationships together on the same grounds and with shared interests. Some educational experts were persuaded that incorporating social media into the traditional contact and interaction between students and teachers simplifies many of the problems that had arisen in education. According to

others, social media networks have welcomed the opportunity to provide teachers with a platform for quick learner networking and constructive networking.

Social networking is a primary determinant of user happiness. Satisfied students also improve results for the class. In this study student satisfaction used as a mediating factor social media and student performance. This study aims to bring more clarity to this field of research by exploring the relationship between media usage and academic success among students. This is why our study's main objective is to analyses whether using the platform of the social network has a positive effect on the academic outcomes of the students (Moran et al., 2012).

2. Literature development

The educational performance of students in higher education is partial by various socioeconomic, psychosomatic, and conservational influences (Hijazi & Naqvi, 2006). The students' academic success is always in the educators' best interest. This agrees them to assess not only students' information stages but also the effectiveness of their own coaching methods, and undoubtedly offer a scale of student satisfaction. A quantity of educations has strenuous on issues that influence the academic performance of higher education students (Graunke & Woosley, 2005). There are several factors that influence student success, some of which are addressed in depth in this study (social media, and student satisfaction) are as follows.

2.1 Student performance

Social networking has a larger influence on the academic success of its users across fields of study. This is also seen in diverse races and genders. Indeed, the creation of Facebook social network has been found to promote student growth (Junco, 2012). There are also rare cases where the findings indicate positive Facebook-Twitter ties (Wirthman, 2013). Integration to enhance students' learning spends more time using social media for non-educational reasons, impacting their academic performance (Englander, Terregrossa, & Wang, 2010).

Students prefer to use the Internet for their own purposes and their academic results are influenced by this. This research was further developed by Kirschner and Karpinski (2010), who found that

social media users had lower grade rankings than students who never participate in social interactions. There are also general advantages linked to social media use. Roblyer, McDaniel, Webb, Herman, and Witty (2010) clarified that within their respective faculties, social media is the medium of contact between students and lecturers. In addition, Kolek and Saunders (2008) concluded that student social media users have in no way influenced their academic performance. Social media connotation to academic achievement. Findings suggest social media use, and there is a clear negative connotation of academic achievement. Respondents indicated having spent less hours on average during a week studying compared to non-users. The majority of respondents reported using social media sites at least once a day (Kirschner & Karpinski, 2010).

Social networking has erupted as a grouping of online homily that allows people to generate, post, bookmark, and web content at an unusual pace (Jha & Bhardwaj, 2012). This infringed the conversation that happened in communicate, in which people had to rely completely on conservative approaches like letters and telephone calls as a way to get in contact with associates and family. Communication currently is as unassuming as going to a neighbor's abode to deliver a piece of information, or vice versa, using social media. Social media are rapidly transforming society's public discourse and setting trends and agenda in matters ranging from climate and policy to knowledge and entertaining (Asur & Huberman, 2017). The driving force behind social media adoption is increasingly broad access, comfort, flexibility and accessibility to social networking (S. Brown, 2010).

These factors have made social media adoption very simple by opening it up to new ways of producing and sharing knowledge, and have significantly enhanced human life. Another benefit of digital media outlets is that they are whichever free or want zero speculation, thus eradicating a potential complication to adoption. Unknown motivating, as we know, is ever entirely one-sided, so it is with social media as it arises with both constructive and deleterious effects. There's a link between university use of social media and academic success of students. Higher education has had different views and opinions which acknowledge four main advantages of using social media. These include: strengthening partnerships, the motivation for learning, offering customized course content and developing collaboration skills (Wheeler, YEOManS, & WHEELER, 2008).

Students are socially connected and therefore share their day-to-day learning experiences and conduct social media conversations on various subjects, thus social network websites attract

students' attention and thus divert them to non-educational and inappropriate activities such as meaningless chats. Research has shown the prevalence of students who use high social media.

