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THE ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS ON FACEBOOK IN SAUDI ARABIA: A CASE STUDY

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ABSTRACT

The growth and popularity of online social networks have created a new world of collaboration and communication. Facebook, which is one of the most popular and commonly used social networks connecting millions of users together, has been embraced by many educational institutions in the Western world in order to facilitate enhanced communication, collaboration and research. However, the usage and effectiveness of Facebook in the Arab World remain unexplored. The present study aims to fill the gap by examining the extent and intensity of Facebook usage among King Saud University's students and investigates their reasons/purposes for using this social software. In addition, it is intended to understand and measure students' attitudes and perceptions and the challenges and concerns associated with the use of Facebook in education. As expected, above 97% of students in the survey had a Facebook account and younger users significantly found to be spending more time on



Facebook than their older counterparts. The paper concludes that the phenomenon of Facebook usage in Saudi Arabia is rising among university students as it provides individuals with a way of maintaining and strengthening social ties, which can be beneficial in both social and academic settings. However, it is also observed that the frequent use of Facebook brought an addiction towards the site and simultaneously influences students' daily life at large. Furthermore, privacy and security concerns continue to remain the

biggest challenges inhibiting the usage of Facebook. Future studies should concentrate on integrating the Facebook into education and teaching and understand if and how it can enhance learning outcomes.

KEYWORDS : Social Networks, Social Media, Facebook, Higher Education, Saudi Arabia

1. INTRODUCTION :

Over the past decade, social networking sites (SNSs) have become a social and cultural phenomenon among a large number of internet users worldwide. According to the Global Digital Statistics 2014, 26% of the world population are currently using social media. They are mainly used to connect people with each other in a variety of ways, including dating and meeting others with common interests and sharing information. They help to develop relationships that transcend age,

race, social, culture, political and geographical barriers (Mansour, 2012). Arora (2008) has rightly stated that the greatest impact of SNSs can be well understood by the ever-increasing number of people joining them all over the globe. According to White et al. (2009), SNSs can be defined as any web-based applications that allow people to connect, communicate, and collaborate with one another. This is generally done through constructing individual user profiles and allows users to share information and join networks based on geographic location or interests.

There are hundreds of SNSs world over with various affordances, supporting a wide range of interests, activities and practices. These sites also vary in their extent to which they incorporate new information and communication tools, such as mobile connectivity, blogging and photo/video sharing, etc. (Boyd & Ellison, 2007). The popularity of each social networking sites changes according to the features/services provided by that site in comparison with other sites. Furthermore, because of the fact that each social networking site has different features and functionalities, people tend to register with several social networks to satisfy different needs (Al-Badi, 2014).

Among the various available SNSs, Facebook has experienced the greatest growth and continues to be the most widely used social media around the world. In January 2014, the total number of active Facebook users stood at 1.23billion, with half of those users reported to be logged in at least once a day (Facebook, 2014). Although the original intent of Facebook was to connect college students with one another, its worldwide impact can be seen by the fact that it has been translated into over 100 languages (Smith, 2010).

1.1.Social Media in the Arab World

According to the Arab Social Media Outlook (2014), Social media is actively competing with conventional media as a primary source of news for millions of Arabs. Nearly 71 million Arabs reported using social media by the end of 2013 out of a total of 135 million individuals using the Internet. Studies have revealed that new technology has granted the citizens of the Arab world access to new sources of information (Dewey, 2011; Ahmed and Al Reyaee, 2014a). The influence of social media has been felt in the recent political uprisings in the Arab world. In both Tunisia and Egypt, the tools of social media played a crucial role in mobilizing (Al-Badi, 2014; Al-Jenaibi, 2011). Whether it is Facebook, Twitter, YouTube, Google or Blogs, they all have found themselves central to the uprisings in an unprecedented way. Researchers have claimed that social media has promoted a more open ideology (Gitelman & Pingree, 2003), a strong social and political bond (Satti and Mohamed Nour, 2005) and serves as a means of communication and exchange of ideas (Luna, 2011) and as a platform facilitating political dialogue (Ghazi, 2011) across the Arab world.

