



## THE USE OF WHATSAPP MESSENGER AMONG STUDENTS FOR THEIR ACADEMIC ACHIEVEMENTS; A CASE STUDY OF SBBU-SBA

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### **Abstract**

*There is an important rise in technological means in general and in academic teaching in particular. There are the various courses paving the way that include computer-assisted schooling as well as online courses at educational institutions. To that end, this study is supposed to focus on WhatsApp messaging and its use in university circles. The study is aimed at investigating if the class WhatsApp groups help students to communicate and build up a social atmosphere in classroom in order to have best dialogue forming and collaboration among students as means of learning. . In this study, survey tool was run among the university students. The sample size for the study was limited to 100 students from Shaheed Benazir Bhutto University of Shaheed Benazirabad – Old Nawabshah – (SBBU-SBA). The findings suggested a significant positive relationship between the academic achievements of WhatsApp users (students) and their contentment.*

### **1. Introduction**

Social Media is redefining communication landscape, explaining how students should learn and instructed. Last decade in particular it has seen evolution in digital communication tools such as twitter, Facebook, WhatsApp, SMS, Emails and etc, with each tool possessing its unique features, which help learners and instructors in their learning and teachings.

The number of individuals active on social networks is growing rapidly. These platforms serve as basic tools for online communities to communicate with one another, provide multiple avenues for social feedback, and aid in the development of complex interpersonal relationships. According to (Boyd, 2003), social networks, and especially their smartphone versions that bring the social structure from the virtual to the real world, are now an integral part of modern man's life.

Of all tools "Whatsapp" has been in stand out, particularly for smartphone users. Its simplicity, viability and its easy accessibility on smartphone devices makes it go-to source of communication in educational settings (Hamiyet, 2016). WhatsApp was introduced in 2010, since then it has been on mobile, offering SMS, audio, video calls, and various features without any subscription or ads. WhatsApp serves as a social network, with its simple operations and quick transformation and facilitation of information without any cost, makes it most suitable tool for communication.

### **2. WhatsApp and its background**

The English phrase "what's up" is where the word "WhatsApp" comes from. What does it mean? It's a common question about new things. Two former employees of Yahoo, Brian Acton and Jan Koum, created WhatsApp in 2009 as a device-cum-chat app that works with different kinds of programs. As an instant messaging app, it allows users to send and receive text messages, photos, videos, and audio files using their Internet connection. Due to its low cost, WhatsApp is a fantastic and affordable substitute for Short Message Service (SMS) messaging, which can become prohibitively expensive when used abroad due to roaming charges. The instant messaging feature of WhatsApp also facilitates combined mobile learning through online interaction. With WhatsApp, students can simply share information, get their questions

answered fast, learn more, and participate more actively in class. Using WhatsApp for instant messaging is a great way to encourage mixed learning.

Jan Koum and Brian Acton came up with the slogan "Personal and Simple" when they made the now-iconic messaging app WhatsApp in 2009. WhatsApp is a free messaging application that lets its users send and receive text messages quickly and easily. Through an active internet connection, WhatsApp allows its users to maintain contact with those in their address book, including family, friends, instructors, and classmates. In addition to that, it lets its users create groups, share media (photos, videos, audio), send an unlimited number of messages, and converse about anything and everything. In addition, WhatsApp is compatible with both desktop computers and mobile phones, which increases its usefulness, accessibility, and practicality, and makes it a desirable tool for academic and professional pursuits (Veena.G, 2016).

WhatsApp in academia has significant impacts with some studies suggesting its positive outcomes, whereas, other indicating its harms. On such research carried out by Yeboah and Ewur (2014), argues that WhatsApp has influenced negatively on the students. As per study, when a group of students of Ghana were asked about the impacts WhatsApp in their class, around 76% respondents replied that use of WhatsApp is harmful in the class, citing that most students wasted their time by engaging in useless talking and chatting. According to Maheswari (2014) that most pupils use WhatsApp messenger for doing unnecessary chatting, henceforth, decreasing its viability and validity within academia. She recommends that different awareness sessions should be conducted, aiming to inform the students about positive usage of WhatsApp. She understands, if people are successfully made aware about the positive use of WhatsApp people from all walks of life will reap its benefits.