2.2 Social Media and student performance

The use of SM by college students is certainly a fascinating area of study for educators and social scientists alike (Rifkin, Longnecker, Leach, Davis, & Orthia, 2012). Social media use it for messaging, talking and socializing. The use of social media in higher education for many key reasons tends to be clarified. Its use has been checked by keeping acquainted with improving student experience by offering e-support services on their behalf (Dabner, 2011). Students familiar with promoting the interaction with and between students in virtual cities. Facebook seems to be most likely the proposed option for meeting students as a means of contact, among others (Mack et al., 2007). Web pages' focus heavily on the online growth of certain metropolitan areas alongside common interests or events. Therefore, offer them tools to help make this possible. In the recent time, the websites addressed the major issue teachers have raised inside the collective learning segment. For example, there is a lack of spirit in the humanitarian sense and an ignorance of teaching it. However, websites have helped solve a few individuals' issues by adding something useful to a person's learning process with the aid of an engaging partner, facilitating interaction within the human being. This caused an increase in people's attraction to collective learning and a lot of researchers to look at this phenomenon from the aspects of conducting social science studies and consider the real reason behind the informed website appeal (Ractham & Firpo, 2011). Teachers indicated that the use of new technology would encourage online communication between students outside the classroom, outside the school. Students may provide specific information about themselves (e.g. full title, date of birth etc.) by updating their user profiles and configuring their personal pages in the sense of internet forums or blogs.

This lets instructors change this programmer material using profiles of the students. About social media, such as Wikipedia plus some blogs, are endorsing research-based and collaborative activities amongst students. This open entrance for constructive involvement and can also provide occasions for good knowledge. Linked to this concept of collaborative learner expansion, social networking enables learners and instructors to share and publish learning-related material (e.g.

course ingredients such as curriculum, progression notes, projects, test circumstances, etc.) and enables peer input. By publishing and sharing their work through blogs, wikis, or podcasts to a wide audience, learners take advantage of the ability to adapt new concepts and transform their own understanding through reflection (Griffith & Liyanage, 2008). Students may work collaboratively by exploring opportunities provided by the online social environment to solve some academic or peer-related problems, particularly at higher learning levels. This means students can build positive conation through collaborative or team-based learning by integrating social media, with the aim of working towards particulate matter. Establishing a network of social media for college students with the aim of improving both collective research and social interaction.

Students participated in collaborative projects and facilitated content creation, editing, and discussion. The study ensures that learning through social networking is effective provided that it promotes the development of mutual understanding and encourages active user engagement. However, the use of social networking to improve methods of learning remains in the earlier process, and should really be further explored. Social networking to assistance collective learning can be the pc network used in the learning community to facilitate student learning processes and participate in group system classes, including teachers, experts and workplace entrepreneurs. Since construction understanding methods are given that are special and suit the basic meaning of solid life (Yampinij, Sangsuwan, & Chuathong, 2012) understanding and experience.

Social networking affects students, and as experienced entrepreneurs must be remembered. The Internet channel is positive with an increase in its programmers. Online words have broadened their collective character through social networking. Hooking up with social networking started out as a niche trend but it's a phenomenon at the moment. The websites are used in many ways including growth of the metropolitan area, chatting, blogging, etc. Even today, on many websites, numerous organizations are creating groups (Mehmood & Taswir, 2013). Furthermore, increased usage of blogs has become a worldwide phenomenon. What started out as a hobby has transformed from all over the globe into a social standard and a style of human life for a few computer literate people (Ellison, Steinfield, & Lampe, 2007). These websites have been particularly standard by adolescents and teens in order to connect with their friends, exchange knowledge, reinvent their persons and showcase their social life. While it is beneficial to use technology-enhancing to get

together with others with internet knowledge, websites are now predominantly a website-driven activity.

Like W. Additionally, Facebook users Al-Rahmi and Othman (2013) report low academic performance over time. Social media has a detrimental correlation with academic achievement among students, which is substantially greater than their benefits. Accordingly, web addiction has given rise to the use of the Internet in recent decades. Nalwa and Anand (2003) said addicted users continue to use the Internet to recover their personal and professional obligations, leading to little change in academia. Media users dedicated less time than non-users to their tests, and thus had lower GPAs. Facebook remains a big diversion of the current generation between the various specific distractions of each generation, it also said. According to Kubey, Lavin, and Barrows (2001) through the use of synchronous networking facilities such as internet pages and forums, the educational performance deficiency was associated with Internet dependence. It has benefits and drawbacks of using any social network. Comments were made on its impact on the academic performance of the students.