Kingdom of Saudi Arabia, the 2nd most populated country in the Arab Gulf States (26 million) and the 3rd largest Middle Eastern country according to land mass (2,149,690 sq km), rank 5th as far as the number of Facebook users is concerned (Table 1). According to the State of Social Media in Saudi Arabia Report 2013, the number of active Facebook users is over 5.8 million (22.1%) which includes 74% male and 26% female users. Youth, between the ages of 15-29 continue to make up around 70% of all Facebook users in the Kingdom.

Table 1: Facebook Users in Arab Gulf States

Arab Gulf States	Population (2012 Est.)	Facebook Users (31 Dec-2012)	Facebook users (%)	Rank in Arab Gulf region
Qatar	1,951,591	671,720	34.4%	2
Bahrain	1,248,348	413,200	33.1%	4
Kuwait	2,646,314	890,780	33.7%	3
UAE	8,264,070	3,442,940	41.7%	1
Oman	3,090,150	584,900	18.9%	6
Saudi Arabia	26,534,504	5,852,520	22.1%	5
Iraq	31,129,225	2,555,140	8.2%	7

Source: Internet World Stats

1.2.Social Media in Academic Settings

Social media has been continuously adopted by many universities around the world. It increasingly became common to university departments, employees and students where it has been used mainly for communication and serve as a tool to establish positive impressions not only to individuals but also to higher education institutions. In Saudi Arabia, youth are very much engaged in social media and higher education institutions are continuously seeking opportunities to study the possibilities of this media integration in education and to test its effectiveness to teach and learn the course. Many higher education institutions of Saudi Arabia are embracing this technology to update their staff and students, exchange ideas and opinions, sharing resources and create an environment where students can learn independently and can learn with others through collaboration (Al-Khalifa and Garcia, 2013). It can also be used as a facilitator of learning by recognizing the importance of having continuous interaction between the educators and the students, which will have an impact on the progress of the students in academics (Vervaart, 2012). According to Jalal and Zaidieh (2012), social networking sites offered students the opportunity to connect with other students, educators and alumni within and outside their parent institutions. It enhances the learning abilities of faculty and students by creating a virtual community where they are encouraged to freely share their ideas and express their opinions (Sillius, Kailanto, and Tervakaraki, 2011).

1.3.King Saud University, Riyadh

King Saud University (KSU), the first higher education institution of Saudi Arabia, was established in 1957 with a royal decree with the aim of promoting and propagating modern education system throughout the Kingdom (Ahmed and Al Reyaee, 2014b). The university offers a broad range of undergraduate and postgraduate courses in the natural sciences, social sciences, humanities and professional studies and serves to more than 35,000 students of both sexes through its various colleges and centres, such as science colleges, community colleges, health colleges, humanities colleges and female centres. With regard to World University ranking, KSU is listed under the best 200 universities of the world and first in the Arab world (ARWU, 2013).

2.LITERATURE REVIEW

The literature search in this study indicates that despite the fact that Facebook is one of the most popular and widely used social networks among college students, a number of empirical studies analyzing its use in higher educational settings are underrepresented in the literature (Magro et al., 2012). The available studies on academic use of Facebook can be broadly grouped under: 1) student-faculty interactions (Mazer, Murphy and Simonds, 2007; Li and Pitts, 2009), 2) effect and pattern of

adoption and usage by the individual student (Ross, et al., 2009; Wu et al., 2012), 3) student to student collaboration (Williams and Chinn, 2009; Irwin, et al., 2012; McCarthy, 2012), 4) impact of Facebook on individual learning (Bowers-Campbell, 2008; Lam, 2012), and 5) negative aspects of Facebook in the classroom (Maranto and Barton, 2010; Wang, et al., 2012)

2.1.Social Media Applications in Higher Education

Most major learning institutions today have a presence on social networking sites. Students and researchers use this presence to discuss their research output, share academic information, conduct educational surveys and reviews, post queries and reach out to peers (Cohen, 2007). Academic institutions today use social networking tools to keep users informed about events, alerts and other important information in real time (Farkas, 2008), to bring students from different locations together, facilitate academic discussions, and aid collaborative academic work (Dickinson and Holley, 2010), to broadcast research findings, queries, messages and other important information to users (Breeding, 2010), to upload huge files and multimedia content for instant use (Brady, Holcomb and Smith, 2010), to market their services through ads and tutorials (Solomon, 2010). In a related study in Saudi Arabia regarding the academic use of social media by university students of King Saud University and Al-Imam University, Riyadh, Alkahtani (2012) reports a positive effect of social networks on the collaborations of students of both sexes, as they are able to keep their cultural and religious values without physically intermingling with the opposite sex. Similarly, Alsurehi and Al Youbi (2014) record in their survey findings that the use of social media is quite prevalent among major Higher Education Institutions in Saudi Arabia. However, the usage and awareness seem to be limited to major and popular social networking applications like Facebook.

