

Facebook Addiction: A Study of Big-Five Factors and Academic Performance amongst Students of IUB

Shanayyara Mahmood¹

¹ The Islamia University of Bahawalpur

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Abstract

Purpose of study: Social networking sites have gained fame over the past few years. People have started to use them regularly. One Such site is Facebook which has become the centre of attention and has created an urge to explore certain issue among the researchers. This study investigates the affect of personality variables on face book addiction and if it has any negative effect on the student academic performance. Methodology Applied: Survey research method was employed. Questionnaires were distributed among students using in the department of Management Sciences. Valid questionnaires (n=150) were filled and returned. Findings and results: Regression analysis was used to analyze the data. Extroversion, neuroticism and Openness to experiences are all positively correlated to FBA. Also, there is negative relationship between FBA and Academic performance.

Index terms— big five factor model, facebook addiction, academic performance.

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1 Introduction

he web has considerably enhanced the capacity for people to interact with one another without the limitations of their location. Also, it has widened the amount of associations that any person may keep on at a time. For free and accessible interaction over the web, social networking sites (SNS) have gained significant importance. One of the fastest growing SNS site is Face book, it has over one billion active users around the globe and 584 million people use it daily on the average. Ellison and others suggest that the basic statistical portion of people ranging between eighteen to twentyfour years is increasing at a rate of seventy-four percent annually.

Facebook has gained unparalleled fame and is presently the 2 nd most often used and visited website on the web, capturing an audience of over 606 million according to ??onzalez (2011). In Australia, the zeal to use face book is noticeable, almost half the population is reported to be active users. ??Gonzalez, 2011). It is not Author ??: The Islamia University of Bahawalpur, Pakistan. e-mail: shanyfazal@gmail.com shocking to find that face book has impacted the socialnetworking of the people, keeping these figures in mind.

As an example, a variety of studies have evaluated that Face book use is related to enhance sociability. ?? Although face book use has its implications, there is a definite gap of thorough empirical research in the area. One of the reasons could be that face book is comparatively a new social advent and intrinsically, there has been

44 restricted chance for preliminary analysis. However, within the last 2 years, a growing range of analyzers have
45 recognized the importance of this kind of research, and are finding measures towards distinguishing the categories
46 of individuals who are facebook users. ??Hargittai, 2008; Raacke & Bonds-Raacke, 2008; Sheldon, 2009; Tufekci,
47 2008). So as to effectively come through this objective, some researchhers have centered on the link between
48 Facebook use and varied aspects of personality traits. (Amichai-Hamburger, 2002; Buffardi & Campbell, 2008;
49 ?? Mehdizadeh, 2010; ??oss et al., 2009; ??heldon, 2008). In keeping with Amichai-Hamburger (2002), this type
50 of analysis is important as "personality may be extremely pertinent in deciding behavior on the web."

51 The actual purpose behind the creation of face book was to provide a social tool for students to maintain
52 their relationships related to university. But today, high school and college students have preferred Facebook as
53 the priority social-networking site. Among college students, looking for someone who does not use face book is a
54 formidable task Ellison et al reports that in 2007, 94% of Undergraduate students in the United States accounted
55 for being face book users. In addition to the large scale use of face book by college students, the average time they
56 spend on face book is also on the rise. In January 2012 a total of more than ten billion min/day were amassed
57 by users logged on to facebook on their personal computers. In comparison to January 2011, and January 2012
58 the accumulated min/day and the average min/user per day escalated by 57% and 14% respectively. With the
59 growing fame of Facebook among students, many of the researchers have started to focus on the reasons that
60 can be relevant to the excessive use of Face book. One of the approaches used it to see the affect of personality
61 traits on using face book. One objective of this research is to examine if there is a relation between personality
62 variables and face book. (Ryan,T and Xenos S, 2011).

63 Known that a large number of students use Facebook and the quantity of time that they are spending logged
64 on to Facebook, the issue raised is whether using Facebook negatively affects the performance of students at
65 their academic level. The question arises as whether Facebook use negatively impacts academic performance.
66 Till now, the research on the association between time devoted to Face book and academic performance has
67 generated differentiated results. Another purpose of the sudyis to investigate if there is a negative association
68 between Facebook addiction and academic performance as investigated by Ryan and Xenos in 2011.

69 The key objectives of this study are:

70 2 Literature Review a) Social-networking sites and Facebook

71 Internet socializing has come to the forefront as an integral aspect of young adult life Within the public, the
72 highest ratio of computer and internet users belongs to the adolescent and young adult group, their usage
73 constituting mainly of academic purposes (46%), emaling/Instant Messaging (36%) and PC gaming (38%) ??De
74 Bell & Chapman 2006). Boyd and ??llison (2008) investigated that Social Networking Sites have provided the
75 most recent platform for fashioning up of public or private profiles and using them for connecting with people in
76 their networks.

77 SNS have emerged as online services letting people to 1) be part of a system and to fabricate a public or
78 semi-public profile within it 2) make up a list including other people with a common connection 3) track their
79 own and others' connection lists within the setup.

80 Facebook, a Mark Zuckerberg innovation for aiding residential college and university students to interact with
81 other residence hall occupants is a notable example. It is described as "an online directory that interacts students
82 through social networking at college

83 3 b) Facebook

84 With over 800 million users, face book is one of the most famous SNS. As much as seventy languages are provided
85 on the website. Recently, with the advent of smart phones, people are always on the go, they log on to Face
86 book without needing a personal computer and check their profiles. There are almost 475 mobile operators
87 worldwide that are involved in the promotion of face book. According to Facebook Press 2012, presently, 350
88 million people access face book through their phones. c) Why the Temptation? Levy (2010), investigated that
89 face book has been growing amazingly from 2008 to June 2009. He stated that face book grew at a rate of 157%
90 with approximately 208 million active users. If face book were a country, it would have been the fifth largest
91 with respect to population, even bigger than Russia and Japan, this comparison was given when it hit the mark
92 of two hundred million users while a video was also launched showing this race.

93 An online profile is made on face book where users can 'add' friends and can post or comment on each others'
94 profiles. Also, personal information is required while creating an account including information like religious and
95 political views, relationship status and favorite music etc. Every individual has the capacity to upload photos
96 they like on their profiles. This creates a variety of profile showing some private information as well. (Ellison,
97 Steinfield and Lampe, 2007).

