

A COMPREHENSIVE STUDY ON IMPACT OF SOCIAL NETWORKING SITES ON STUDENT'S ACADEMIC PERFORMANCE

Dr. J. K. Raju*
Mr. Manjunath B R**
Mr. Sachin H***
Mr. Rehaman M****

ABSTRACT

The objective of this research aims to understand the influence of social media sites on students' academic performance behavioral aspects and the usage implications. Nowadays, youths are mostly using social media networking to have their presence and to have good relationship with their connections. Since social media has grown rapidly that has an impact both positively and negatively on the academic performance of student's life. Students and other members of society are more addicted to the social networking sites. As students are aware of many social networking platform, they are much familiar with Facebook and they use different platform to learn and explore. This may results in waste of time or a serious impact over students learning and development personality. In particular, college students have adopted these forms of communication as the supreme way to keep in touch with family, friends and even colleagues. Social Networking websites and applications are the most popular hangout places for the students to spend their time. This research paper examines results of social media sites awareness and usage by students in Davangere city with a simple random sampling techniques taking 1000 respondents and obtained observations to derive effective result..

KEYWORDS: SNSs, SPSS, Academic, Facebook, Social Networking Sites, Students.

Introduction

Today, Social networking sites are very much popular among college students, even companies are looking forward for a new a way to reach customers and attract to most of the target customers via advertisement and promotional campaign. Most of the people will be usually spending more time in surfing internet as entertainment and chat around with friends to keep themselves connected with one another. Some of the best features of social networking sites are user friendly, free of use, easy access, and other have definitely provided space for development and attributes of social networking sites like chatting, music sharing, video sharing etc. Since a decade, technology has grown immensely and has brought major changes globally. Social networking can be accessed throughout the world at anywhere and at any time. The huge technological development in social networking sites are becoming more and more popular among students. E-learning is an important tool for learner and interactive nature of online environments has expanded with social networks. There are different social networking sites such as

* Professor and Chairman, Institute of Management Studies, Davangere University, Karnataka, India.
** Research Scholar & Faculty, BIET-MBA Programme, Davangere University, Karnataka, India.
*** Student, MBA Programme, BIET-MBA Programme, Davangere University, Karnataka, India.
**** Student, MBA Programme, BIET-MBA Programme, Davangere University, Karnataka, India.

Facebook, Twitter, Instagram and Snap Chat spending a long time on such sites. The expansion in technology has also affected internet software, thus leading to chatting sites known by the name “social media”. With social networking sites, one can send and receive messages almost instantly. However, lack of regulation of the internet has led to its excessive use. The sharing of information sorts from debates, gossips, feelings, opinions etc.

Literature Review

Detailed literature review has been done on the research idea to understand the research gap and relevance of conducting a research for the betterment of research work and its contribution. Below are the major study conducted with observations.

Won Kim and Sang-WonLee (2009) rightly pointed out that today the college students use numerous Social Networking Sites, to stay connected with their friends, discover new “friends” and to share users-created contents, such as photos, videos, blogs and etc. In order to explore factors affecting college students’ motive for using Social Networking Sites.

Miller, Parsons and Lifer (2010) conducted a survey among students, about the use of social networking sites and the appropriateness of the content that they post. The responses indicate that students routinely post content that is not appropriate for all audiences, especially potential employers. Considering how extensively the press has covered the negative impacts of inappropriate posting, the fact that students know of continuing the practice is surprising.

Jackson (2011) for a recent survey on the theoretical and empirical research on this type of broad social network. The surveyed research focuses on how social networks shape behavior and economic outcomes, in particular the role of social networks in markets and exchange, learning and diffusion, and network games, background on social network characteristics and measurements, models of network formation, models for the statistical analysis of social networks, as well as community detection.

Parveen (2011) explores the usage of Facebook in creating awareness among library and information science professionals. The study investigates purpose and main hurdles in using Facebook. It found that Facebook is the most used site, it uses for keep abreast with current news and information. Lack of time is main hurdle in using the way of Facebook.

