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Learning goes Digital: Impact of WhatsApp Discussion Groups on Academic Performance of University Students in Lahore

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Abstract: *The use of mobile phones, in this era of technology, is considered to be an innovative (Quick learning resource) learning method in the field of education. The way technological advancement is playing its role to boost up the effectiveness of different education-based activities around the globe is also worth considering. This study, therefore, aims to explore the impact of different Discussion Groups over academic performance of the students. The fundamental objectives of the study are to examine the trends of using WhatsApp discussion groups among students, and to analyze the impact of its usage on their academic performance. Population of the study is comprised of the students enrolled in different universities of Lahore. These universities are further divided into two strata i.e. Private-sector universities and Public-sector universities (1-public and 1-private). Students from these universities are then selected using convenience sampling on second level. Similarly, survey method has been used to collect the data from sample of 200 students i.e. 100 students from each university both male and female i.e. 50/50 male and female from each university.*

Key Words: WhatsApp, Discussion Groups, Quick Learning, Digital Media, and Knowledge Sharing

Introduction

Digital media refers to the platform that delivers various types of content in digital form. Social media, virtual reality, integrative storytelling, smart phone apps and digital media are the incorporated concepts which significantly influence the practice of public relation, information and education.

(DMRC, 2016)

Digital media is emerging so rapidly due to technological advancement. Different applications of digital media are popularized now a days, including; face book, Skype, LinkedIn, tweeter and WhatsApp. These applications are being used in different perspectives and covering the whole human life including; education, information, entertainment, persuasion, communication (sharing

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& receiving content), propagation etc. (Willemse, 2015).

The use of social media applications especially WhatsAppshas become very important in higher education and learning along its variety of functions (Bozalck*et al.*, 2015).

WhatsApp was founded by Brain Acton and Jan Koum in 2009. Both were the former employees of Yahoo and American native. They introduced a new concept of interaction, information gathering and learning. This application is basically mobile messaging application with lots of distinguished characteristics which made it popular in public and now a days it is used in more than 180 countries of the world for different purposes (Wikipedia, 2017).

Learning goes digital due to the global advancement in science and technology. People are using many technological gadgets in their daily routine life to improve their knowledge and information. WhatsApp usage made it more digitalized through its functions. Thus students are enjoying the new ways of learning and education through text, audio, video and photo shoot support of WhatsApp. They are now receiving and sending information through an advance, fast and practical oriented application (Maderra*et al.*, 2009).

The word 'education' defined as an act of acquiring and imparting general knowledge, developing judgment and reasoning & preparing oneself for intellectually mature life (Dictmar.com, 2000).

While learning is the process of acquisition or skills through experience, study or being taught. (Oxford Dictionary) Thus WhatsApp is an application of digital media which has been proved helping hand in learning of students of different age and this article set out to investigate the impacts of WhatsApp discussion groups on academic performance of university students in Lahore.

Statement of Problem

The researcher observed that the latest technology especially digital media has changed the learning procedures of students, at school, college, and university level. WhatsApp is one of the digital media application which digitalized the learning of students so the researchers limitized the focused of their research on the WhatsApp and set out a study to investigate the impacts of WhatsApp discussion groups on the learning of university students of Lahore.

Significance of the Study

The modern technology has changed the world. It revolutionized all fields of life including; media, health, agriculture, education, communication and transportation. Social media is one of the examples of modern technology which changed the human life. The present study is about the digital media which digitalized the learning of students through whatsapp discussion groups. This study explored new ways of learning and education. It also highlights that how can we used whatsapp discussion groups for the better performance. This study will help out the academicians and policy makers to do better decisions in this regards. It also helps students to manage their time in proper way to get benefits from modern media in modern world. The importance of digital media and learning of students increased the importance of study thus no one can deny from the topic of the study in the recent times.

Objectives

1. To explore the consumption patterns/trends of using WhatsApp discussion groups among students.
2. To find out the role WADG play in learning of students.
3. To analyze the impact of using WhatsApp discussion groups on academic performance of students.