98 With numerous individuals utilizing these destinations, showing data and pictures which could be seen as
99 private to a lot of people, businesses have begun to exploit this. Numerous managements now utilize long range
100 informal communication destinations like an educational module vitae to figure out if the competitor is suitable
101 for the occupation. It is clear that a ton more could be told around an individual than essentially having
102 photographs and status' on an informal communication site.

d) The Big Five and Facebook Use A person's characteristics can be seen as their inclinations or preferences producing a specific mindset when faced with different scenarios. Ajzen, J. (1988) The generally acknowledged model of personality is the Five-Factor Model (FFM), coming out as the most agreed upon postulation on this matter. ??ohn Extraversion refers to a person's degree of sociability and outgoingness. A hallmark of extraverts is their enthusiastic attitude for the outside world, and can be put forward as friendly, energetic, confident and showing optimism. On the other hand, introverts are reserved, lack enthusiasm and are less optimistic. The link between Facebook usage and extraversion has seen two contrary suggestions being brought forward. The first state that as Facebook is a way to reach out to contacts made off-line, extraverts are likely to spend more time on it. The second proposition suggests that because introverts do not communicate as effectively in person, Facebook enables them to make up for this as explained by Moore, K. and McElroy, J. C., ??2012).

Openness to experience is concerned with the degree of a person's desire to look into new circumstances or conditions. Individuals who display a liking to experiences show affinity for diversity, fresh encounters and curiosity of the mind. Those who are not very intrigued by new experiences are likely to be cautious, prefer stability and do not have the same mental curiosity. The provision of fresh ideas about connecting to people and opportunities for additional experiences may be why people scoring high in openness favor spending more time on Facebook. (Amichai-Hamburger, Y., and Vinitzky, G. (2010).

Agreeableness refers to the magnitude to which a person favors and practices collaboration with others. Those who are agreeable have been noticed to be more cordial, social, and affectionate and trusting while disagreeable individuals show harshness, are less cooperative and more likely to engage in arguments. Individuals with high scores on agreeableness have more chances of involvement in relationships but there is a lack of conclusive evidence that they would do the same online. Less Facebook use decreases the likelihood of having to interact with people, so those scoring low on agreeableness prefer to spend less time online.(Ross, C., Orr, E., Sisic, M., Arseneault, M., Simmering,M., and Orr, R.(2009).

Conscientiousness signifies the traits of being disciplined, cautious and having strong willpower. Such people show restraint over their desires and are structured, hard-working and strain to achieve their targets. Unconscientious individuals on the other hand are more susceptible towards acting on their impulses, are disordered and often delay their work. High scorers on conscientiousness are not likely to spend a lot of time on Facebook as they might see this as a diversion from their path to complete the goals set out for them. (Moore, K. and McElroy, J. C., ??2012). Despite Facebook's widespread popularity, the topic of Facebook usage and its correlation to personality types has seen considerable research just in

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Volume XIV Issue V Version I Year () the previous few years. A high number of these studies have prioritized the various activities performed on Facebook instead of the time spent online.

When assessing students of Undergraduate and graduate levels, Ross et al. proposed that there was a link between personality variables and a few features of Facebook usage. According to them extraverts were more inclined to join Facebook groups as opposed to introverts. People high on neuroticism declared the Wall as their most favoured part of the website. Openness to experience was linked to a greater degree of socializing via Facebook. The authors themselves expressed their surprise at the lack of notable conclusions associated with personality variables in the recent study. Amichai, Hamburger and Vinitzky observed that extravert students had more Facebook friends but differed with Ross et al., by stating there was no appreciable relationship between being an extravert and joining more groups.

Ross et al. and Amichai Hamburger Vinitzky were unable to detect a link between the amount of time spent online and personality variations. Ryan and Xenos proposed that extraverts tend to spend more time on Facebook. Moore and McElroy supposed that the kinds of Facebook usage are strongly connected to personality variations. Introverts are assumed to have smaller social networks. Highly conscientious people are inclined to utilize the Wall far less often, whereas agreeable persons seek to post material about them on it.

The single component having a significant link to usage time was neuroticism. Hughes et al. stated that the likelihood of using Facebook was more in high neuroticism. Extraversion, conscientiousness and openness had no pronounced effect on Facebook usage. Any affiliation between particular activities on social networking websites and degree of neuroticism was ruled out by Muscanell and Guadagno. However, they proposed a relationship of particular types of usage with openness, agreeableness, conscientiousness and extraversion. Their discoveries demonstrated that extroverted individuals reported more elevated amounts of Facebook use and addictive tendencies as stated by Wilson et al, (2010) These results indicate that socializes need boundless contact with the virtual world and "companions" for a high incitement and a huge informal community. It additionally demonstrated members who scored low on principled invested an expanded measure of time on Facebook, this is thought to be down to the way that rather than study they are stalling on Facebook. The openness attribute had no impact on SNS utilization and this is thought so in light of the fact that interpersonal organizations are no more "another" creation. Suitability and neuroticism were found to have no effect on Facebook use stated by Wilson and others (2010).

In the study by Amichai-Hamburger and Vinitzky (2010), they discovered a critical correspondence between identity and Facebook utilization. They found that social butterflies emphatically related with the amount of Facebook companions the client has and that "individuals with low or abnormal amounts of neuroticism were

165 slanted to impart more essential data than individuals to direct levels of neurocivism".(amichai-Hamburger et al,
166 2010).