Amry (2014), however, does not agree with Maheswari and Yeboah and Ewur (2014), as she suggests that WhatsApp messaging facilitates learning process, assists in problem solving, navigating difficulties pertaining to learning. Army's understanding is driven by the arguments that positive usages of WhatsApp overwhelmingly outweigh its harms, therefore, WhatsApp should be seen a positive tool and included class learning process. Bouhnik (2014) furthers Amry argument by stating that WhatsApp helps foster an environment where teachers and students can cooperate with each other at low cost and in simplest way.

### **3. Problem Statement**

The main focus of this study is to highlight the The Use of WhatsApp Messenger Among Students For Their Academic Achievements; A Case Study of SBBU-SBA.

### **4. Literature review**

In the last decade digital communication has seen exponential surge, with most students to students contacts, or students to teachers interaction is being done on the digital platforms. Digital communication platforms such as Twitter, Facebook groups, SMS, emails and WhatsApp have begun to be used as main tools of communication in educational environment (Bouhnik, D., & Deshen, M. (2014).

Widespread usage of digital communication and their advantages are reported multiple studies. For instance, one study demonstrates that a group of high school were allowed to US IM service in their math class were able to ask more questions outside their course. The positive outcome of IM on high school signifies the validity of digital media. Another research involving university students suggests that when a group of university students used internal SMS system developed by the university, were found to be participating and asking questions more actively via IM system, during and after lessons. Both studies reveal an important aspect that inclusion of IM system enhanced student agency, empowering them to actively participate and seek clarification and creating a better independent learning environment. Correspondingly, usage of IM system permitted the students to break the communication barriers, helping them to ask

face-to-face question without any hesitation, providing them a platform for discussion, engaging in lengthy learning process outside scheduled sessions (Bouhnik, D., & Deshen, M. (2014).

A research by Yeboah and Ewur (2014) sought to decide how social media, namely WhatsApp Messenger, damaged Ghanaian tertiary students' academic performance. According to the survey, 48% of participants use WhatsApp on their phone for more than eight hours per day, followed by 4% who use it for one to two hours, 17% for three to five hours, and 31% for six to seven hours. According to the study's findings, the majority of respondents—76%—said that using WhatsApp had a greater unfavorable influence on their academic performance, while just 24% of respondents showed the opposite. According to the report, the number of students squandered a huge amount of time talking with pals on Whatsapp.

Amry (2014) conducted a study to investigate the influence of Whatsapp mobile learning activities on the methods and accomplishments of university-based online students utilizing mobile devices. According to the study, Whatsapp social networking, which is based on mobile learning, significantly improves students' accomplishment tests. This study reveals that instant messaging apps like Whatsapp facilitate problem solving, ease the learning process, and address learning challenges pertaining to Whatsapp-distributed learning content, knowledge exchange, etc.

Alsaleem (2014) conducted research at Al-Imam Mohammad Ibn Saud Islamic University in Saudi Arabia to determine the impact of Whatsapp electronic discussion journaling on writing growth as measured by a rubric that explicitly scored vocabulary word choice and voice of undergraduate students. According to this study, using WhatsApp for electronic journaling significantly improved writing. The study's findings suggest that university EFL teachers should be aware that their students may benefit from using the Whatsapp electronic conversation journaling approach to raise their writing scores. The research recommended that less experienced instructors be trained in the use of new apps like Whatsapp in the classroom, with a primary focus on these applications.

In order to determine how often college students in the Salem District of Tamil Nadu use WhatsApp Messenger, Maheswari (2014) performed research. According to the research, most Whatsapp Messenger users often share media with a small number of friends and engage in group chats with a large number of friends. On the other hand, long-term users tend to share media with a large number of friends. The survey found that most people who use Whatsapp Messenger typically use it for conversing. Regardless of age, educational background, sex, occupation, etc., it is essential that awareness be fostered among all individuals. Everyone, not just college students, might benefit from utilizing Whatsapp Messenger if this were possible.

In the last ten years, a variety of digital avenues for student-to-student and student-to-teacher communication have grown in popularity, including but not limited to WhatsApp, Facebook groups, Twitter, and email. The educational value of each of these resources depends on its unique set of features (Calvo, Arbiol & Iglesias, 2014).

Recently developed educational mobile solutions hold enormous promise for facilitating students' use of mobile devices to create and distribute learning resources (Pence, 2007). Everywhere you look, there's a growing chorus of voices demanding that schools equip their kids with the skills and information necessary to thrive in the modern world through the integration of cutting-edge ICTs. The impact of these media on classrooms and other places of education is only increasing with time. Message apps have the potential to improve class discussions, group projects, and individual writing by reinforcing previously covered topics. Teachers are trying out these new tools in the hopes that they would encourage students to think critically, work together, and build their own knowledge.