Literature Review

Recent era is the era of technology and science which revolutionized the world in all field of life. The technology also changed the learning patterns of students as it changed marketing, life style, communication, public relations, community setup and bilateral relations. The researchers has worked in this regard and dig out the different impacts of digital world. The present research is related to the

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impacts of WhatsApp on learning of students and academic performances. A lot of work has been done related to social media but impacts on academic performances and learning pattern through WhatsApp remained un touched especially in Pakistan and specifically on the university students of Lahore. The brief view of previous studies is given as under;

Kibona & Mgaya (2015) conducted a study on the effects of smart phones on academic performance of students and concluded that smart phone addiction has become more problematic in students' academic learning performance and its bring negative results on students' academic performance. According to the results of study, 65% respondents agreed that they used Facebook, WhatsApp, Instagram, and twitter for social networking in spite of academic related work. 48% respondents also agreed that they spent more than five hours on social media for social networking so the researchers conclude that there is a negative impact of smart phone usage on academic performance in Tanzania. However the researcher suggest some restrictions for the student in the smart phone usage.

Willemse (2015) mentioned in his research that WhatsApp discussion groups could be used to inform the students and this application can be used for teaching and learning as well. The researcher identified seven different themes including positive experience, usefulness, availability, and opportunity for classification through the use of WhatsApp. The researcher also indicate that the application is the great source of integration of theory and clinical practice.

Yeboah and Ewar (2014) indicate in their study that WhatsApp has become a necessary evil for students in Ghana. This application can be enhance students' performance if they used positively because it can make communication easier and faster to share and receive ideas among students but at the same time the negative use made it more adverse which create negative impacts as it waste student's study time, caused poor results, destroy student's spelling and grammar, creates lack of attention during lecture and create difficult situation to balance between online activities and academics. The researcher suggest to improve students' academic performance through consulting sessions, time management, unannounced quizzes, cell phone forbidden during lectures and focused on grammar classes of the students.

Simufrosa (2013) highlighted in his research that modern technology is creating the good and bad habits in youth. It is transforming the experience of developed to under developed, exploring and integrating information, becoming the source of high level thinking and allowing students to explore, design and manage the learning in relatively fast and advanced way. The researcher also criticized that high level engagement of students in social media is caused in negative academic performance. The researcher suggests the rescues regarding teachers, learners, content, environment and modern technology integration.

Appiah (2016) conducted a study in Ghana to check the influence of WhatsApp on the habits of university students and concluded that the social media is a real gold mix with fake platinum. It's a platform which looks very attractive at first glance but in long run its just wastage of time. According to the results of the study, every respondent used WhatsApp more than ten times a day during campus time and even in lecture timings. While the purpose of usage vary from person to person and group to group. The researcher digout that the WhatsApp usage habit not only affect academics but also health of the students which supersede the good one's of WhatsApp usage.

Saleem (2013) described in his research that in spite of all facilities and ease, the instant and text messaging through WhatsApp have a negative impact on student's writings, grammar and academic performance. It is distorting the formal or official form of learning. The usage of WhatsApp effects the English language and students are becomes habitual of shortcuts.

Khatoon*et al* (2015) mentioned in their research that instant messaging proved handy in conversation between students and teacher in a dental school. The students wish to have a permanent tool of conversation between teacher and students as its becomes easy to communicate

and remove queries while teachers were reluctant to use this method on private bases. They were ready to use this method permanently only controlled and monitored atmosphere.

Shukor&Noordin (2014) indicates in their study that Facebook writing groups performance remained better than the face to face writing groups. Facebook create the difference in overall writing performances, vocabulary, organization, content, mechanics and use of language. The researcher also highlights that the Facebook writing groups performance remained more better in post test. While they also declared that the writing performance improved in collaborative writing after the use of Facebook.

Sayan (2016) discuss in his study that better usage of WhatsApp for learning is linked with the better understanding with technology. WhatsApp can be more handy in learning of teachers if they use it in organized and controlled manners. However, the WhatsApp use is significant in the improvement of teachers learning.

Garcia &Escofet (2018) points out that students use technology in virtual environment mainly for information and education purpose while they use ICT in face to face environment for leisure and communication. According to the results of the study learning depends on the usage of technology and the expectation of students from the technology. In spite of increase in the usage of latest technology, the university students not expected learning from the technology, so the learning remains very low. The researcher suggests motivational activities to create the expectation of educational learning for the university students.

Barhoum (2015) indicates that cognitive, effective, motivational and educational learning communities has been found in his research work. The researcher also indicates that WhatsApp is a good learning tool if it used in a blended course strategy. The researcher added that the mobile learning is preferred by the students and teacher over face to face class discussion in completing course activities.