167 Besides to this they uncovered that people with more excellent openness to encounter utilized a greater number
168 of characteristics from the individual data area than people with easier levels of openness to encounter. Ten Traits
169 connected with "extraversion" incorporate amiability, emphaticness, garrulity and being dynamic. Those high
170 in extraversion have a tendency to show an inclination for interpersonal connection and social movement as
171 investigated by Borman & Motowidle, 1993). In the study by Davies, French and Keogh (1998) they discovered
172 extraversion to absolutely correspond to self-beguiling improvement which is "having a swelled, yet sincerely
173 held Self-portrayal". (Davies et al, 1998) Findings by Kristof-Brown, Barrick and Franke (2002) indicated that
174 extraverted people make more amazing utilization of self advancement. This connections once again to Wilson et
175 al (2010) discoveries that extravert identities have a noteworthy positive association with Facebook use, socializers
176 use Facebook as an outlet for headway toward oneself. f) Technological Advancement, Social networking and
177 Academic Performance

178 Studies have investigated the common effect of innovation on scholastic accomplishment and improvement
179 of youngsters and adolescents. Positive and negative impacts of innovation on accomplishment have been
180 archived. Espinosa, Laffey, Whittaker, and Sheng (2006) explored the part of engineering in right on time
181 youth improvement utilizing information from the Early Childhood Longitudinal Study. The findings showed
182 that get to help the taking in capability of the learners, yet the creators forewarn that folks ought to support
183 the instructive utilization of engineering to enhance scholarly accomplishment. Lei and Zhao (2005) examined
184 the specifics of access, recognizing that amount is not as essential as quality regarding innovation utilization
185 and person accomplishment. When the nature of innovation utilization is not nearly observed or guaranteed
186 specifically, machine utilization may accomplish more damage than great to understudy accomplishment in
187 school. Also, innovation that was found to have a positive effect on scholastic accomplishment, or engineering
188 with instructive worth, was not prominent and utilized less every now and again. Studies have likewise reported
189 no connection between workstation utilization and scholarly accomplishment. Case in point, no relationship was
190 found between time used on the workstation at home and GPA in an example of young people ??Hunley, 2005).

191 Different authors have discovered that recreational Internet utilization is emphatically associateed with
192 hindered scholarly execution (Kubey, Lavin, & Barrows, 2001). More or less 10-15% of study members reported
193 feeling not being in complete control of their Internet utilization, and that it has harmed their schoolwork. People
194 who reported Internet-brought on schoolwork issues were found to have used five times a bigger number of hours
195 online than the individuals who did not, and they were likewise fundamentally more inclined to report that
196 their Internet use made them stay up late, get less rest, and miss classes. Despite the fact that not particularly
197 specifying FB, the creators presume that it is less the Internet that causes these issues as the new social chances
198 of the Internet. Understudies who reported scholarly issues were more inclined to utilize the Internet for constant
199 social exercises, for example, IM and visit rooms. Kubey and partners note that this social utilization are what
200 hold people hostage, particularly late around evening time. Particular to FB use, Vanden ??oogart (2006), in an
201 unpublished Master's proposition, discovered that substantial FB use (i.e., more of an opportunity used on FB)
202 is seen around learners with easier GPA's, albeit no control variables were executed in the study.

203 Then again, Kolek and Saunders (2008) found that there was no connection between Facebook utilizes and
204 GPA as a part of a specimen of learners from an open North-east research college. All the more as of late, an
205 exploratory study reported a negative relationship between FB utilization and scholastic accomplishhment as
206 measured without anyone else's input reported GPA and hours used contemplating for every week ??Karpinski
207 & Duberstein, 2009). Once more, this study just executed one control variable (i.e., learner status as either
208 undergrad or graduate), and neglected to control for other bewildering variables, for example, college major.
209 This information from the study will be reexamined and displayed in the momentum paper focused around
210 proposals and criticism from different analysts. In light of the previously stated study, an alternate gathering of
211 specialists utilized the exploratory discoveries as a springboard for a production where no relationship was found
212 between FB use and GPA (Pasek, More, & Hargittai, 2009). Notwithstanding, the general agreement is that
213 more research needs to be carried out, and that the addressed relationship between SNS and scholastic execution
214 remains generally unreturned.

215 5 g) Facebook and Academic Performance

216 Compelled examination has been headed related to the association between Facebook usage and academic
217 execution. A critical some piece of the work that does exist may be found in unpublished unique duplicates.
218 For example, Vanden Boogart in a Master's hypothesis uncovered that staggering Facebook usage is seen in
219 individuals with less demanding Gpa's.

220 Karpinski and Duberstein and Kirschner and Karpinski reporting findings on studies using the same data set,
221 investigated whether bigger measures of Facebook usage may be related to a diminishment in academic execution
222 around school understudies. They uncovered a negative relationship between Facebook utilizes and reported to
223 oneself measures of GPA and hours utilized inspecting for consistently as a part of an example of student and
224 graduate researchers heading off to a considerable state financed school in the Midwest United States. Amazingly,
225 they found that the time deployed on the web did not fluctuate much around individuals and that contrary to the
226 confirmation; learners acknowledged that time devoted to Facebook did not influence their academic execution.

227 The delayed consequences of their study set off a media stir and their proposal that "the negative aftereffects of
228 Facebook use can caution administrators to uncover methodologies to purpose of repression access realizing better
229 educational execution." Kirschner and Karpinski perceive that there are a lot of hindrances with their study
230 and call for more careful studies to be guided using diverse dismemberment strategies, for instance, backslide or
231 structural scientific proclamation exhibiting.

232 Kolek and Saunders suggested that they discovered no association between Facebook utilization and scholastic
233 execution. Pasek et al. were extremely

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235 Volume XIV Issue V Version I Year () incredulous of past examination indicating to discover a negative
236 relationship between Facebook utilize and GPA because the specimen was not illustrative of school learners
237 on the loose, the measure of utilization were inclined and the studies did not mull over control variables. They
238 led three multiple studies that incorporated a cross-sectional instance of one thousand and sixty freshmen at a
239 vast University in Illinois. They were unable to discover a hearty negative association between evaluation points
240 and the usage of Facebook in any of the three studies. They presume that "rather than late staggering and
241 unverified news reports that Facebook utilization brings down scholarly execution, results show that the two
242 variables are possibly relevant.

243 **7 III.**

244 **8 Research Methodology a) Research Design**

245 Malhotra and Birks, (2007), explain the procedural framework within which a research is conducted as a research
246 methodology. Survey approach was used through the use of questionnaire. Quantitative approach was adopted
247 while developing the questionnaire. This choice was imperative necessity in this research design not only due to
248 the exploratory nature of the study itself but also because, to thoroughly understand and analyze a phenomenon,
249 circumstance, or issue by sampling a cross-section of the overall population at a certain point in time, it is the
250 most suitable method (Robson 1993).