Some researchers were investigating social networking usability among college students with their academic performance and the end results. When the media is overused in such a way that learning or its advancement does not improve academically they have a negative effect and power. Other researchers explored the same problem but either found no substantial correlation between the use of social interacting and student academic performance (Ahmed & Qazi, 2011), or even an influence in student academic performance (Hargittai & Hsieh, 2010). Students' academic life has progressed to a new level with the advent of these social media networks and many studies have shown that SM plays a major role for students. Higher education students identified four (4) major benefits in their study which included the use of social media; improving relationships, enhancing learning motivation, providing customized course material, and developing teamwork skills. In reality, social media has made a tremendous contribution to promoting 21st century learning. There is evidence that more students, including doctoral students, usually use social media to enhance their studies (Khan, 2012).

The answers to the causes of today's globally distributed studies might not be far-fetched from the positive impact generated by social media networks when properly used. And there was another school of thought arguing that social media is a challenge to the students' academic life. Social networks distract the students' attention and emphasis on learning, converting it into non-

educational activities such as unnecessary and repetitive talking, following which several studies were performed, the findings of which refute this claim. Students learned more vocabulary, developed writing skills and minimized the frequency of their meaning mistakes on SM. Social networking as an educational tool literally enriches knowledge by providing both scholars and instructors with the ability to participate in new and very exciting ways, thus facilitating interactive learning modes. Flexible learning is said to be increasing the flexibility of what, where, and how people learn. It supports numerous worldwide learning modes including heavily patronized e-learning. Identify the impact of social media this study has on student success.

2.3 Students satisfaction and students' performance

Satisfaction is the customer's view that the intake yields outcomes to an Opposite Unhappiness satisfaction criterion. And the concept of pleasure has recently spread to the phenomenon of higher education. A complex, multidimensional concept of student satisfaction reflects the still minimal amount of study (Navarro, Iglesias, & Torres, 2005). Furthermore, student satisfaction is the benefit of a student's subjective assessment of the various educational outcomes and experiences. Repeated campus-life experiences continually shape satisfaction among students. Satisfaction is a well-investigated topic in both academic besides non-academic sets, with data about student satisfaction in academic settings enabling universities and campuses to make their program more responsive to changing customer needs (Wheeler et al., 2008). It is necessary to evaluate efficiency measures specific to each college, department and programmer curriculum in order to make the curriculum more effective and responsive (Oja, 2011). A programmer 's effectiveness can be assessed by direct performance.

Continuous monitoring and improving the teaching unit 's productivity is a significant 'close-loop' process for university educators. In this study student satisfaction was evaluated from an educational perspective. Furthermore, scholar satisfaction as a 'short-term insolence subsequent from an assessment of a student's instructive experience' and demanded that student satisfaction was achieved when their actual experiences or outcomes met or surpassed their initial expectations. (Hill & Epps, 2010). In addition, student satisfaction evaluations are made in two classes, with the first in the classroom focused on teaching and learning measurement, and the second focusing on the comprehensive student experience. The student satisfaction with their overall college

experience has been defined as student happiness or contentment for the purposes of this study (Hill & Epps, 2010).

Student retention is vitally essential for higher education institutions. Navarro and others. (2005) recorded student satisfaction was an essential indicator of performance for higher education institutions, with many universities taking rigorous quality assurance procedures. Many universities have been involved in many studies on the relations between student satisfaction and quality of higher education services to increase transparency by "streamlining processes and improving student, faculty, and staff services" (Brown, 2010). However, some reports have argued that customer meaning has still not been clearly defined in higher education. On the other hand, the success of student assessment is a direct indicator of their accomplishments by rigorous evaluation practices. In contemporary higher education, the relationship between student satisfaction and academic success is critical, generating significant attention by teaching practitioners and academics because it can reinforce important synergies in the students' educational experience at work. Higher levels of relative success (tele course achievement vs. prior academic performance) were related to student satisfaction with the technical aspects of the course, student satisfaction with the timeliness of material exchange with the teacher, and overall student satisfaction (Hill & Epps, 2010). In any perspective, satisfaction between students increases their efficiency. In this study student satisfaction was obtained from Koera universities and analyses the effect of satisfaction on academic achievement of students.