Deshen&Boumik (2014) mentioned in their research that WhatsApp has advantages over other technological tools in school, college and university learning. WhatsApp enable students and teachers to work as a team for the better understanding and learning. It changed the traditional class rooms into developed and create the atmosphere of solidarity, cooperation, problem solving and challenging. In short a variety of advantage can be get from this application as learning material accessibility and learning at any time.

The review of available literature shows that digital media applications especially WhatsApp is working differently in different communities, individual groups and virtual communities. It is helpful in learning and education of students & teachers but the usage is needed in controlled and organized form. The present study checked the digital learning in university students of Lahore, Punjab, Pakistan which is different from the previous studies. However previous studies provides the base for present study to avoid repetition, to set objectives and to conclude the study.

Theoretical Framework

When it comes to have theoretical framework of the study, uses and gratification approach seems quite appropriate to this study. With the advent of an online technology, the application of uses and gratification theory has got to be revolutionized in relation with new media (Lineberry, 2012). Majority of the researchers are of the view that Web 2.0 has headed media researchers to get more focused on media users and the way they behave (Tanta, Mihovilović, & Sablić, 2014). Explaining it further, they say that it is uses and gratification theory that defines the importance and significance of media users preferably getting their specific needs into account. However, other researchers view that people go for different social networking sites i.e. WhatsApp or Facebook as these play very significant role in the gratification of their multiple needs including learning satisfaction, entertainment and social support (Tanta, Mihovilović, & Sablić, 2014).

Uses and gratification theory is an audience-centered approach that instead of focusing on what

media does to people, focuses on what people do with media (Ruggiero, ---). Similarly, Raacke states that audience members are not passive members of media but are active users who are aware of their needs. Shao () furthers this point in a way that audience members actively seek out the mass media to satisfy individual needs. Moreover, the pioneers of this theory, Bulmer and Katz () suggest that there are five types of needs i.e. cognitive needs (acquiring knowledge, information and understanding), affective needs (emotions, excitement, relaxation and pleasure), personal needs (credibility, stability and status), social needs (family and peer groups), and tension release needs (escape from problems). In this specific study, cognitive needs are focused, for instance, the usage of WhatsApp discussion groups by students in order to acquire knowledge and enhance their learning skills.

Research Questions

RQ1: What role do WhatsApp discussion groups play in learning of the students?

RQ2: What are the consumption patterns of using WhatsApp discussion groups by students?

RQ3: How usage of WhatsApp discussion groups affect the academic performance of the students?

Research Hypotheses

H1: Usage of WhatsApp discussion groups is more likely to enhance learning of students.

H2: Frequency of using these groups is more likely to influence the academic grades/performance of the students.

Methodology

In accordance with Wimmer & Dominick (2013) a well developed and well organized research design very effectively helps out the researchers in terms of using time or other resources. So keeping all the objectives, research questions and hypotheses of this study in mind, research design has included methodology regarding data collection, sample population, sample size, unit of analysis, sampling technique as well as data collection tools.

The university students of Lahore city have been chosen as the population of the study. Similarly, two hundred students including males and females from two different universities of Lahore i.e. Lahore Leads University and University of Central Punjab have been engaged as sample of the study to check out the contribution of WhatsApp discussion groups in the learning of university students of Lahore. However, it has preferably been made possible that the selected sample must represent the whole population. A single university student is considered as unit of the analysis. Available convenient sampling method has been used to select the respondents from the population. The researcher has conducted survey research method through a prescribed questionnaire as research tool so that the required information could be collected form targeted population in accordance with objectives of the study. Nominal, ordinal lickert and rating scales have been used where all the questions were close ended. As for as data analysis of the gathered data is concerned, SPSS and simple percentage method have been used as statistical tool. By using SPSS software, chi-square test aims to be applied for measuring the relationship between different variables.