251 **9 i. Theoretical framework**

252 The theoretical framework depicted in Figure 1, shown below, depicts that Big Five Factors will have an influence
253 on Facebook Addiction that will be negatively related to academic performance. The current study uses a non-
254 probability sampling technique that is convenience sampling. A sampling technique that collects the significant
255 information from the conveniently available sample study is known as convenience sampling (Zikmund, 1997).
256 This type of sampling is normally helps in collecting large number of completed surveys speedily and with economy
257 (Lym et al., 2010).

258 **10 d) Instrument and Measures**

259 The survey instrument contains two sections. Section 1 includes different personal and demographic variables.
260 This section will obtain the respondent's information about gender, age, income, education and status. Section
261 2 includes the latent variables that are important in the current study. This section of the study is developed
262 based on the past literature and already used questionnaires (Annexure).

263 The scales of the study were adopted from the previous literature and published studies. The first five variables
264 of the study were Neuroticism, Extroversion, Agreeableness, Openness to Experience and Conscientiousness,
265 commonly known as the Big Five Factor Model. The second variable was Facebook Addiction and the third
266 variable used was Academic Performance measured by the total percentages.

267 **11 e) Data Analysis Techniques**

268 A lot many researches on relationship marketing have based their study on quantitative technique and by
269 analyzing the statistical results they present upon analysis. The recent times however have seen the latest
270 studies being based on both qualitative and quantitative data analysis (Burke and Onwuegbuzie, 2004). This is
271 a more integrated way and is convenient for dealing with the respondents who are often busy and have a short span
272 of free time to fill out research questionnaires. Data was entered, edited and analyzed by using Software's, SPSS
273 version 16 and Microsoft Excel 2007 by applying following techniques: mean, standard deviations, frequency,
274 percentages, Cronbach's alpha, Correlation and Multiple Regression.

275 **12 i. Mean**

276 Used as a measure of central tendency, arithmetic mean is equivalent to the total of all the values divided by the
277 total number of vales.

278 ii. Standard Deviation A measure of the dispersion of a set of data from its mean. The extra distance between
279 the data, the more is the deviation. SD is calculated as the square root of variance.

20 H2: AGREEABLENESS NEGATIVELY AFFECTS FACE BOOK ADDICTION

280 iii. Cronbach's Alpha This was run to investigate the internal reliability of the instrument. The value of
281 Cronbach's Alpha was 0.845 which is above the standard value suggested by (Nummally, 1978) of 0.70. It means
282 that our instrument is reliable and we can apply different statistical tests and interpret the results with confidence.

283 13 iv. Correlation Analysis

284 Pearson correlation was run to check the association of variables with each other and if any observed variable
285 has perfect covariance with any other variables, which are observed in the study.

286 14 v. Correlation Coefficient

287 The Coefficient of Correlation, also known as the Correlation Coefficient, is the strength of a relationship,
288 measured linearly, between two variables. This measure can range from -1 to 1. If the Coefficient of Correlation
289 is equal to:

- 290 ? 1 -Suggests a perfectly negative correlation.
- 291 ? 0 -No correlation either positive or negative.
- 292 ? 1 -Suggests a perfectly positive correlation.

293 15 vi. Regression Analysis

294 A statistical tool for approving the associations amongst variables. Moreover, regression analysis helps one
295 understand how the specific value of the dependent variable changes when any one of the independent variables
296 is varied, while the other independent variables are constant -that is, the average value of the dependent variable
297 when the independent variables are fixed. Linear regression is used as the tool for analysis.

298 IV.

299 16 Results and Analysis a) Profile of the Respondents

300 The following table presents the personal and demographic information such as gender, age, education level and
301 status. A total of 150 valuable responses were received. It was tried to have equal representation of both the
302 genders. 79 males while 71 females responded well. One of the reasons is that in Pakistan, a higher number of
303 males attend university more than females due to the setup of our society.

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305 Volume XIV Issue V Version I Year () It could be noted from the above table that the highest frequency is of the
306 students doing bachelors, that is 106 out of a total of 150 respondents. This could be because people in Pakistan
307 prefer studying till Bachelors than any other level of education. 22 respondents are doing masters and only 12
308 are enrolled in MS/Mphil programs. It could be seen in the above table that majority of the students have
309 income below Rs.10,000 that is around 45% as students in Pakistan do not have a separate e means of earning
310 and they majorly depend on pocket money or their savings. To check the internal reliability of the instrument,
311 Cronbach's alpha was run. The value of Cronbach's Alpha comes to 0.845. Which is above the standard value
312 proposed by (Nummally, 1978) of 0.70 this shows that our instrument is reliable and we can confidently apply
313 different statistical tests and interpret the results with confidence (table 5).

314 18 b) Reliability analysis

315 19 i. Interpretation of correlation

316 To check the relationship between variables and to find whether any observed variable has covariance with
317 any other variables, Pearson correlation was applied. The correlations are showing the relationships between
318 variables of the Big Five Factors and Face book Addiction. Extroversion is significant at $r(150) = .240$, $p <$
319 0.05 , Agreeableness and Conscientiousness are both negatively correlated to FBA at $r(150) = -0.067$ and $-.027$,
320 $p > 0.05$ respectively. Neuroticism is significant at $r(150) = 0.218$, $p = 0.007$.

321 ii. Linear regression analysis The hypotheses postulate that Face book Addiction is positively correlated to
322 extroversion. High extroversion has high chances of being addicted to Facebook. The hypothesis developed is as
323 below: H1: Face book Addiction is positively correlated with extroversion.

324 Here, the value of R2 is 0.051, depicting 5.1% of variance in overall evaluation of Facebook Addiction which
325 is described by predictor variable (Extroversion). The value of f-test is 9.063 showing the model goodness of fit.
326 T value is greater than +2 indicating a positive relationship between variables. Hence H1 is accepted ($r = 0.240$,
327 $p < 0.05$). The results show there is a positive, significant relationship between extroversion and Face book
328 Addiction. (Hughes, D.J., Rowe, M., Batey, M. and Lee A., ??2012) ii. Hypotheses 2

329 The second hypothesis developed is as follow:

330 20 H2: Agreeableness negatively affects Face book Addiction

331 According to the results of the study, there is a negative, insignificant relationship between agreea- iii. Hypotheses
332 3 H3: High Openness to experience positively affects Face book Addiction.