2.4 Two factor Theory

This theory was penned by Frederick Herzberg, also named Motivation-Hygiene Theory, (Herzberg, 1959). An American psychologist, who stayed actual attentive in people's assurance and job satisfaction, developed the theory. He performed his research by interviewing a group of people about their good and negative work experience. He was staggered that the assembly responded to inquiries about their good practices so contrarily from those about their negative experiences (Herzberg, 1959); Grounded on this, he established the hypothesis that there are two types of factors which rely on people's work satisfaction. Factors of happiness (motivators / satisfiers) and of happiness (factors of hygiene / satisfiers). This theory was used to assess individuals' contentment actions (Herzberg, 1959). Performance, acknowledgement, job status, assurances and prospects for development all fall under satisfiers. This analysis consists of two factors that form the principal part of the theory of two factors. Motivational factors or happiness

improve people's success according to this theory (Herzberg, 1959). There are several possibilities to assess degree of satisfaction. If satisfaction level is poor, student performance will be low and high satisfaction level will eventually lead the high performance (Herzberg, 1959).

Hypothesis development

H1; SM has positive effect on SP

H2; SS mediates between social media and SP

H3; SS has positive effect on SP

3. Methodology

3.1 Scale Measurement

The study scale was arranged by inclusive review of literature. Besides demographics variables, questionnaire was consisted social media, student's satisfaction, and student's performance. The survey, respondents were requested to ratio their level of arrangement with specific items using Five-Point-Likert scale, fastened with strong disagree to strong agree. All the items were adapted from literature.

Table 1

Adopted scale for constructs

Sr.no	Variables	Items	Source of items
1	Social media	7	Mills, Knezek, and Wakefield (2013)
2	Student satisfaction	3	Zhu (2012)
3	Student performance	5	Banks (2006)

3.2 Sampling and data collection

Primary data were collected from students at different universities from Pakistan A non-probability convenience sampling technique was followed to administer student's performance. Only those student's wo were users of social media were deliberated as the sample for current research. After initial screening 299 valid questionnaire were used finally for data analysis.

3.3 Data analysis for demographic variables

In present study, cross-sectional survey was administered and the demographics analysis retrieved by SPSS software. The findings shown in following tables.

In this study, 299 respondents were selected through survey, in which 145 (48.5%) were male, and 154 (51.5%) were female as shown in table2.

Table 2

Gender of Respondents

	Gender		
	Num	%	Valid Percent
Men	145.0	48.50	48.5
Women	154.0	51.50	51.5
Total	299.0	100.00	100.0

In the study, data was collected from students, hence, respondents were youngster. In respect of age 62 (20.7%) were below 20 years, 174 (58.2%) were 20-25 years, 20 (6.7%) were 26-30 years, 24 (8.0%) were 31-35 years, and 19 (6.4%) were elder than 36 years. In respect of educational level, there were 124(41.5%) from bachelors, 98(32.8%) from Masters, 36 (12.0%) from MS, 28 (9.4%) from Ph.D. and 13 (4.3%) were other than these level. Majority of were young as from bachelors. They are mostly active on social media. As this study focuses on university students and the departments of universities for respondent categories. 87(29.1%) respondents were from commerce specialization, 56(18.7%) were business administration, 56 (18.7%) from social sciences, 40(13.4%) from engineering, and 60(20.1%) from law department. Mostly students were commerce department that were active on social media.

Table 3

Age of Respondents

Age

	Frequency	Percent	Valid Percent
Below 20	62	20.7	20.7
20-25	174	58.2	58.2
26-30	20	6.7	6.7
31-35	24	8.0	8.0
More than 36	19	6.4	6.4
Total	299	100.0	100.0

Table 4

Educational level of respondents

Level of Education			
	Frequency	Percent	Valid Percent
Bachelors	124	41.5	41.5
Masters	98	32.8	32.8
MS	36	12.0	12.0
Ph.D.	28	9.4	9.4
Others	13	4.3	4.3
Total	299	100.0	100.0

Table 5

Faculty distribution of respondents

Faculty distribution			
	Frequency	Percent	Valid Percent
Commerce	87	29.1	29.1
Business Department	56	18.7	18.7
Social sciences	56	18.7	18.7
Engineering	40	13.4	13.4
Law	60	20.1	20.1

Total	299	100.0	100.0
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There are several means to access the social media in which respondents were using 42 or (14.0%) laptops, 168 (56.2%) were using smart phone, and 89 (29.8%) were iPad users that were using social media. There was diverse frequency of usage social media by individuals such as 38 (12.7%) were used social media once in a day, 69 (23.1%) used 2-3 times in a day, 125 (41.8%) were using 5 times in a day, and 67(22.4%) were using more than 10time social media in a single day. The research shows that mostly people using social media 5 times in a day regular basis. In this research, student’s views were it is a source to getting information and way of good communication. Furthermore, can interact with friends, family, and even people. It can enhance the leaning, awareness and socialization such as 13(4.3%) student’s views that it is source of getting information, 89(29.8%) students views that it is good way of communication, 71(23.7%) views that it gives awareness, 76 (25.4%) views it enhance learning of students and 50 (16.7%) views that it is socialization enhances.