Hamat, Embi and Hassan (2012) studied the use of social networking platform among undergraduate and post graduate students of Malaysian institutes of higher education. This qualitative research collected data on 6538 student’s respondents through a self-administered questionnaire and analyzed this data to make observations on the use of social networking sites among them. The study also collects opinion of students about the impact of social medium on their academic performance.

Abu-Shanab and Al-Tarawneh (2013) explored the advantages and disadvantages of Facebook utilizing university students. A sample of 206 students responded to a survey containing 10 advantages and 10 disadvantages of Facebook, and yielded interesting results. The study did not focus on students’ academic performance, but took the issue as a general view of social media influence. This study will explore the relationship between performance and SN use.

Objectives of the Study

- To study the influence of Social Networking Sites (SNSs) on Student’s life and to explore the impact of usage of Social Networking Sites by college students.
- The main purpose of this research is to determine if social media interfering with students academic lives.

Research Methodology

In this research, an unnamed questionnaire was directed to collect data which was the standard survey collection method. An exploratory research technique is used to analyze the social networking sites and also usage pattern of students during college life. A pilot research has been adopted in research process to collect data. The responses were sought from the respondents at group or random at student’s available place like college, class room, cafeteria, parking area, hostel and so on. The nature of the questions avoided ambiguous responses from the respondents and a questionnaire consist of 30 questions for 1000 undergraduate and post graduate students of the Davangere city. The respondents were randomly selected and survey focused on social networking sites such as Facebook, twitter and Instagram etc.

Data Analysis

Table 1 depicts the five research hypotheses set in line with the research objectives. The responses obtained from the 1000 respondents has been carefully analyzed with SPSS by applying Chi-

Square test for the formed hypotheses. Below table depicts the list of set hypotheses for the research study with result. The level of significance is at 5%. If the Chi-square Sig. value is less than 0.05, then Null hypothesis is rejected. On the hand, if Sig. value is greater than 0.05, then Null hypothesis is accepted.

Table 1: The Stated Research Hypotheses Along With Sig. P Value Result

S.No.	Research Hypothesis (Ho)	Result p-value
01	No statistical significance between Age and Addiction of SNS is a serious Problematic issue for academic life	Accept
02	No statistical significance between Age and Difficult to concentrate on my studying & knowing SNS	Accept
03	No statistical significance between Can SNS be consider as effective communication application and you use SNS for academic purpose like Group discussion	Reject
04	No statistical significance between SNS distracts from studies and Difficult to concentrate on my studies	Reject
05	No statistical significance between I use SNS to facilitate academic activities And Importance of SNS in student's life	Reject

Results Discussion and Major Findings

A Chi-square test was performed and relationship was found between respondents age and addiction of SNS is a serious Problematic issue for academic life, $X^2(3, N = 1000) = 3.477, p = 0.324$. Therefore, as the P-value (0.324) is greater than the significance level (0.05), accept the null hypothesis. Similarly, all the above listed hypotheses (Table 1) have been analyzed by applying chi-square test and the results are highlighted. Approximately, 60% of the total set research hypotheses have been rejected and on the other hand, 40% of the hypotheses are accepted.

An analysis has been done for most of the questions represented in questionnaire, as the researcher intended to draw meaningful insights from the responses obtained from the students. The observations are recorded carefully and are presented below. The Chi-square results (along with cross tabulation) and the tables, SPSS extracts has been displayed in the annexure as a supplement document. It contains output for most of the probable questions asked for students through questionnaire and the findings with interpretation has been listed below for quick reference.