333 Results depict that there is a positive significant relationship between openness to experience and Facebook
334 addiction ($r=0.204$, $p < 0.05$). The value of t is greater than $+2$ indicate that there is a positive relationship
335 between variables and thus, H3 is validated. This is in accordance with the previous researches as The measure of
336 academic performance taken was the academic percentage of students of the department of Management Sciences,
337 IUB. The results depict that there is no relationship between Face book ($r = -1.07$, $p > 0.05$). The hypothesis
338 is statistically insignificant This result supports the findings of Vanden Boogart, Karpinski and Duberstein,
339 Kirschner and Karpinski and Junco, (2010).

340 V.

341 **21 Discussion**

342 This paper measured the affect of the Big Five Factor Model on student Facebook addiction and the affect of
343 that on Academic performance. It was measured by providing the respondents a semantic differential type of
344 questionnaire and the Bergen Facebook Addiction Scale. Of the traits variables incorporated in the BFFM,
345 extraversion was found to be highly significant to FBA suggesting that people who are extroverts and outgoing
346 spend a lot of time using and thinking about Facebook. This is supported by the results of Ryan and Xenos and
347 Moore and McElroy who also found a positive association between extraversion and Facebook use but is opposing
348 to the findings of Ross et al, Amichai-Hamburger and Vinitisky and Hughes et al. who found no association
349 involving Extraversion and Facebook use. People who are social, cheerful, talkative and active are referred to as
350 extroverts. Our study confirms the possibility of such people being prone to use excessive facebook and become
351 addicted to it. Furthermore, our results also show the positive relationship between facebook addiction and
352 both neuroticism and openness to experience. It is quite true that users who are not emotionally stable tend
353 to be more engaged in such activities in order to get rid of their problems. Also, those who are looking for
354 newness and innovation are engaged in more Facebook use which is understandable. Conscientiousness was also
355 found to have no significant relationship with FBA. As people who are conscience are closer to the ethical and
356 moral values of the world and have the knowledge of right and wrong thus, the hypothesis was not accepted.
357 However, there was no relationship found between student's academic performance and Facebook Addiction.
358 This is supported by the research done by Vanden Boogart, Karpinski and Duberstein, Kirschner and Karpinski
359 and Junco and is dissimilar to the results of Kolek and Saunders and Pasek et al.,. The verity that the answers
360 in this study lend support to the negative relationship between Facebook Addiction and Academic performance
361 suggests that more research is reasonable to not only authenticate these findings but to gain a better insight
362 of how Facebook Addiction affects academic performance. No relationship between personality variables and
363 academic performance was found.

364 **22 VI.**

365 **23 Limitations**

366 While the reason for this research was exploratory in character, there remain various constraints.

367 ? First, the respondents were selected from a solitary scholarly foundation and may not be illustrative of the
368 bigger scholar populace. Self-report measures scholastic exhibitions were gathered. ? A more steady system might
369 be to gain real learner GPA and an exact measure of Facebook utilization. ? A better measure might be to record
370 the time used on genuine exercises on Facebook and explore how these exercises are identified with scholastic
371 execution. ? Other data, for example, how frequently the scholars were on Facebook while concentrating on
372 may shed all the more light on why scholastic execution was easier for people who invested more of a chance on
373 Facebook. ? There were cost constraints as being a student it was not possible to conduct research on a vast
374 scale. ? Also, limited time was provided for conducting the research and we had to finish it within a specified
375 time frame. ? The sample size was limited, only 150, which may have resulted in the inability to collect a large
376 pool of people with varying personalities. ? Variations in the results could be because no such previous research
377 has been done on Pakistani nationals and there was limited resource material available. ? Respondents were not
378 from other areas of interest which may have affected the results somehow.

379 VII.

380 **24 Recommendations and Conclusion**

381 The research could be conducted on a major scale in order to get some valuable results. Also, a validate measure
382 of BFF should be used which is easily

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384 Volume XIV Issue V Version I Year () comprehended by the respondents Ample time should be provided to
385 the research scholar to conduct such type of research. The study should be carried on a vast scale using a large
386 sample size in order to validate results and analysis. It should not be restricted to the boundaries of any city or
387 institution as every individual has a separate identity and personality traits that differentiate them so it might
388 also affect the findings of the research.

389 Academic performance could be measured in terms of other variables apart from just percentage to increase
390 the validity. It is seen that with the passage of time, the use and demand for social networking sites increasing
391 thus, there is a constant need to explore and work on this area as it is of significant importance in the demanding
392 world of today. Also, there is a growing concern among parents about their children scoring low on tests due
393 to excessive Facebook use so such as study should not just be confined to one country rather it should also be
394 implemented in Pakistan.

395 The real ramifications of this study are the finding that Facebook use is adversely identified with scholastic
396 execution. The way of the relationship may be significantly more perplexing than the basic supposition that
397 learners who invest more of a chance on Facebook likewise invest less time considering and finishing scholarly
398 work. Time on Facebook may supplant exercises that are not of a scholastic nature however none the less may
399 have an effect on scholarly execution, for example, up close and personal correspondences with associates or the
400 amount of hours that people rest. More research ought to be led to investigate how time used on Facebook is
401 identified with the life style of scholars and how the different aspects of a learner's life style are identified with
402 scholarly execution. This may shed light on what sort of mediations may be taken to help understudies whose
403 association with Facebook may put them at scholarly hazard.

404 Additional research is required to figure out what exercises people participate in while on Facebook, the amount
405 time they use on every movement and whether those distinctive exercises impact scholastic execution. It may
406 not be the aggregate time used on Facebook that is the most vital measure but instead the time used on specific
407 exercises on Facebook that have a more straightforward impact on scholastic execution. Recognizing the distinct
408 exercises might likewise give a wealthier environment to study how identity variables influence Facebook use.

409 The trouble directing this exploration is that most studies depend on report toward oneself measures of time
410 used on Facebook and the sorts of exercises that the subjects participate in. With current innovation, the capacity
411 exists to catch this information electronically additionally raises significant security issues.