Table 6

Accessing means of social media

Means of media			
	Frequency	Percent	Valid Percent
Laptop	42	14.0	14.0
Smart Phone	168	56.2	56.2
iPad	89	29.8	29.8
Total	299	100.0	100.0

Table 7

Frequency of usage social media

How many times check in a day

	Frequency	Percent	Valid Percent
Once in a day	38	12.7	12.7
2-3 times in a day	69	23.1	23.1
5 times in a day	125	41.8	41.8
Above 10 times in a day	67	22.4	22.4
Total	299	100.0	100.0

Table 8

Views of Students about social media

Views of Students about social media			
	Frequency	Percent	Valid Percent
It is provides information and communication	13	4.3	4.3
Source of contact between friends and family	89	29.8	29.8
Means of awareness and advertisement.	71	23.7	23.7
It improves learning and education.	76	25.4	25.4
It reassures socialization.	50	16.7	16.7
Total	299	100.0	100.0

Table 9

Reason of connecting with social media

Reason of connecting

	Frequency	Percent	Valid Percent
Entertainment	31	10.4	10.4
Chatting	32	10.7	10.7
Learning	70	23.4	23.4
News	49	16.4	16.4
Searching	40	13.4	13.4
Sports	77	25.8	25.8
Total	299	100.0	100.0

There are several reasons of connecting students with social apps such as 31(10.4%) students connecting for entertainment, 32(10.7%) for chatting, 70(23.4%) used for learning, 49(16.4%) connecting for news updates, 40(13.4%) for searching something required, and 77(25.8%) for sports connecting with social media. According to survey, 261 (87.3%) students have positive effected by social media and 38(12.7%) negatively affected. There are number of apps that are using for social connection such as WhatsApp 89(29.8%) students are using, 11(3.7%) Facebook users, 25(8.4%) twitter, 19(6.4%) YouTube users, 25(8.4%) Viber users, 21(7.9%) IMO users, 18(6.0%) We Chat users, 21(7.0%) LinkedIn, 36(12.0%) Instagram, 34(11.4%) TikTok users.

Table 10

Effects of social media

	Positive or Negative effect		
	Frequency	Percent	Valid Percent
Positive Effect	261	87.3	87.3
Negative Effect	38	12.7	12.7
Total	299	100.0	100.0

Table 11

Apps using for connecting social media

Apps using on social media				
	Frequency	Percent	Valid Percent	
WhatsApp	89	29.8	29.8	29.8
Facebook	11	3.7	3.7	3.7
Twitter	25	8.4	8.4	8.4
YouTube	19	6.4	6.4	6.4
Viber	25	8.4	8.4	8.4
IMO	21	7.0	7.0	7.0
We Chat	18	6.0	6.0	6.0
LinkedIn	21	7.0	7.0	7.0
Instagram	36	12.0	12.0	12.0
TikTok	34	11.4	11.4	11.4
Total	299	100.0	100.0	100.0

3.4 Data Analysis

To assess data of current study used Smart PLS-SEM approach because of its several benefits and considered best than other approaches. It is used not because of its popularity in research even it is best for analysis to exhibit the association between latent constructs in marketing, business research (Hair, Ringle, & Sarstedt, 2013). PLS measured best when the examination is apprehensive to analysis theoretical framework from an estimate viewpoint. When structural model is multifaceted and involves several constructs, indicators and relationships. When need to obtain data from small population and restricted sample size, this technique useable small sample size. Furthermore, when research necessitates latent constructs scores for follow-up investigation and face about issues are concern such as data normality absence (Hair, Risher, Sarstedt, & Ringle, 2019). In Smart PLS we use two types of model's measurement model and structural model.

3.5 Measurement Model

This model is used to know how well all items of constructs of theoretical framework connected with constructs in respective manners. This model used in two types of models such as reflective and formative models but research need to identify which type of model, because for both models utilization is different. In this study, we used reflective motel are as follow. In this model we measure three type of validity and reliability such as content validity, convergent validity, and discriminant validity (Hair et al., 2019).