At the outset, 36% of the total respondents including male and female say due to SNS, they will have distraction in studies. In that, 43% male respondents and 30% female respondents are distracted from their studies due to Social Networking Sites (SNSs), around 37% male and female respondents say, not distracted from their studies and interestingly 34% of female respondents say that may be to some extent they have been distracted from studies due to SNSs. This clearly depicts that students will have distraction in studies through the use of SNS. 52% of the respondents use mobile as a mode of accessing SNS whereas 42% use laptop/computer. This clearly depicts that respondents will use different mode accessing SNS. 55% of the respondents has a view that addiction to SNS's is a serious problematic issue that affects their academic life and 45% will not consider this to be true.

61% respondents aged between 18-20 years says that SNS is important in student's life, 57% of them aged between 20-22 years, 69% of them aged between 22-24 years and 66% of them aged 24 years and above says SNS is important in student's life. 57% respondents aged between 18-20 years reported addiction of SNS is a serious Problematic issue for academic life, 55% of them are aged between 20-22 years, 50% of them are aged between 22-24 years, 62% of them are aged 24 years and above reported that addiction of SNS is a serious Problematic issue for academic life. 53% aged between 18-20 years, 50% aged between 20-22 years, 53% aged between 22-24 years and 49% aged between 24 years and above are finding it difficult to concentrate on their studies. 40% of them know about LinkedIn as professional site and 60% are having no idea about the LinkedIn. 78% aged 24 years and above know LinkedIn. 41% of them browse Facebook less than an hour, 11% of them 1-2 hours a day, 21% of them 2-4 hours, 16% of them 4 hours in a day and around 11% of them have never used the Facebook. 46% of them aged 24 years and above browse 2-4 hours a day and 41% of them browse less than 1 hour a day. 35% of female respondents claim that their frequency of uploading picture is once in month and 26% male respondents claim that at least once a week to upload picture.

Among the respondents who are aware of LinkedIn, 27% browse less than 1 hour, 6% browse 1-2 hours, 7% browse 2-4 hours and 57% browse more than 4 hours in a day. Interestingly, 4% never used. 66% of the respondents aged between 18-20 years browse LinkedIn more than 4 hours a day. 29% of the respondents found their girlfriend/boyfriend through Facebook and that too interestingly, respondents aged less than 22 years equals to 29%. Around 11% are uploading pictures daily, 11% for every 2 days, 6%

between 2 to 5 days, 27% at least a week, 9% once in 15 days, 25% once in a month, and 11% never upload their picture in the Facebook. The respondents aged 24 years & above constitute 40% in uploading their picture in Facebook at least a week.

Around 25% of them are using Facebook since less than a year, 16% between 1 to 2 years, 24% between 2 to 3 years, 23% between 3 to 5 years and 12 % more than 5 years. The respondents aged 24 years & above are 51% using between 3 to 5 years and people aged between 18-20 years constitute to 31% using less than a year. 27% of them browse unknown profile frequently and send friend request anonymously. 68% of the respondents got to know about Facebook by their friends, 10% by relatives, 10% by the newspaper/magazine/websites, 6% by the Facebook campaign and 7% by the invite sent by friends via Email. Around 74% respondents aged between 18-20 years got to know about Facebook by their friends. 43% of respondents are Using SNS for their academic purpose and 26% use SNS only sometimes for the academic purpose. Interestingly, 43% respondents say faculty members give enough awareness about SNS in connection to academic purpose. 51% of them are using SNS for personal or social but not be used for education and 58% respondents expressed that using SNS requires spending money & wastage of money and SNS are used for personal or social but not be used for education. 43% of the respondents consider use of SNS as an effective communication application and 26% says only at times using SNS can be considered as an effective communication application. 54% of them say SNS can be considered as effective communication application and Use SNS for academic purpose like Group discussion. It implies that more than half of the total respondents are using SNS for improving their communication skill. 51% of them are finding it usage of SNS as difficult to concentrate on their studies and around 69% of them say SNS distracts from their studies and feeling difficult to concentrate on their studies.