Data Analysis

Table 1. Gender * Usage of WADG Cross Tabulation

Crosstab								
			I Use WADG:					Total
			Rarely	Occasionally	Never	Frequently	Regularly	
My Gender is:	Male	Count	28	22	3	14	32	99
		% of Total	14.1%	11.1%	1.5%	7.1%	16.2%	50.0%

Crosstab								
			I Use WADG:					Total
			Rarely	Occasionally	Never	Frequently	Regularly	
	Female	Count	16	23	2	23	35	99
		% of Total	8.1%	11.6%	1.0%	11.6%	17.7%	50.0%
Total		Count	44	45	5	37	67	198
		% of Total	22.2%	22.7%	2.5%	18.7%	33.8%	100.0%

P-Value = 0.213

This table shows the cross-tabulation of 'gender' with 'usage of WADG'. Here, p-value for the relationship has been recorded 0.213> 0.05 which indicates that the relationship is insignificant and no association does exist between 'gender' and 'usage of WADG'.

Table 2. Gender * Spent time Using WAGD Cross Tabulation

Crosstab							
			I Spend Time Using WADG:				Total
			Less than an Hour	1-3 Hours	4-6 Hours	More than 7 Hours	
My Gender is:	Male	Count	45	32	12	11	100
		% of Total	22.5%	16.0%	6.0%	5.5%	50.0%
	Female	Count	40	48	5	7	100
		% of Total	20.0%	24.0%	2.5%	3.5%	50.0%
Total		Count	85	80	17	18	200
		% of Total	42.5%	40.0%	8.5%	9.0%	100.0%

P-Value = 0.064

This table shows the cross-tabulation of 'gender' with 'spent time using WADG'. Here, p-value for the relationship has been recorded 0.064 > 0.05 which indicates that the relationship is insignificant and no association does exist between 'gender' and 'spent time using WADG'.

Table 3. Spent Time Using WADG * Increasing the Knowledge Cross Tabulation

Crosstab								
			My Knowledge is Increasing					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
I Spend Time Using WADG:	Less than an Hour	Count	3	19	23	30	10	85
		% of Total	1.5%	9.5%	11.6%	15.1%	5.0%	42.7%
	1-3 Hours	Count	4	6	14	42	14	80
		% of Total	2.0%	3.0%	7.0%	21.1%	7.0%	40.2%
	4-6 Hours	Count	1	1	4	8	2	16
		% of Total	0.5%	0.5%	2.0%	4.0%	1.0%	8.0%
	More than 7 Hours	Count	0	4	4	6	4	18
		% of Total	0.0%	2.0%	2.0%	3.0%	2.0%	9.0%
Total		Count	8	30	45	86	30	199
		% of Total	4.0%	15.1%	22.6%	43.2%	15.1%	100.0%

P-Value = 0.222

This table shows the cross-tabulation of 'spent time using WADG' with 'increasing the knowledge'. Here, p-value for the relationship has been recorded 0.222> 0.05 which indicates that the relationship is insignificant and no association does exist between 'spent time using WADG' and 'increasing the knowledge'.

Table 4. Spent Time Using WADG * An Effective way to Groom Social Atmosphere Cross Tabulation

Crosstab								
			It is an effective way to groom social atmosphere:					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
I Spend Time Using WADG:	Less than an Hour	Count	0	15	20	36	14	85
		% of Total	0.0%	7.5%	10.0%	18.0%	7.0%	42.5%
	1-3 Hours	Count	5	1	13	40	21	80
		% of Total	2.5%	0.5%	6.5%	20.0%	10.5%	40.0%
	4-6 Hours	Count	0	0	4	8	5	17
		% of Total	0.0%	0.0%	2.0%	4.0%	2.5%	8.5%
	More than 7 Hours	Count	0	0	2	7	9	18
		% of Total	0.0%	0.0%	1.0%	3.5%	4.5%	9.0%
Total		Count	5	16	39	91	49	200
		% of Total	2.5%	8.0%	19.5%	45.5%	24.5%	100.0%

P-Value = 0.001

This table shows the cross-tabulation of 'spent time using WADG' with 'an effective way to groom social atmosphere'. Here, p-value for the relationship has been recorded 0.001 < 0.05 which indicates that the relationship is significant and a strong association does exist between 'spent time using WADG' and 'an effective way to groom social atmosphere'.