3.5.1 Content validity

Content validity states to a situation when all indicators of construct that measure the specific construct reveals greater loading than other constructs of the framework (Rehman, Bano, & Bhatti, 2019). In other words, a condition when all items express the same meaning in particular construct (Babac, 2011). Table 12 reveals content validity.

Table 12

Cross loading

	Social Media	Student Performance	Student satisfaction
SM1	0.769	0.564	-0.193
SM2	0.536	0.437	0.003
SM3	0.8	0.67	-0.222
SM4	0.748	0.797	-0.213
SP1	0.748	0.797	-0.213
SP2	0.626	0.775	-0.253
SP3	0.66	0.85	-0.345
SP4	0.823	0.833	-0.306
SP5	0.743	0.843	-0.282
SS1	-0.167	-0.233	0.762
SS2	-0.177	-0.267	0.902
SS3	-0.253	-0.354	0.898

Convergent validity refers to measure when they are associated with construct theoretically. It is sub category of construct validity. It is considered the degree of correlation between constructs and literature shows that it can be measured by AVE and AVE values should be greater than 0.50 as shown in table.

Table 13

Convergent validity

Constructs	Items	Loadings	CR	AVE	
Social Media	SM1	0.769	0.809	0.520	
	SM2	0.536			
	SM3	0.8			
	SM4	0.748			
Students Performance	SP1	0.797	0.911	0.672	0.801
	SP2	0.775			
	SP3	0.85			
	SP4	0.833			
	SP5	0.843			
Students satisfaction	SS1	0.762	0.892	0.734	0.057
	SS2	0.902			
	SS3	0.898			

3.5.2 Discriminant validity

Discriminant validity means a state where every single construct of framework diverges from other constructs (Rehman, Bhatti, & Chaudhry, 2019). It ensures that measures of definite construct not related with other constructs measures in respective manners just relate with their own perspective (Hair, Hult, Ringle, & Sarstedt, 2014). Two way to measure the discriminant validity in which first, compare the AVE² with its correlation values and second method is to compare the AVE with squared correlation values. The upper value diagonally should be greater than other constructs in that rows and columns (Fornell & Larcker, 1981).

Table 14

Discriminant validity

Variables	SM	SP	SS
SM	0.721		
SP	0.885	0.820	

SS	-0.239	-0.341	0.857
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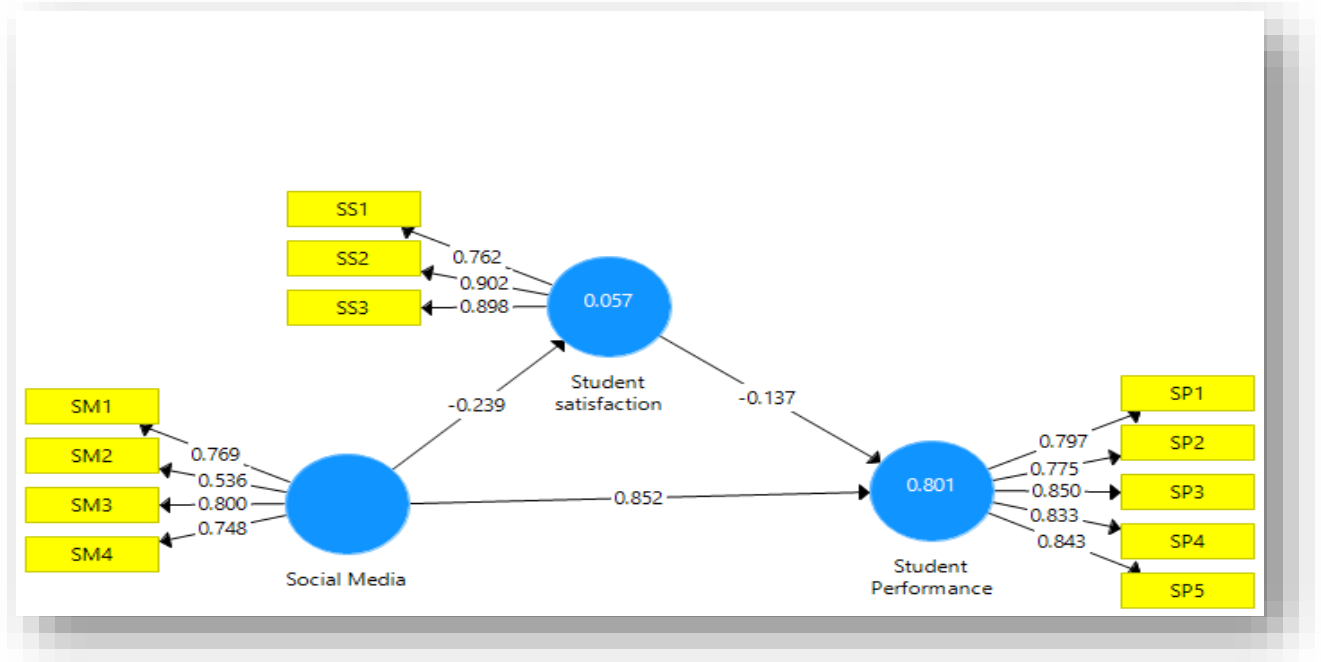