67% of the respondents are using SNS for academic activities and they have considered SNS is very important in student's life. Only around 15% responded that SNS is not very important for student's life. The respondents who are browsing unknown profile and sent friend request anonymously are 47% and they are trusting all the information provided in SNS is true and fair. Similarly, 47% of respondents do not browse unknown profile and also they do not trust the information provided in SNS. 19% of the respondents prefer Facebook in making friends, 5% in searching and managing their old friends, 26% says SNS leads in breaking-down their relationship, only 6% are connected with faculties and 17% in keeping communication with Facebook. 13% of the respondents are influenced by political issues through Facebook, 23% towards social issues, 38% towards conflict with friend's network and 7% by religious issues through Facebook. 66% of the respondents with an age group between 18-20 years use Facebook. Out of total respondents, 60% of the respondents using Facebook. This clearly depicts that majority of the students are using Facebook.

Conclusion

SNS have become popular in the modern days. Most of the people especially teenagers and students have been attached to SNS. SNS has become the source of a way to kill tediousness where people could spend their spare time in use for entertainment and educational purposes. Thus, the researchers conducted this study to find out more about the effect of SNS. The observations drawn from the data shows that students have started using Social networks for academic purposes. While some students perceived SNS's as a distraction. The use of SNS gave them a sense of belonging to an academic community. The study has revealed that despite the benefits that come with a participation of students on SNS's such as sharing information and ideas, improving reading skill etc. If not used properly, it could impact negatively on their academic performance. The beneficial results of this research shows that SNS's has a significant influence in the academic performance of the students, yet the use of these networks has to be disciplined as it can lead to distraction from education. Therefore, SNS's strive with academic work for student's attention. It is therefore the responsibility of the students to make the right decision in relation to the use of SNS's to bring about the positive outcome that is desired. The institutions or faculty members and interaction between the students favored academic learning and provides awareness about SNS's. In the results acquired, it may be concluded that social media facilitates the academic experience with the majority of the participants but need to control and manage their time.

References

- Acquisti, A., Gross, R. (2006). Imagined communities: Awareness, information sharing and privacy on the Facebook. In Proceedings of Privacy Enhancing Technologies Workshop (pp. 36–58). Cambridge, England: Springer.

- Asad, S., Abdullah-Al-Mamun, Md., & Clement, C. (2012). The Effect of Social Networking Sites to the Lifestyles of Teachers and Students in Higher Educational Institutions. International Journal of Basic and Applied Sciences, Vol.1 (4), pp. 498-510.
- Boyd, D. 2007. Why youth (heart) social network sites: The role of networked publics in teenage social life. MacArthur Foundation Series on Digital Learning-Youth, Identity, and Digital Media Volume. Cambridge, MA: MIT Press. 1-26.
- Bramoullé, Y., Djebbari, H. and B. Fortin (2009). "Identification of Peer Effects through Social Networks." Journal of Econometrics, 150(1), 41-55.
- Coleman, J.C. (1961). "The Adolescent Society: The Social Life of the Teenager and Its Impact on Education". Free Press; New York.
- Cullen, J., Jacob, B. and S. Levitt (2005). "The Impact of School Choice on Student Outcomes: An Analysis of the Chicago Public Schools," Journal of Public Economics, 89, 729–760.
- De Giorgi, G., Pellizzari, M. and S. Redaelli (2010). "Identification of Social Interactions through Partially Overlapping Peer Groups." American Economic Journal: Applied Economics, 2(2), 241-275.
- Hamat, A., Embi, M., & Hassan, H. (2012). The Use of Social Networking Sites among Malaysian University Students. International Education Studies, Vol.5 (3), pp.56-66.
- Livingstone, S. (2008). Taking risky opportunities in youthful content creation: Teenagers' use of social networking sites for intimacy, privacy and self-expression. New Media Society, 10, 393-411.