2.2.Students' Perceptions of Social Media Usage in Education

There are several studies conducted so far exploring the commonly held perceptions about the use of social media in education. However, the review of the literature reveals the fact that there is no consensus on the perceptions students from different parts of the world have on the use of social media in education (Ngonidzashe, 2013). Browning, Gerlich, and Westermann (2011) conducted a survey on the perceptions and attitudes of undergraduate students towards social media and revealed a strong favorable perception and a high degree of willingness to embrace social media as a tool to deliver course content. Several other studies, Liu (2010), Lederer, et al. (2012) and Poelluber, and Anderson (2011) confirm that students are very much willing to incorporate social media into their learning experiences. Roblyer, et al. (2010) examined the learners' feelings about using Facebook in the classroom and found most of the students feeling convenient with the use of the technology. In another study in Malaysia by Manan, Alias, and Pandian, (2012), it was found that the majority of students enthusiastically accepted the use of Facebook as a way for online learning and found it to be both convenient and enjoyable.

2.3.Challenges and Concerns of Social Media Usage in Education

Although the academic usage of social media tools has been increasing, there are some challenges and concerns associated with the use of social media applications in higher education institutions. Farkus, et al. (2010) argue that social media expose students to inappropriate material, unwanted adult interactions, and bullying from peers. Similar remarks were made by Romero-Frias and Montano that, Web 2.0 is also a source of concern regarding privacy, authorship and ownership rights, digital divide in the classroom or time management issues. Further supporting evidence is presented by

Conn and Brady (2008) and Griffith and Liyanage(2008), who claim that the most common reasons for not allowing students to use social networking sites in educational environments include preconceptions associated with exposing them to inappropriate online content, fears of online sexual predators, and cyber bullying, or online student harassment. In a related study in Saudi Arabia, negative effects of Facebook usage on the academic performance of students have been reported (Arab News, 2013). Additionally, Lederer (2012) identified three major challenges relating social media; (1) divert learner's attention from classroom participation, (2) cyber bullying can lead to malicious behavior, and (3) social media discourages face-to-face communication.

OBJECTIVES OF THE STUDY

Although a considerable amount of studies that focus on the usage of Facebook in an academic context in the Western world is available, yet we find very limited current and comprehensive research related to use of Facebook in higher education as far as the Arab world is concerned(Alsurehi and Al Youbi, 2014; Al-Khalifa and Garcia, 2013). Since Saudi Arabia is culturally and academically different from the Western world, the results obtained from those countries cannot be generalized for Saudi universities. Considering the increasing popularity of Facebook applications in education globally, this is a pertinent gap. The present research aims to fill this gap by achieving the following objectives;-

- 1.To identify the areas where Facebook fulfills the information needs of students and research scholars of King Saud University.
- 2.To know the extent of Facebook usage by the students and research scholars of the university.
- 3.To know the level of satisfaction derived from the students and research scholars while using Facebook.
- 4.To identify the problems faced by the students and research scholars in accessing social networking sites.
- 5.To know the concerns and challenges associated with the use of Facebook.
- 6.To suggest the ways and means for effective use of social networking sites for information creation and dissemination.

4.METHODOLOGY

The study has used a quantitative research approach with a survey as the data collection instrument. It is based on both secondary as well as primary data. The primary data are gathered through well structured questionnaire containing closed ended questions. The questionnaire was developed from a comprehensive literature review (Selwyn, 2009; Roblyer, 2010; Lam, 2012; Irwin, 2012; Akyildiz, 2012; Ngonidzashe, 2014). Content validity of the questionnaire was confirmed by experts' views. The sources of secondary data were desktop studies, e-journals and the materials available in the Prince Salman Central Library of King Saud University.

The data collection was administered through distributing questionnaires in person to randomly selected students and research scholars from different faculties visiting library circulation desk. Of the total 180 distributed questionnaires, 168 valid responses were received giving (93.3%) response rate. Additionally, the investigators contacted some of the respondents personally seeking clarifications and collecting any data that were missing from the returned questionnaires. The collected data were analyzed, classified and tabulated using MS Excel.