Fig.1. Measurement Model

3.6 Structural model

the structural model that signifies the underlying theory of the co-efficient path model is discussed. Several things are covered in the structural model such as significance of the path coefficients as recommended by Hair et al. (2014). The researcher used SmartPLS 3.2.8 to compute all the tests of the structural model. In this study used a bootstrapping technique with 5,000 subsamples and 550 cases were run to obtain significant factor loadings and path coefficients.

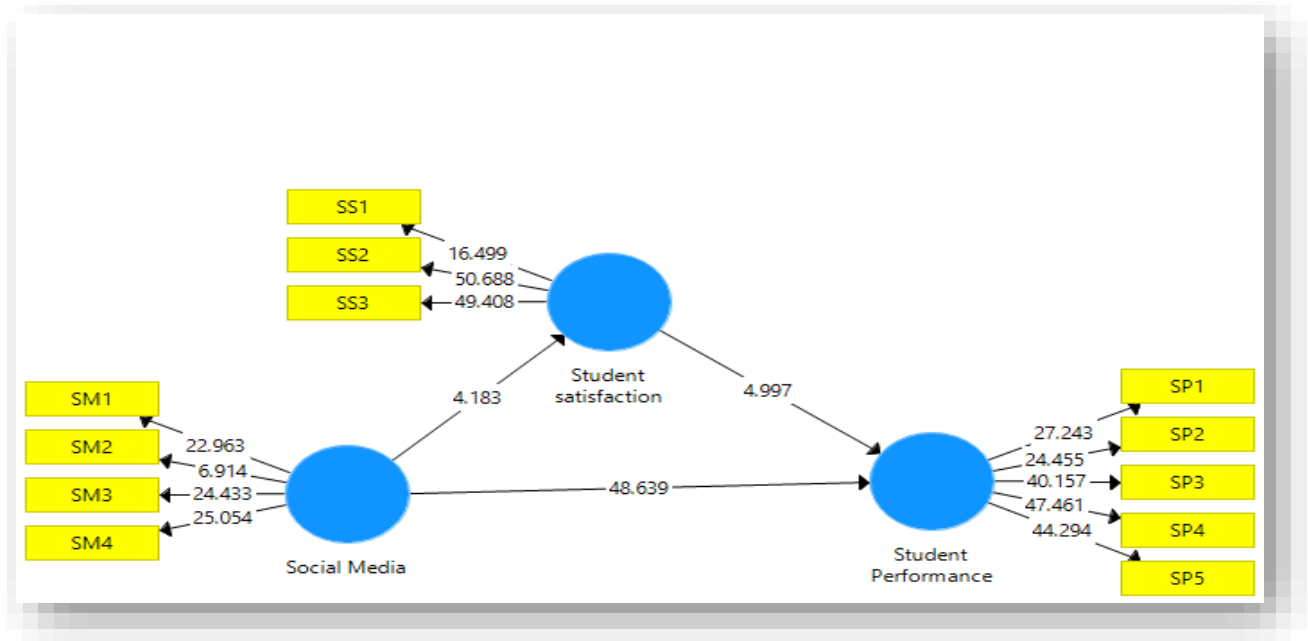
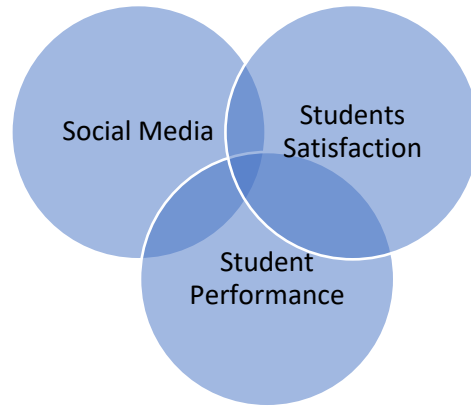