412 All in all, the finding that the time used on Facebook is adversely identified with people's scholastic execution
413 is of noteworthy imperativeness. The use of Facebook is broad among people and reviews recommend that the
414 measure of time that scholars use occupied with social networking is expanding every year. In the event that this
415 relationship holds, it may be normal that numerous people won't perform at their scholastic potential. A superior
416 understanding of the elements that impact Facebook use and the part that This study is being conducted by
417 Ms. Shanayara Mahmood, BBA 8 th student at Department of Management Sciences, The Islamia University
418 of Bahawalpur. The major objective of the study is to explore the impact of different variables on academic
419 performance. Students from the Department of Management sciences, IUB are selected for the said study. I
420 assure you that any response you make will remain confidential and only used for study purpose.

Please read the following statements and mark accordingly. ¹



Figure 1: Facebook

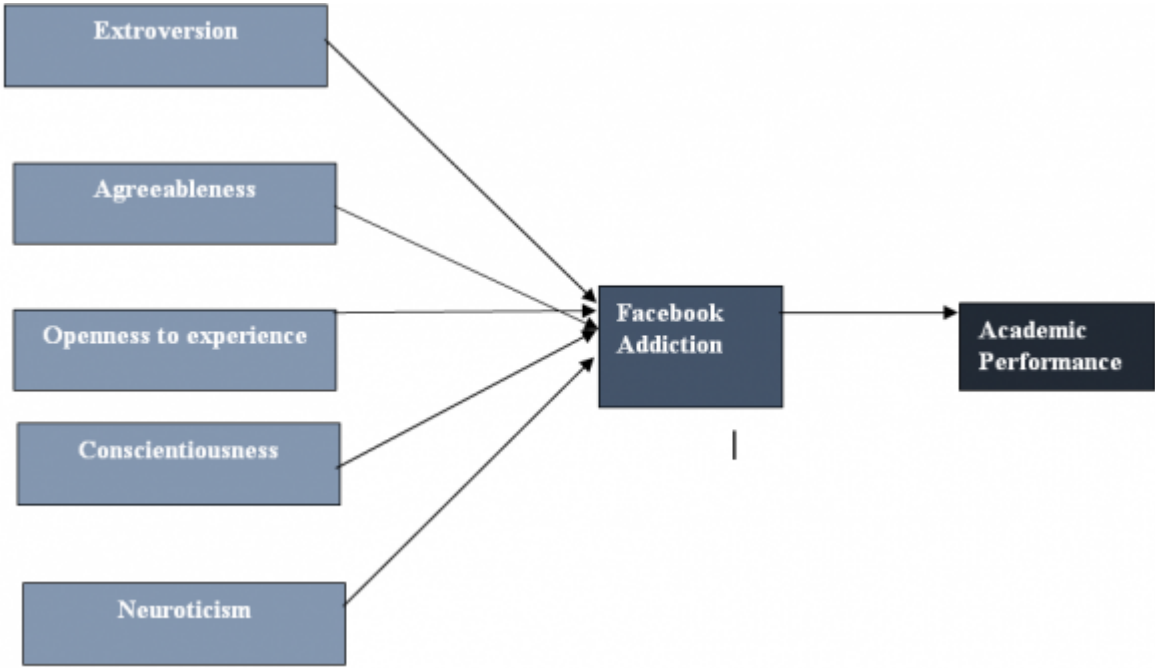


Figure 2:

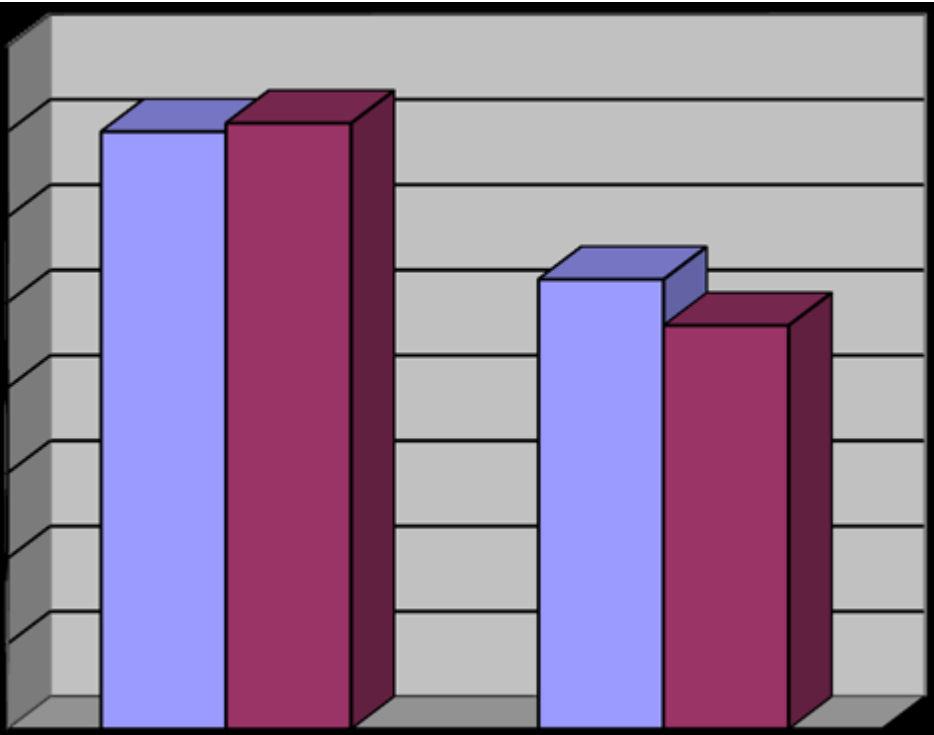


Figure 3:

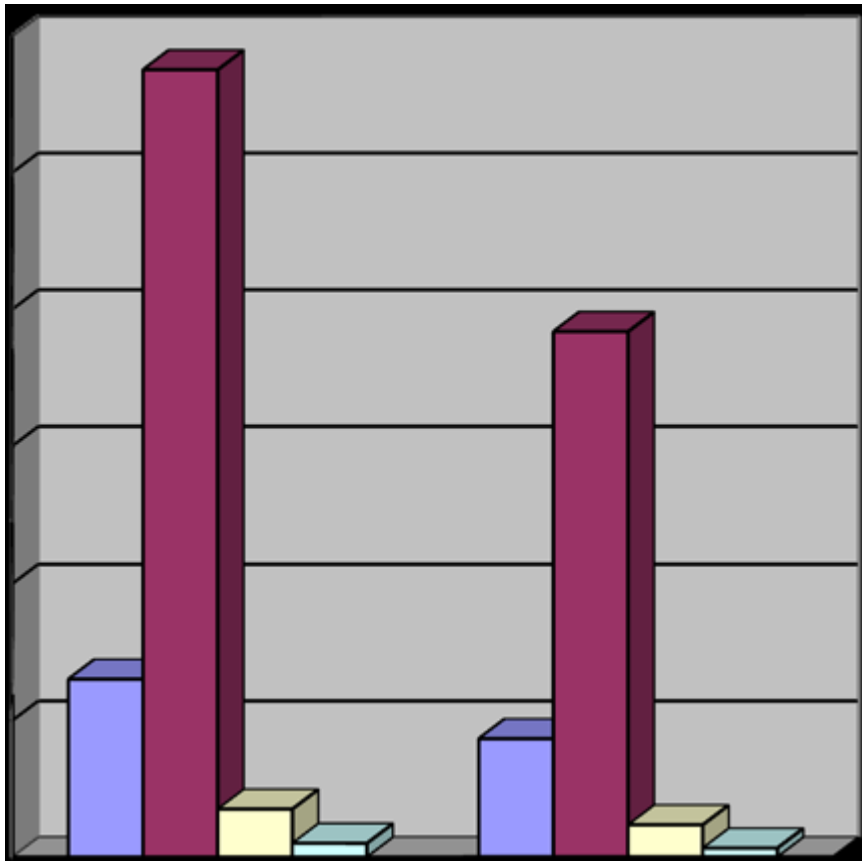


Figure 4:

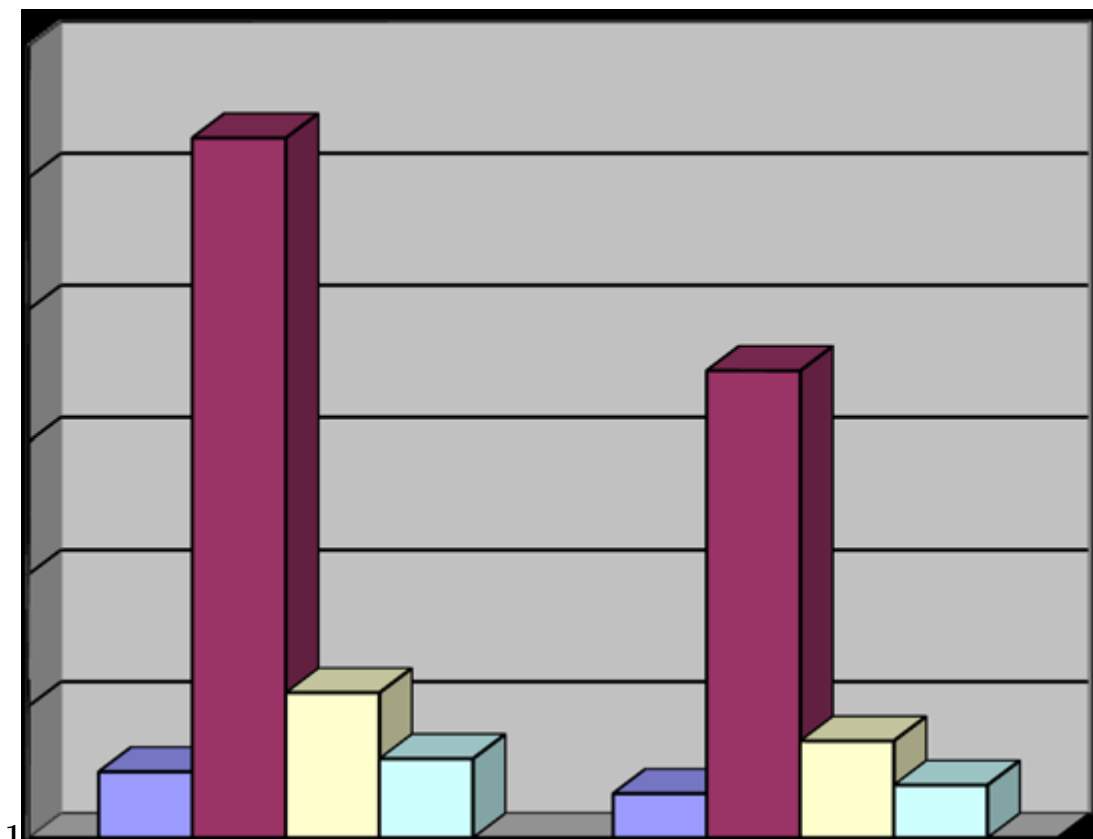


Figure 5: Figure 1 :