In light of the extremely short amount of time students spend interacting with instructors in class and the low levels of engagement they exhibit, Rambe and Bere (2013) looked into the use of mobile instant messaging to create new settings in which students might work together in less formal settings. At Central University of Technology, 163 third-year IT students were chosen for the study. Using WhatsApp as a means for learning and teaching in various circumstances, they collected data through interviews and a questionnaire. The findings showed that students' capacity to engage and communicate with their friends online at any time was positively impacted by WhatsApp. As opposed to more rigid classroom settings, online discussion forums like WhatsApp provide more leeway for student participation. Learners are now expected to take on new responsibilities as group leaders, collaborators, and generators, while instructors play the role of facilitators.

The technological advantages of WhatsApp seem to be the ones that are paving the way for its implementation in schools. As things stand, WhatsApp appears to have benefits over other technology tools used by the school system, including being inexpensive, easy to use, accessible, efficient, and utilizing natural language (Church & De Oliveira, 2013). Adults and pupils alike have not had access to a technology tool that is so intuitive until very recently. The instructors preferred email above the pupils. Students were comfortable in Facebook groups, but instructors seldom visited outside of class discussions. The WhatsApp app has gone beyond its original boundaries. Because both students and educators rely on it on a regular basis, it makes it easier for them to communicate. We spent a lot of time attempting to educate educators on various forms of technology that may improve classroom instruction, all with the hope that administrators would implement these ideas (Cuban & Cuban, 2009, p. 19). Teachers and students use WhatsApp in their personal lives, so it was only a matter of time until it made its way into the classroom unsupervised and without proper training. The app's many benefits made it an obvious choice for use in the classroom.

Research by AbdAlfattah (2015) examined the worth of WhatsApp Messenger as a mobile learning tool for enhancing students' writing abilities. A private Saudi Arabian university's English department recruited 30 second-year students to take part. Two groups were formed: the experimental group and the control group. In order to improve their writing, students in the experimental group used WhatsApp, while those in the control group followed a prescribed textbook. When compared to the control group, the experimental group benefited from the WhatsApp approach.

Research by Alfaki and Alharthy (2014) examined the efficacy of social media in enhancing English proficiency among students. Pre- and post-tests were used to gather data. Eighty people were divided into two groups. Traditional learning, which centered on classrooms as a site of information acquisition, was shown to be ineffective when compared to learning through social networks. Also, they showed that working with others is an effective way to learn a new language.

Despite its youth, WhatsApp has already shown to be an effective educational tool with many of the same attributes as its predecessors. However, it appears that WhatsApp has added some modern features that both teachers and students can take advantage of to further their understanding (Bouhnik and Dshen, 2014:22). While the most of the studies cited above involved other types of students (college, schools various age groups), this one is limited to Shaheed Benazir Bhutto University Nawabshah students.

##### **5. Boundaries of the study**

This study focuses on the The Use of WhatsApp Messenger among Students for Their Academic Achievements; A Case Study of SBBU-SBA. This study is limited to BS level students of various departments of university. A questionnaire is forwarded to 100 students of this university.

## 6. About University

Shaheed Benazir Bhutto University Shaheed Benazirabad is located in old- Nawabshah. It was established in 2012. Currently it has three campuses, namely, Main campus, Noshero Feroz Campus and Sanghar Campus. 33 colleges are affiliated with this university around its surroundings.

## 7. Objectives

- ▶ To check the duration of WhatsApp use among students
- ▶ To figure out the reasons of WhatsApp use among students
- ▶ To assess their perceptions for WhatsApp use
- ▶ To see the impact of Whatsapp on students' studies

## 8. Research Methodology

The research is supported by a solid methodology. The topic should be carefully chosen because it provides the foundation for the investigation. In order to achieve its goals and find the answers to its research questions, this study employs a qualitative approach supported by quantitative analysis. The survey method has been utilized in the research. Survey was run randomly among students in Shaheed Benazir Bhutto University Shaheed Benazirabad with sample size of 100 respondents. The questionnaire was circulated among the students.

## 9. Data Analysis

**Table 1 Distribution of respondents according to their gender**

Gender,	Participants	Percentage
Male,	44	44%
Female,	56	56%

No. 1 table displays that the respondents were 100, among them 44 were male and 56 females who showed willingness in data collection.