5.LIMITATIONS OF THE STUDY

The study is carried out among the students and research scholars of King Saud University and covers only male students, as the university maintains a separate branch for female students. Furthermore, among the various Social Networking Sites, only Facebook has been taken into consideration.

6.DATA ANALYSIS AND DISCUSSION

6.1.Demographics of the Respondents

Data analysis of the received 168 valid responses reveals that as expected, all the respondents were male. This is because of the fact that University’s main campus is devoted to male students only. Female students have a separate study centre located at Ulesha in the Western part of Riyadh, which is far away from the main Campus. It is observed that the majority of Facebook users 103 (61.3%) were aged between 18-25 years and married (56%). This clearly indicates that the under graduates among the Facebook users are more into social networking and are more curious to explore the benefits of social media. Of the total respondents, more than 94 (55.9%) come under the classes of Under-Graduation (UG), while 48 (28.6%) were Post Graduate (PG) students and 26 (15.5%) respondents were research scholars. Faculty-wise distribution of respondents shows that the majority of respondents 63 (37.5%) were from the faculty of science, followed by 43 (25.6%) from the Social Sciences, 32 (19%) from Engineering and 30 (17.9%) were from the faculty of Arts (Table 2).

Table 2: Demographic Profile of Respondents

	Frequency	Percentage
Gender		
Male	168	100%
Female	00	00%
Age		
18-25 years	103	61.3%
25-30 years	52	30.9%
30 and above	13	07.8%
Marital Status		
Single	74	44%
Married	94	56%
Course-wise Distribution		
Research scholar	26	15.5%
Post-Graduate students	48	28.6%
Under-Graduate students	94	55.9%
Faculty-wise Distribution		
Faculty of Science	63	37.5%
Faculty of Social Sciences	43	25.6%
Faculty of Engineering	32	19%
Faculty of Arts	30	17.9%

6.2.Frequency of Using Facebook

It is evident from the data analysis (Table 3) that the students use Facebook frequently. Of the total respondents, majority 116 (69%) reported using Facebook daily, followed by 32 (19%) use it on alternate days, 09 (5.4%) use weekly and 07 (4.2%) use occasionally. However, a meager 04 (2.4%)

respondents reported not using Facebook at all. Therefore, for the rest of the analysis, opinions of only 164 respondents will be taken into account. The result from the above analysis, however, indicates that most of the university students are familiar with Facebook and using it as one of the routine tasks they perform while surfing/browsing on the internet.

Table 3: Frequency of Using Facebook

Frequency	Respondents	Percentage
Daily	116	69%
Alternate days	32	19%
Weekly	09	5.4%
Occasionally	07	4.2%
Don't use	04	2.4%
Total	168	100%

6.3. Time Spent on Facebook

Times spent on Facebook means students log on to it and use the Facebook to respond to the friends' requests, to messages, watching photographs and updating their own account. The response to survey question regarding the time spent on Facebook is varied. As depicted in table 4, of the total 164 respondents reported using Facebook, more than 72 (44%) use it for less than 30 minutes in a day. While 61 (37.2%) respondents confirmed using Facebook for 30-60 minutes and another 23 (14%) users use it for 1-2 hours, only 08 (4.8%) users claimed to use it for more than 2 hours in a day.

Table 4: Time spent on Facebook

Time Spent (in a Day)	Respondents	Percentage
Less than 30 Minutes	72	44%
30-60 Minutes	61	37.2%
1-2 hours	23	14%
More than 2 hours	08	4.8%
Total	164	100%

6.4. Access Points for Using Facebook

In table 5, the respondents were asked, from where they usually access Facebook? Most of the respondents answered to access Facebook from multiple locations and at different times as per their convenience. This is mainly because the timings of the departments, central library and hostel remain different. The majority of students stated to access Facebook from departments (48.2%), library (27.4%), hostel (30.4%), and using campus wi-fi network (15.5%). The least percentage of respondents (12.5%) stated of using Facebook from home.