Table 5. Spent Time Using WADG * Providing Learning Platform Cross Tabulation

Crosstab								
			It provides learning platform:					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
I Spend Time Using WADG:	Less than an Hour	Count	2	18	21	37	7	85
		% of Total	1.0%	9.0%	10.5%	18.5%	3.5%	42.5%
	1-3 Hours	Count	5	5	11	44	15	80
		% of Total	2.5%	2.5%	5.5%	22.0%	7.5%	40.0%
	4-6 Hours	Count	1	1	5	8	2	17
		% of Total	0.5%	0.5%	2.5%	4.0%	1.0%	8.5%
	More than 7 Hours	Count	0	1	5	6	6	18
		% of Total	0.0%	0.5%	2.5%	3.0%	3.0%	9.0%
Total		Count	8	25	42	95	30	200
		% of Total	4.0%	12.5%	21.0%	47.5%	15.0%	100.0%

P-Value = 0.018

This table shows the cross-tabulation of 'spent time using WADG' with 'providing learning platform'. Here, p-value for the relationship has been recorded 0.018 < 0.05 which indicates that the relationship is significant and a strong association does exist between 'spent time using WADG' and 'providing learning platform'.

Table 6. Spent Time Using WADG * Able to do better in Exams Cross Tabulation

Crosstab							
		After using WADG, i am able to do better in exams:					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
	Count	3	21	19	27	15	85

Crosstab								
			After using WADG, i am able to do better in exams:					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
I Spend Time Using WADG:	Less than an Hour	% of Total	1.5%	10.6%	9.5%	13.6%	7.5%	42.7%
	1-3 Hours	Count	2	7	5	53	13	80
		% of Total	1.0%	3.5%	2.5%	26.6%	6.5%	40.2%
	4-6 Hours	Count	0	0	6	9	1	16
		% of Total	0.0%	0.0%	3.0%	4.5%	0.5%	8.0%
	More than 7 Hours	Count	0	5	0	8	5	18
		% of Total	0.0%	2.5%	0.0%	4.0%	2.5%	9.0%
Total		Count	5	33	30	97	34	199
		% of Total	2.5%	16.6%	15.1%	48.7%	17.1%	100.0%

P-Value = 0.000

This table shows the cross-tabulation of 'spent time using WADG' with 'able to do better in exams'. Here, p-value for the relationship has been recorded 0.000 < 0.05 which indicates that the relationship is significant and very strong association does exist between 'spent time using WADG' and 'able to do better in exams'.

Table 7. Spent Time Using WADG * Effecting the Hand Writing Cross Tabulation

Crosstab								
			It affects my hand writing:					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
I Spend Time Using WADG:	Less than an Hour	Count	8	27	16	24	10	85
		% of Total	4.1%	13.7%	8.1%	12.2%	5.1%	43.1%
	1-3 Hours	Count	6	21	5	31	14	77
		% of Total	3.0%	10.7%	2.5%	15.7%	7.1%	39.1%
	4-6 Hours	Count	1	2	3	8	3	17
		% of Total	0.5%	1.0%	1.5%	4.1%	1.5%	8.6%
	More than 7 Hours	Count	1	2	5	6	4	18
		% of Total	0.5%	1.0%	2.5%	3.0%	2.0%	9.1%
Total		Count	16	52	29	69	31	197
		% of Total	8.1%	26.4%	14.7%	35.0%	15.7%	100.0%

P-Value = 0.233

This table shows the cross-tabulation of 'spent time using WADG' with 'effecting the handwriting'. Here, p-value for the relationship has been recorded 0.233 > 0.05 which indicates that the relationship is insignificant and no association does exist between 'spent time using WADG' and 'effecting the handwriting'.

Table 8. Spent Time Using WADG * Can't Concentrate Cross Tabulation

Crosstab								
			I can't concentrate due to using WADG:					Total
			Strongly Disagree	Disagree	Neutl	Agree	Strongly Agree	
I Spend Time Using WADG:	Less than an Hour	Count	9	26	11	24	15	85
		% of Total	4.5%	13.0%	5.5%	12.0%	7.5%	42.5%

Crosstab

			I can't concentrate due to using WADG:					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
	1-3 Hours	Count	9	19	9	30	13	80
		% of Total	4.5%	9.5%	4.5%	15.0%	6.5%	40.0%
	4-6 Hours	Count	2	4	5	3	3	17
		% of Total	1.0%	2.0%	2.5%	1.5%	1.5%	8.5%
	More than 7 Hours	Count	2	5	4	4	3	18
		% of Total	1.0%	2.5%	2.0%	2.0%	1.5%	9.0%
Total		Count	22	54	29	61	34	200
		% of Total	11.0%	27.0%	14.5%	30.5%	17.0%	100.0%

P-Value = 0.808

This table shows the cross-tabulation of 'spent time using WADG' with 'can't concentrate'. Here, p-value for the relationship has been recorded 0.808> 0.05 which indicates that the relationship is insignificant and no association does exist between 'spent time using WADG' and 'can't concentrate'.