Fig.1. Structure Model

4. Results

This study has total three hypothesis to test the relationship among factors in which two direct and one indirect relationship. Such social media has constructive effect on student’s performance. They can share knowledge with others and can communicate with their social circle anytime. SM has positive effect on SP (beta value=0.852, $t=4.639$, and $p=0.000$) and H1 is supported. Students satisfaction effects their performances that also affected by media. If students satisfy their performance will be good and if they will not satisfy they ultimately perform poor. Hence, satisfaction of students mediates the relationship between social media and performance of students and (beta value=-0.239, $t=4.183$, and $p=0.000$) H2 supported. Students’ performance influenced by their satisfaction (beta value=-0.137, $t=4.997$, and $p=0.000$) H2 supported.



In this study three hypothesis were proposed that supported and accepted. The outcomes of this study alien with two factor theory that motivation, satisfaction enhance the performance of students. High level of satisfaction leads high performance and in contrast, Poor satisfaction leads poor performance (DeShields, Kara, & Kaynak, 2005).

Sr.N	Hypotheses	Sample	Std. Dev.	T	P	Outcomes
o	Paths					
H ₁	SM--> SP	0.852	0.018	4.639	0.000	Accepted
H ₂	SM --> SS-- >SP	-0.239	0.057	4.183	0.000	Accepted
H ₃	SS-- >SP	-0.137	0.027	4.997	0.000	Accepted

4.1 Discussion and conclusion

The main aim of this study is to determine the impact of social media on student success, with student satisfaction's mediating function. This analysis was quantitative in nature and descriptive, discussing current research population. This research was deductive in nature in developing hypothesis based on established theory and testing the theory proposed with hypothesis. In our daily lives the social media is really growing. It makes us closer to the universe, and more social. It offers a forum where the world's population can communicate freely and at any time with others.

These implications illustrate that the success of the students with interrelated peers, teachers and the assignment is causative to the theoretical output of the students progressing. These findings underline that the output is affected by social media and its incorporation, interaction with others. In addition, it has a positive impact on student success and acknowledged H1 hypothesis and related results with this research (W. Al-Rahmi & Othman, 2013; W. M. Al-rahmi, Othman, & Musa, 2014; Maqableh et al., 2015). In humans, happiness contributes to the good goal. If people are pleased with any activity, they continue to do that and they would stop doing it again if they feel disappointed with spection activity. Similarly, student satisfaction often contributes to their success, and higher performance attracts more satisfaction. This study's H2 and H3 assisted and alineated with other trials (W. M. Al-rahmi et al., 2014). This study's results demonstrate that both social media and happiness have a positive impact on student success in learning, academics, and productivity. The result close to the applicable theory, too.

5. Theoretical implication

This study potentially contributes to examining the influence of social media and student satisfaction on success of students with meditation participation that was overlooked in earlier resersh. This research mediation between SM and SP as SS. This study established theoretical framework based on litrature and with two factor theory. This study allows the upcoming researcher to analyse this research ear and contribute further to reviving success litrature. This study improves student success understanding as well as the role of media and contentment.

6. Practical Implication

This study explore the relationship between SM and SP with the mediation of SS. Furthermore, this study practically contribute in various aspects such as students learning, awaerness, knowledge, and interation with other through social media. This study can help to students, teachers as well, that how they can get benefits and make more usefull social media in their daily life. To enhance the performance of students universities, colleges, and teachers should aware students to make social media more usefull tool for learning and integration. This study also helps to teachers that how they can design their assignment so that students do them with media interaction and friends, peer's collaboration.

7. Limitations and future suggestions

Like previous studies, this research also has some limitations such as, this study is conducted geographically in Pakistan as it is developing country. This study indicates that in future, the results should be applied geographically in other developing and industrialized countries. In addition, this research focuses on the impact of social media on the success of students but should also concentrate on the effect of employee success on social media in the future. Due to limited funding, this research was cross-sectional but in the future it is proposed that longitudinal study should be undertaken to compare social media results and post and pre-effects on students. In addition, this study used only one independent variable but suggested in future studies to concentrate on other variables that influence student success such as television, web, technology, motivation and attitude. This research utilized mediation but proposed utilizing mediation and moderation in future studies to examine success such as confidence, incentives, motivation, technology, learning, and culture.

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