Table 5: Access Points for Using Facebook

Access Points	Respondents	Percentage
From Departments' Lab	81	48.2%
From Library	46	27.4%
From Hostel	51	30.4%
Campus Wi-Fi Network	26	15.5%
From Home	21	12.5%

6.5. Educational Purpose/Needs of Using Facebook

The result in table 6 shows that more than 82 (50%) respondents reported getting information about seminars and conferences organized by various academic institutions through Facebook. Another 69 (42%) users claimed that Facebook helps them to be in contact with their friends and peers and sharing resources, tracking resource persons/subject experts 31 (18.9%), getting job opportunities 37 (22.6%) and organizing events 34 (20.7%). It is evident from the data analysis that Facebook fulfills the information needs of the students and scholars by providing information about the seminars/conferences, contact details of the peers and experts in their field of study and helps them in getting job opportunities as well as organizing different events.

Table 6: Educational Purpose/Needs of Using Facebook

Information Needs	Respondents	Percentage
Seminar/Conferences	82	50%
Job Opportunities	37	22.6%
Contact Details	69	42%
Resource Persons/Subject Experts	31	18.9%
Organizing Events	34	20.7%

6.6. Activities on Facebook

Facebook has established itself as a single site with many innovative applications. Answering a question about how the users use Facebook, the respondents mentioned a variety of activities they usually do on Facebook (Table7). Due to the fact that Facebook allows users to post their comments without formatting constraints, more than 142 (86.6%) respondents say that they use it for reading/writing posts. 69 (42%) students and research scholars use Facebook to find their school and college friends, 82 (50%) use it to remain in touch with their peer group and 47 (28.6%) users reported using it to participate in the discussions.

Facebook has various features for organizing and sharing photos such as drag and drop facility, changing resolutions and tagging photos etc. It also provides instant messaging (chat) facility which helps users to remain in touch with their family and friends. The data analysis shows a whopping number of respondents 123 (75%) stating to use Facebook for uploading and sharing photos & videos, 67 (40.8%) for chatting, 31 (18.9%) for using Facebook applications. However, only a small number of respondents confirmed using Facebook as a medium for playing games 22 (13.4%) and organizing events 16 (9.7%).

Table 7: Activities on Facebook

Activities	Respondents	Percentage
Reading/Writing Posts	142	86.6%
Chatting	67	40.8%
Finding Friends	69	42%
Discussions	47	28.6%
Uploading Photos & Videos	123	75%
Playing Games	22	13.4%
Interacting with Peer Group	82	50%
Creating Events	16	9.7%
Using Facebook Applications	31	18.9%
Watching Ads	07	4.3%

6.7.Importance of Facebook for Students/Research Scholars

In table 8, the respondents were asked to answer the questions regarding the importance of Facebook in their lives. The majority of respondents 132 (80.5%) agreed that Facebook is a site with different features for various categories of users. A large number of students and research scholars stated to use Facebook for the purpose of social networking 122 (74.4%), expressing themselves 103 (62.8%), and showing their presence on the web 93 (56.7%). The other benefits of using Facebook as claimed by the respondents are: ease of use 88 (53.6%), getting information regarding seminars and conferences 88 (53.6%), storing photographs & videos 82 (50%) and remaining in touch with classmates and faculty 71 (43.3%).

Table 8: Importance of Facebook for Students

Activities	Respondents	Percentage
Web presence	93	56.7%
Social networking	122	74.4%
Using Facebook storage for videos and photographs	82	50%
Information about seminars and conference	88	53.6%
To remain in touch with classmates and faculty	71	43.3%
Self expression	103	62.8%
Ease of use	88	53.6%
Multiple features and applications	132	80.5%

6.8.Satisfaction derived fromUsing Facebook

The result showsthat the majority of students (about 97%) are satisfied with the services/features offered by the Facebook (Table 9). Amongthem, some are highly satisfied (50%) and the rest (47.6%) stated only satisfaction. However, a negligible 2.4% of the users reported their dissatisfaction with the Facebook.