Exhibit 1: Age and Addiction of SNS is a Serious Problematic Issue for Academic Life

Age * Addiction to SNS's is a Serious Problematic issue that Affects my Academic Life Cross tabulation

			Addiction to SNS's is a serious problematic issue that affects my academic life		Total
			Yes	No	
Age	18-20	Count	212	161	373
		% within Age	56.8%	43.2%	100.0%
	20-22	Count	220	181	401
		% within Age	54.9%	45.1%	100.0%
	22-24	Count	85	86	171
		% within Age	49.7%	50.3%	100.0%
	24 & above	Count	34	21	55
		% within Age	61.8%	38.2%	100.0%
Total	Count	551	449	1000	
	% within Age	55.1%	44.9%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.477a	3	.324
Likelihood Ratio	3.480	3	.323
Linear-by-Linear Association	.369	1	.544
N of Valid Cases	1000		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.70.

Exhibit 2: Age and Difficult to Concentrate on my Studying & knowing SNS

Age* Difficult to concentrate on my Studies and knowing SNS's Crosstabulation

			Difficult to concentrate on my studies and knowing SNS's		Total
			Yes	No	
Age	18-20	Count	197	176	373
		% within Age	52.8%	47.2%	100.0%

20-22	Count	199	202	401
	% within Age	49.6%	50.4%	100.0%
22-24	Count	90	81	171
	% within Age	52.6%	47.4%	100.0%
24 & above	Count	27	28	55
	% within Age	49.1%	50.9%	100.0%
Total	Count	513	487	1000
	% within Age	51.3%	48.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.021a	3	.796
Likelihood Ratio	1.021	3	.796
Linear-by-Linear Association	.178	1	.673
N of Valid Cases	1000		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 26.79.

Exhibit 3: Can SNS be Consider as Effective Communication Application and you use SNS for Academic Purpose like Group Discussion

Can SNS's be considered as an effective communication application * You use SNS's for academic purpose like Group discussions Crosstabulation

			You use SNS's for academic purpose like Group discussions			Total
			Yes	No	May be	
Can SNS's be considered as an effective communication application	Yes	Count	248	133	77	458
		% within Can SNS's be considered as an effective communication application	54.1%	29.0%	16.8%	100.0%
	No	Count	169	152	154	475
		% within Can SNS's be considered as an effective communication application	35.6%	32.0%	32.4%	100.0%
	May be	Count	16	19	32	67
		% within Can SNS's be considered as an effective communication application	23.9%	28.4%	47.8%	100.0%
Total		Count	433	304	263	1000
		% within Can SNS's be considered as an effective communication application	43.3%	30.4%	26.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	59.771a	4	.000
Likelihood Ratio	59.961	4	.000
Linear-by-Linear Association	58.463	1	.000
N of Valid Cases	1000		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.62.

**Exhibit 4: SNS Distracts from Studies and Difficult to Concentrate on my Studies
SNS,S Distracts from Studies * Difficult to Concentrate on my Studies and Knowing SNS's Crosstabulation**

			Difficult to concentrate on my studies and knowing SNS's		Total
			Yes	No	
SNS,s distracts from studies	Yes	Count	247	111	358
		% within SNS,s distracts from studies	69.0%	31.0%	100.0%
	May be, to some extent	Count	91	179	270
		% within SNS,s distracts from studies	33.7%	66.3%	100.0%
	No	Count	175	197	372
		% within SNS,s distracts from studies	47.0%	53.0%	100.0%
Total		Count	513	487	1000
		% within SNS,s distracts from studies	51.3%	48.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	81.026a	2	.000
Likelihood Ratio	82.823	2	.000
Linear-by-Linear Association	34.353	1	.000
N of Valid Cases	1000		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 131.49.