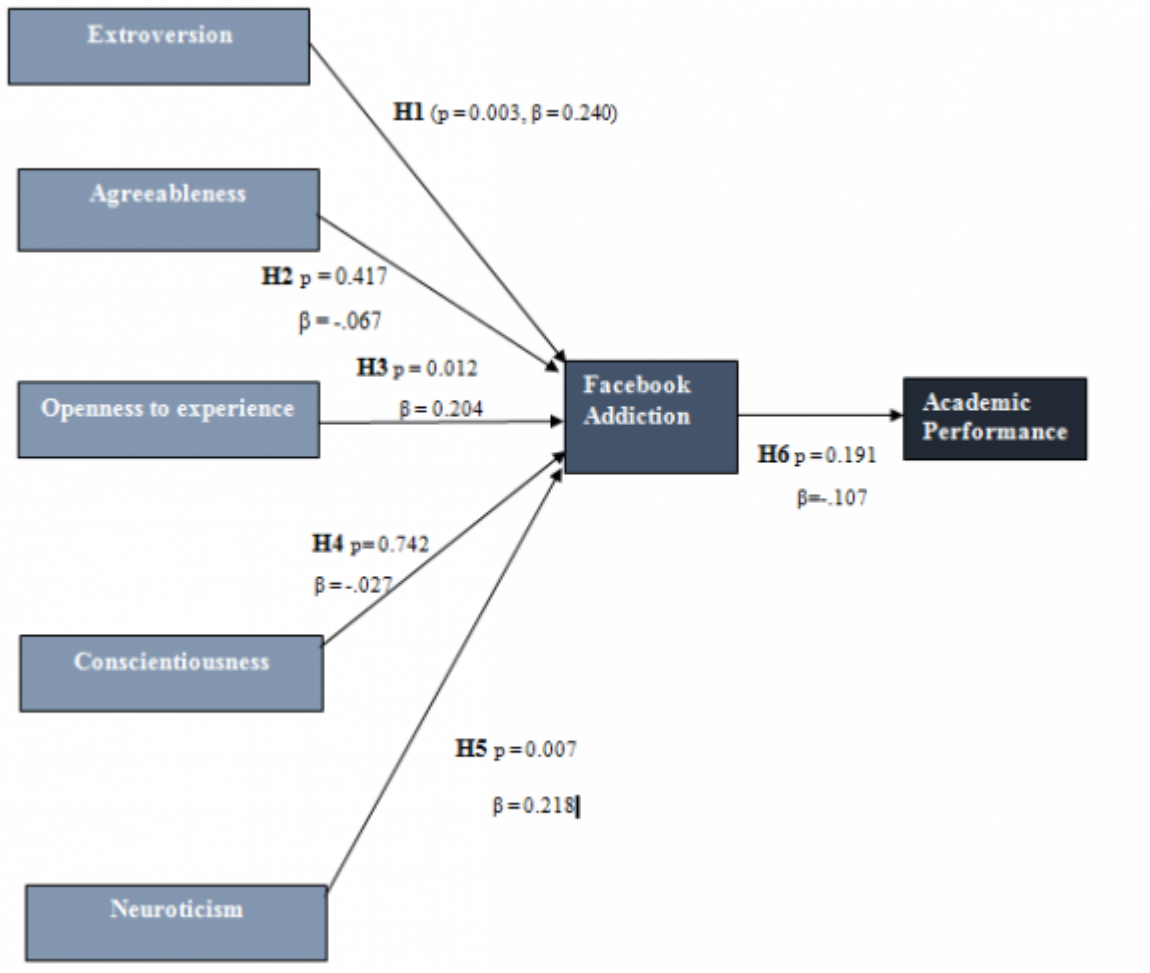


Figure 6:

Figure 7:

b) Hypotheses

H1: Face book Addiction is positively correlated with extroversion.

H2: Agreeableness negatively affects Face book Addiction.

H3: High Openness to experience positively affects Face book Addiction

H4: Conscientiousness is positively associated to Face book Addiction.

H5: Neuroticism positively affects level of Face book addiction.

H6: Face book Addiction and Academic Performance are negatively correlated.

c) Outline Of The Study

This study consists of 7 chapters. The design of the study has started with the start of research questions:

II.

Figure 8: ?

1

Gender	Frequency	Percentage
Male	79	52.7
Female	71	47.3

Figure 9: Table 1 :

2

Age	Frequency	Percentage
Below 20 Years	26	17.3
20-30 Years	115	76.7
30-40 Years		

Figure 10: Table 2 :

3

Education	Frequency	Percentage
Intermediate	10	6.7
Bachelors	106	70.7
Masters	22	14.7
MS/MPhil	12	8.0

Figure 11: Table 3 :

4

Income	Frequency	Percentage
Below Rs 10,000	67	44.7
Rs.10,000-15,000	34	22.7
Rs.15,000-20,000	15	10.0
Above Rs.20,000	34	22.7

Figure 12: Table 4 :

5

Cronbach Alpha	No. of items
0.845	43

Figure 13: Table 5 :

6

	Descriptive Statistics		
	Mean	Std. Deviation	N
Extroversion	2.99	0.625	150
Agreeableness	3.43	0.665	150
Openness experience	3.1	0.655	150
Conscientiousness	3.43	0.658	150
Neuroticism	2.95	0.634	150
Average Face book	2.84	0.777	150

The table describes the mean and standard deviation of the Big five factors and Face book Addiction.

Figure 14: Table 6 :

7

: Correlations

		Extroversion	Agreeableness	Openness to experience	Conscientiousness	Adjustment	average facebook
Extroversion	Pearson	1	.259 **	.449 **	.307 **	.418 **	
	Correlation						
	Sig. (2-tailed)		.001	.000	.000	.000	
	N	150	150	150	150	150	
Agreeableness	Pearson	.259 **	1	.325 **	.376 **	.068	
	Correlation						
	Sig. (2-tailed)	.001		.000	.000	.407	
	N	150	150	150	150	150	
Openness to experience	Pearson	.449 **	.325 **	1	.295 **	.416 **	
	Correlation						
	Sig. (2-tailed)	.000	.000		.000	.000	
	N	150	150	150	150	150	
Conscientiousness	Pearson	.307 **	.376 **	.295 **	1	.264 **	
	Correlation						
	Sig. (2-tailed)	.000	.000	.000		.001	
	N	150	150	150	150	150	
Adjustment	Pearson	.418 **	.068	.416 **	.264 **	1	
	Correlation						
	Sig. (2-tailed)	.000	.407	.000	.001		
	N	150	150	150	150	150	
average facebook	Pearson	.240 **	-.067	.204 *	-.027	.218 **	
	Correlation						
	Sig. (2-tailed)	.003	.417	.012	.742	.007	
	N	150	150	150	150	150	

[Note: **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).]

Figure 15: Table 7

8

Hypothesis	Model	Variables	Adj R 2	F	Beta	t-value	P-value	Results
H1	Ext	FBA	0.051	0.051	.240	3.010	0.003	Significant
H2	Agr	FBA	-.002	0.663	-0.067	-.814	0.417	Insignificant
H3	Open	FBA	.035	6.429	0.204	2.536	0.012	Significant
H4	Consc	FBA	-.006	0.109	-0.027	-0.027	0.742	Insignificant
H5	Neu	FBA	.041	7.368	0.218	2.714	0.007	Significant
H6	FBA	Acid.Per	.005	1.727	-.107	-1.314	0.191	Insignificant

(FBA=FACEBOOK ADDICTION)

Figure 16: Table 8 :

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