Table 9: Satisfaction Level of Students Using Facebook

Satisfaction Level	Respondents	Percentage
Highly satisfied	82	50%
Satisfied	78	47.6%
Not satisfied	04	2.4%

6.9.Problems Faced in Using Facebook

The various factors affecting the usage of social networking sites are mentioned by the respondents (Table 10). Some of the major reasons stated by the respondents are content control, blocking the internet for using social media, censorship and privacy issues. 65.8% of users believe that there is no method of content control on the Facebook. Another considerable number of users complained that Facebook causes anxiety and stress (59.1%) and others can easily breach their privacy (55%). The fact that Facebook does not allow users to terminate their accounts, 38.4% of users stated this as a problem with the Facebook account. 51.2% users see censorship as one of the major issues that are not properly addressed on the Facebook and can create problems. However, unlike other developing countries, lack of internet speed is not a major problem for Saudi students. The data analysis shows a meager 18 (11%) users see internet connection as a problem for accessing SNS. But most of them (57.3%) complained for blocking internet facility for using social media by the university administration, as most of the departments allow students to use the internet facility for accessing the

scholarly content only. Among the other factors restricting students for using the Facebook, the absence of customer support (10.4%), interoperability and data portability facilities (11%) and campaigns against social media (27.4%) are specifically mentioned.

Table 10: Problems in Using Social Networking Site – Facebook

Problems	Respondents	Percentage
Slow internet connection	18	11%
Internet facility not available for using SNSs	94	57.3%
Breach of privacy	91	55%
Inability to voluntarily terminate accounts	63	38.4%
Misleading Campaign's	45	27.4%
Content control	108	65.8%
Lack of customer support	17	10.4%
Censorship issues	84	51.2%
Interoperability and data portability	18	11%
Anxiety and stress	97	59.1%

6.10. Concerns Associated with the Use of Facebook

With regard to concerns associated with the use of Facebook in education, the results in table 11 indicate that the biggest concern is security (56.7%), which means that there is no privacy and personal details are prone to abuse. Anyone can create 'fake' account since Facebook does not perform any background checks and thus leads to cyber bullying and other abuses. The second major challenge indicated by the students is lack of content control which means Facebook exposes students to inappropriate materials (54.9%) and thus not only wastes their valuable time but divert learner's attention from classroom participation. The other major challenges associated with the use of Facebook are information overload (40.9%), followed by misuse of tools during instructional time (25.6%), unsolicited negative comments (20.7%) and antisocial behavior (14%).

Table 11: Concerns Associated with the Use of Facebook

Concerns/Challenges	Respondents	Percentage
Security (No privacy and personal details are prone to abuse)	93	56.7%
Exposes students to inappropriate material	90	54.9%
Misuse of tools during instructional time	42	25.6%
Unproductive behavior / waste of time	28	17%
Antisocial behavior	23	14%
Unsolicited negative comments	34	20.7%
Information overload	67	40.9%
Cyber bullying and sexual predators	15	9%

7. SUMMARY AND CONCLUSION

The impact of social media is tremendous on every aspect of life and people irrespective of region, gender and age are using it to get connected with family, friends, ideological clubs, scientific forums, etc. The results of the above study clearly indicate that the Saudi university students are strong users of technology, spend time daily using it and have positive perceptions and attitudes towards the new technology.

Although the results are only specific to male students of a particular university in Saudi Arabia in which we conducted our research, it would be surprising if similar trends were not occurring in other Higher Education Institutions of Saudi Arabia. The students' perception and attitude towards Facebook were found to be extremely positive, and the vast majority are active members. The main activities on Facebook remained consistent with the literature, "reading/writing posts" and "uploading photos & videos". Similarly, a large number of students and research scholars stated to use Facebook for the purpose of social networking (74.4%), expressing themselves (62.8%), showing their presence on the web (56.7%) and to remain in touch with classmates and faculty (43.3%). Facebook was also used for learning purposes; with more than 50% students and research scholars reported getting information about seminars and conferences organized by various academic institutions through Facebook and about 42% users claimed that Facebook helps them to be in contact with other students and peers with academic related issues and getting job opportunities (22.6%). In terms of effectiveness, while a large number of students feel highly satisfied, there are few who expressed their concerns and dissatisfaction.

Finally, the study concludes that the use of Facebook applications is quite prevalent among the students of King Saud University, although it has a number of challenges and concerns too. It is observed that the privacy and security concerns continue to remain the biggest challenges inhibiting the use of Facebook in Saudi educational institutions. In addition, the frequent use of Facebook brought an addiction towards the site and simultaneously influences students' daily life at large. The study suggests that although Facebook has the potential to promote collaborative and cooperative learning, yet further research is required, specifically to understand if and how it can enhance learning outcomes and also to tackle the challenges and concerns associated with its use in academic settings.

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