**Exhibit 5: I Use SNS to Facilitate Academic Activities and Importance of SNS In Student's Life
I Use SNS's to Facilitate Academic Activities and Coordinate with Classmates and Friends * Importance of SNS's in Student's Life Crosstabulation**

			Importance of SNS's in student's life			Total	
			Not important	important	Very important		
I use SNS's to facilitate academic activities and coordinate with classmates and friends	Yes	Count	76	91	346	513	
		% within I use SNS's to facilitate academic activities and coordinate with classmates and friends	14.8%	17.7%	67.4%	100.0%	
	NO	Count	68	46	175	289	
		% within I use SNS's to facilitate academic activities and coordinate with classmates and friends	23.5%	15.9%	60.6%	100.0%	
	May be	Count	73	34	91	198	
		% within I use SNS's to facilitate academic activities and coordinate with classmates and friends	36.9%	17.2%	46.0%	100.0%	
	Total		Count	217	171	612	1000
			% within I use SNS's to facilitate academic activities and coordinate with classmates and friends	21.7%	17.1%	61.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.811a	4	.000
Likelihood Ratio	42.157	4	.000
Linear-by-Linear Association	39.492	1	.000
N of Valid Cases	1000		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 33.86.

Exhibit 6: Gender and SNS's Distract from Studies Gender * SNS,s Distracts from Studies Crosstabulation

			SNS,s distracts from studies			Total
			Yes	May be, to some extent	No	
Gender	Male	Count	202	92	176	470
		% within Gender	43.0%	19.6%	37.4%	100.0%
	Female	Count	156	178	196	530
		% within Gender	29.4%	33.6%	37.0%	100.0%
Total		Count	358	270	372	1000
		% within Gender	35.8%	27.0%	37.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.890a	2	.000
Likelihood Ratio	31.276	2	.000
Linear-by-Linear Association	5.833	1	.016
N of Valid Cases	1000		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 126.90.

Exhibit 7: Gender and Mode of Accessing SNS Gender * Mode of Accessing SNS's Crosstabulation

			Mode of Accessing SNS's			Total
			Mobile	Laptop/Computer	Both Mobile & Laptop/Computer	
Gender	Male	Count	223	209	38	470
		% within Gender	47.4%	44.5%	8.1%	100.0%
	Female	Count	300	210	20	530
		% within Gender	56.6%	39.6%	3.8%	100.0%
Total		Count	523	419	58	1000
		% within Gender	52.3%	41.9%	5.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.373a	2	.001
Likelihood Ratio	13.458	2	.001
Linear-by-Linear Association	12.375	1	.000
N of Valid Cases	1000		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 27.26.

Exhibit 8: Gender and SNS are used for Personal or Social bur cannot be Used for Education
Gender * These Sns's are Used for Personal or Social but Cannot be Used for Education Cross tabulation

			These SNS's are used for personal or social but cannot be used for Education		Total
			Yes	No	
Gender	Male	Count	233	237	470
		% within Gender	49.6%	50.4%	100.0%
	Female	Count	277	253	530
		% within Gender	52.3%	47.7%	100.0%
Total		Count	510	490	1000
		% within Gender	51.0%	49.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.721a	1	.396		
Continuity Correction ^b	.618	1	.432		
Likelihood Ratio	.721	1	.396		
Fisher's Exact Test				.410	.216
Linear-by-Linear Association	.720	1	.396		
N of Valid Cases ^b	1000				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 230.30.

b. Computed only for a 2x2 table

Exhibit 9: Gender and SNS's be Considered as an Effective Communication Application
Gender * Can Sns's be Considered as an Effective Communication Application Cross tabulation

			Can SNS's be considered as an effective communication application			Total
			Yes	No	May be	
Gender	Male	Count	237	190	43	470
		% within Gender	50.4%	40.4%	9.1%	100.0%
	Female	Count	221	285	24	530
		% within Gender	41.7%	53.8%	4.5%	100.0%
Total		Count	458	475	67	1000
		% within Gender	45.8%	47.5%	6.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.424a	2	.000
Likelihood Ratio	21.548	2	.000
Linear-by-Linear Association	1.128	1	.288
N of Valid Cases	1000		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 31.49.