Table 9. Spent Time Using WADG * Experienced Drop in Academic Performance Cross Tabulation

Crosstab

			I experienced drop in academic performance due to WADG:					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
I Spend Time Using WADG:	Less than an Hour	Count	18	30	13	14	10	85
		% of Total	9.1%	15.2%	6.6%	7.1%	5.1%	43.1%
	1-3 Hours	Count	12	27	16	10	12	77
		% of Total	6.1%	13.7%	8.1%	5.1%	6.1%	39.1%
	4-6 Hours	Count	2	7	2	4	2	17
		% of Total	1.0%	3.6%	1.0%	2.0%	1.0%	8.6%
	More than 7 Hours	Count	2	8	3	1	4	18
		% of Total	1.0%	4.1%	1.5%	0.5%	2.0%	9.1%
Total		Count	34	72	34	29	28	197
		% of Total	17.3%	36.5%	17.3%	14.7%	14.2%	100.0%

P-Value = 0.876

This table shows the cross-tabulation of 'spent time using WADG' with 'experienced drop in academic performance'. Here, p-value for the relationship has been recorded 0.876> 0.05 which indicates that the relationship is insignificant and no association does exist between 'spent time using WADG' and 'experienced drop in academic performance'.

Discussion

Keeping in mind different research questions and hypotheses, statistical analysis was applied on different variables and results were generated accordingly. For example, a research question was developed as 'What are the consumption patterns of using WhatsApp discussion groups by students' and on the basis of analysis, it was found that gender did not have any significant relationship with the usage patterns or time spent on using WADG. Similarly, another research question was asked as 'What role do WhatsApp discussion groups play in learning of the student' and results showed that out of three variables i.e. 'increasing knowledge', 'grooming social atmosphere' and 'providing learning platforms', no significant relationship was found between using WADG and increasing knowledge however WADG remained as very powerful source

for the students not only to provide them with a learning platform but to groom their social atmosphere as well. Similarly, a research hypothesis 'Usage of WhatsApp discussion groups is more likely to enhance learning of students' was also developed in this regard but findings based on chi-square test failed to approve this hypothesis.

Moreover, another research question was asked as 'How does usage of WhatsApp discussion groups affect the academic performance of the students' and in order to know the answer relationship of 'time spent on WADG' is measured with four different variables including 'doing better in exams', 'affecting hand writing', 'Concentration level' and 'dropout ratio in academic performance'. Findings of the study couldn't prove any strong relationship between using WADG and effecting hand writing. However, rest of three variables were found having strong relationship with WADG usage. Students were able not only to perform well in exams but their concentration level was also improved. Similarly, the ratio of students to drop out in exams also remained low due to using WADG. Whereas, a research hypothesis, 'frequency of using WADG is more likely to influence the academic grades/performance of the students' was also rejected because no significant relationship was found among relatable variables.

Conclusion

No one can deny the importance of WhatsApp in one's life. It has undoubtedly become one of the most popular apps around the world due to its multiple features i.e. user friendliness, instant, simple and reliable messaging and many more. One who carries smart phone definitely installs this app and enjoys its blessings. However, with the global advancement in science and technology, we can say that learning has got digital and people are using it for multiple purposes including educational i.e. improving knowledge enhancing the information.

Keeping this all in view, this specific study has explored the extent of usage of WhatsApp Discussion Groups by university students for the sake of staying in touch with each other or with their teachers even. Results patently show that students frequently use WhatsApp and its discussion groups. They do not only make chats with each other but also share the class related content including sending assignments, sharing power point slides and all other helping material. Using audio facility, they send voice notes to each other which make their conversations more comprehensive, healthy and understandable. It is learnt by the results that WhatsApp Discussion Groups have made the life of students easier than ever before. Due to WhatsApp discussion groups, the ratio of dropping out students is observed very low because they can conveniently access their teacher and ask about the class activities in case if they are absent from class. They can have exams preparation together which further uplifts their performance and grades in exams.

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