**Table 2 Distribution of respondents according to their age**

Age	Participants	Percentage
18 to 20,	20	20%
21 to 22,	64	64%
23 to 24,	16	16%

Above data table highlights the age of various participants. Among them, 20% were from 18 to 20, 64% were 21 to 22 and 16% were from 23 to 24.

**Table No. 3 Purpose of using WhatsApp**

Purpose of using WhatsApp	Participants	Percentage
For news and updates	25	25%
For chat	26	26%
For class activities	36	36%
Others	13	13%

The above given table shows the purpose of using whatsapp in university only for asked questions. 25% use whatsapp for news and updates, for chat, 26% uses, for class activities 36% uses and 13% other purpose as well.

**Table 4. Time consumption in WhatsApp**

Time consumption in WhatsApp	Participants	Percentage
Below 3 hours	49	49%
Between 4 & 5 hours	26	26%
More than 5 hours	25	25%

The above table 4 displays the time consumption of respondents in a day. 49% uses WhatsApp below 3 hours, 26% uses 4 & 5 hours and 25% uses more than 5 hours a day.

**Table 5. WhatsApp use during class**

Use of WhatsApp during class	Participants	Percentage
Yes	21	21%
No	54	54%
Sometimes	25	25%

Table 5 shows that 21% students use WhatsApp during class, and 54% do not use during class. 25% says they sometimes use WhatsApp during class.

**Table 6. Membership in groups**

Member of group on WhatsApp for academic activities	Participants	Percentage
Yes	90	90%
No	10	10%

Above table no 6 indicates that 90% students have joined groups and 10% do not.

**Table 7. Sharing of class work assignments via WhatsApp**

Sharing of class work assignments with friends	Participants	Percentage
Yes	70	70%
No	5	5%
Sometimes	25	25%

Table 7 highlights that, 70% students use to share class work assignments by using WhatsApp where as 5% do not and 25% sometimes share work using WhatsApp.

**Table 8. Perception of respondents for WhatsApp effects**

Effects of WhatsApp on studies	Participants	Percentage
Negative	33	33%
Positive	57	57%
No idea	10	10%

Table 8 indicates that among 100 respondents, 33% agreed that the use of WhatsApp has a negative impact on students, and 57% concurred that use of WhatsApp is good to share knowledge. 10% supported no idea option.

### 10. Findings

1. 100 participants were selected for this research article.
2. Among participants, 44 were male and 56 were females.
3. Age groups who participated;
  - a. 18 to 20 y were 20
  - b. 21 to 22 y were 64
  - c. 23 to 24 y were 16
4. Purpose of using WhatsApp, among 100, 25% uses WhatsApp for news and updates.
5. 26% uses for chat purpose.
6. 36% uses for class activities
7. 13% uses for others.
8. 49% uses WhatsApp below 3 hours in a day
9. 26% uses WhatsApp between 4 & 5 hours in a day

10. 25% uses whatsApp more than 5 hours in a day.
11. 21% uses whatsApp during class
12. 54% do not use whatsApp during class timings.
13. 25% sometime uses whatsApp during class.
14. 90% are part of group for academic activities.
15. 10% are not the part of academic activities.
16. 70% shares class work using whatsApp.
17. 5% do not use whatsApp for sharing class work.
18. 25% sometime uses whatsApp for sharing class work.
19. Perception of participants regarding effects of whatsApp are; 33% says negative while, 57% says its positive and 10% do not have any idea.

### Conclusion

One of the most dependable and user-friendly social media apps for smartphones is Whatsapp Messenger. According to this research, students have begun using Whatsapp Messenger to transmit one other visual content such as photographs and movies. In addition, students frequently use Whatsapp Messenger to talk with pals about schoolwork. Hence, it is recommended that you limit your usage of the WhatsApp app to educational, research, and teaching purposes exclusively. In contrast to traditional methods of communicating in class, the study found that Whatsapp was an effective medium for students to share their progress on assignments and other course-related tasks. Everyone, regardless of age, education level, sexual orientation, occupation, etc., may form a shared view based on the study's findings. If this could be implemented, the benefits of WhatsApp Messenger could be enjoyed by everyone, not only university students.

### Recommendations

The usage of social media should be time-managed.

Use of social media is secondary to one's social life. It is important for people to prioritize their living standards in relation to managing their time.

In order to curb the use of WhatsApp, the Pakistan Telecommunication Authority (PTA) ought to lower its calling and SMS charges.

While using Wi-Fi is preferable, users should not rely on it exclusively. Access to the internet may be possible on campus for this purpose. Addiction can be lessened after that.

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