Exhibit 10: Gender and Important of SNS in Student's Life
Gender * Importance of SNS's in Student's Life Crosstabulation

			Importance of SNS's in student's life			Total
			Not important	important	Very important	
Gender	Male	Count	113	102	255	470
		% within Gender	24.0%	21.7%	54.3%	100.0%

	Female	Count	104	69	357	530
		% within Gender	19.6%	13.0%	67.4%	100.0%
Total		Count	217	171	612	1000
		% within Gender	21.7%	17.1%	61.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.214a	2	.000
Likelihood Ratio	20.259	2	.000
Linear-by-Linear Association	11.354	1	.001
N of Valid Cases	1000		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 80.37.

**Exhibit 11: Gender and Addiction to SNS's is a serious problematic issue that affects my academic life
Gender * Addiction to SNS's is a serious problematic issue that affects my academic life Cross tabulation**

			Addiction to SNS's is a serious problematic issue that affects my academic life		Total
			Yes	No	
Gender	Male	Count	271	199	470
		% within Gender	57.7%	42.3%	100.0%
	Female	Count	280	250	530
		% within Gender	52.8%	47.2%	100.0%
Total		Count	551	449	1000
		% within Gender	55.1%	44.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.348a	1	.125		
Continuity Correctionb	2.157	1	.142		
Likelihood Ratio	2.350	1	.125		
Fisher's Exact Test				.127	.071
Linear-by-Linear Association	2.346	1	.126		
N of Valid Casesb	1000				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 211.03.

b. Computed only for a 2x2 table

**Exhibit 12: Gender and Difficult to concentrate on my studies and knowing SNS's
Gender * Difficult to concentrate on my studies and knowing SNS's Crosstabulation**

			Difficult to concentrate on my studies and knowing SNS's		Total
			Yes	No	
Gender	Male	Count	264	206	470
		% within Gender	56.2%	43.8%	100.0%
	Female	Count	249	281	530
		% within Gender	47.0%	53.0%	100.0%
Total		Count	513	487	1000
		% within Gender	51.3%	48.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.419a	1	.004		
Continuity Correctionb	8.055	1	.005		

Likelihood Ratio	8.433	1	.004		
Fisher's Exact Test				.004	.002
Linear-by-Linear Association	8.411	1	.004		
N of Valid Cases ^b	1000				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 228.89. b. Computed only for a 2x2 table

Exhibit 13: Gender and Do you have an idea about LinkedIn
Gender * Do you have an idea about "LinkedIn" Cross tabulation

			Do you have an idea about "LinkedIn"		Total
			Yes	No	
Gender	Male	Count	230	240	470
		% within Gender	48.9%	51.1%	100.0%
	Female	Count	168	362	530
		% within Gender	31.7%	68.3%	100.0%
Total		Count	398	602	1000
		% within Gender	39.8%	60.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	30.894a	1	.000		
Continuity Correction ^b	30.178	1	.000		
Likelihood Ratio	30.992	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	30.863	1	.000		
N of Valid Cases ^b	1000				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 187.06. b. Computed only for a 2x2 table

Exhibit 14: Gender and how much time you spend on Facebook browsing in a day
Gender * How much time you spend on Facebook browsing in a day Cross tabulation

			How much time you spend on Facebook browsing in a day					Total
			Less than 1 hr	Less than 2 hrs but more than 1 hr	More than 2 hrs but less than 4 hrs	More than 4 hrs and above	Never used	
Gender	Male	Count	188	70	105	43	64	470
		% within Gender	40.0%	14.9%	22.3%	9.1%	13.6%	100.0%
	Female	Count	219	43	103	120	45	530
		% within Gender	41.3%	8.1%	19.4%	22.6%	8.5%	100.0%
Total		Count	407	113	208	163	109	1000
		% within Gender	40.7%	11.3%	20.8%	16.3%	10.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.080a	4	.000
Likelihood Ratio	46.488	4	.000
Linear-by-Linear Association	.664	1	.415
N of Valid Cases	1000		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 51.23.

