

The Effect on Student Academic Performance in Higher Education Using Social Media

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ABSTRACT

As technology develops, the normal person is progressively excited with the bells and whistles that such gadgets bring. From the most up to date iPhone to the most recent portable application, understudies over the globe are utilizing technology as a learning device just as something to mess around with. While social media sites may appear to be a diversion, you can outfit their capacity in an assortment of approaches to make an increasingly crucial and applicable study hall experience. The effect of social media in education can be tremendous. Organizations and academicians are persistently attempting with web based life innovations wanting to energize basic reasoning aptitudes, coordinated effort, and information development. Today social media has been acknowledged by higher establishment making it a stage where understudies associate with their educators, individual understudies and other higher specialists in all cases. This along these lines required the examination to investigate and analyze how social media has affected on understudies' scholarly life. The examination beseeched a subjective methodology in surveying these effects. Ten (10) members were advantageously tested and met with a time of about fourteen days. In the wake of contemplating the marvels that were important to the examination, and deciphering the different reactions of the members the outcomes uncovers that web based life is broadly utilized by understudies of higher foundation and that member are in help of the possibility that social media contribute a huge share to the improvement of their scholastic life.

Keyword:- Education, Social media, student academic life, Performance

1. INTRODUCTION

The present world is a worldwide town. Everybody is associated with each other in this immense system created by the Internet. As said by Marshall McLuhan, a scholar of correspondence hypothesis, "The new electronic freedom re-makes the world in the picture of a worldwide town." This electronic autonomy is characteristically needy upon the Internet. It enlightens the lives of thousands of individuals by spreading information universally, in this manner making us worldwide residents. Before, the conveying and free sharing of musings among individuals were limited by long separation, nationality or potentially religion. However at this point, even these obstructions can't stop the progression of data and information. The new universe of long range interpersonal communication permits free sharing of contemplations. Online social network are made by sites, for example, Facebook, which has risen as a monster in this social world. So how do these systems influence our instruction? How would they impact the lives of understudies? People are social animals. We constantly prefer to stay in some group or another, and we want to pursue what this gathering does. The majority of our conventions and societies are the result of this gathering focused feature of human instinct. A notable American analyst, Abraham Maslow, expressed in his "Hypothesis of Motivation" that the social need of individuals is the third most significant prerequisite after our physical and security needs — the third level in his chain of command of requirements. Indeed, even our confidence comes after this social dependence[1]. This is the principle reason billions of individuals utilize long range informal communication to remain associated, make companions and fulfill their social needs. Starting at 2015 the world's biggest long range interpersonal communication organization, Facebook, has 1.49 billion dynamic clients, and the

quantity of clients is expanding each year. A standout amongst the most fascinating things to take a gander at is the expanding number of understudy clients on such person to person communication destinations. According to the overview led by Pew Research Center, 72 percent of secondary school and 78 percent of understudies invest energy in Facebook, Twitter, Instagram, and so forth. These numbers show how much the understudy network is associated with this virtual universe of interpersonal interaction.

All things considered, numerous reasons exist that disclose why understudies love to invest energy mingling. Right off the bat, informal organizations give them the opportunity to do anything they desire — to transfer what they need and converse with whom they need. They like to make new companions and remark on the lives of various individuals. Understudies can make other online personalities that this present reality does not permit. The opportunity it offers them to act just by sitting before a PC enchants them, and they at that point interest for more opportunity. At no other time has it been so natural for youthful personalities to make an advanced picture of their activities through such an unconstrained medium. In any case, this has a darker side that has picked up the consideration of numerous guardians, and even prominent therapists, everywhere throughout the world. One of the most serious issues is the personality emergency consistent interpersonal interaction produces. As said by Professor S. Shyam Sunder, a prestigious specialist at Penn State, "The sorts of moves clients make and the sorts of data they are adding to their profiles are an impression of their personalities." Many clinicians are stressed over the character emergency that our present age may confront today. The lives of individuals, particularly understudies, are to a great extent affected by what is posted by other individuals on their profiles. The propensities that understudies learn are chosen more by what their companions do and less by the lessons of guardians or educators. Our understudies have turned out to be inclined to visit vacillations in state of mind and discretion. On the off chance that one of an understudy's companions posted about his or her present association with somebody, at that point different companions are squeezed to do something very similar. Activities that draw in progressively open consideration hold more worth, even in spite of some of them being unethical or illicit. We even observe that numerous understudies are stressed over their looks, thus they generally attempt to transfer more pleasant pictures than their companions. An ongoing study has expressed that at whatever point somebody transfers a profile picture, it quickly influences the dispositions of companions. It regularly delivers pressure, uneasiness or dread about their ways of life as individuals. Reliably thinking along these lines can once in a while lead to sadness. The most significant

things in an understudy's life are contemplating, adapting great propensities and picking up learning to turn into an individual with good character. Be that as it may, today, as we see in different examinations, this ideal learning procedure is genuinely imperiled by understudies getting to be ensnared by the ploys of person to person communication. Understudies disregard their examinations by investing energy in informal communication sites instead of contemplating or cooperating with individuals face to face. Effectively and as often as possible taking an interest in informal communication can contrarily influence their evaluations or hamper their adventures to their future careers.[1]

Getting excessively engaged with web based life can prompt an enslavement that teaches negative behavior patterns. Understudies like to talk with companions for a considerable length of time, and this prompts an exercise in futility that could have been utilized for examining, playing or adapting new aptitudes. It is regularly said that a long haul companionship or relationship is created when individuals meet one another, invest energy and offer their encounters. In any case, this virtual method for speaking with one another does not prompt a characteristic, inviting knowledge and consequently can't deliver a solid association with those companions. Additionally, these connections will in general end effectively because of an absence of individual contact. The framework produces a challenge to make however many new companions as could reasonably be expected and the alleged "social remainder" of an individual is chosen by what number of companions they have and not on how genial and amicable the individual truly is. Frequently, understudies who are not mature enough to precisely investigate the world "like" or remark on social or political issues, and this leads now and then to genuine debates.

Thinking about the majority of the above upsides and downsides, it is important to build up specific guidelines over the utilization of such long range interpersonal communication destinations, particularly for secondary school and undergrads. Yet, understudies ought to get the decision to invest energy associating in a compelling manner. It ought not hamper their school or school execution, and it ought to be remembered that long range interpersonal communication locales make virtual universes that definitely vary from the real world. Understudies should build up the psychological and instinctive capacity to investigate how much time they need to spend via social media. It is left up over to the understudies to choose the main thing in their life and the amount of this virtual life means reality.

1.1 Problem Statement

With the explosive growth in the number and use of social media in everyday communication method for individuals and organizations, there has been a corresponding increase of its incorporation in teaching and learning in higher institution. In view of this, this study examine and assess the impact social media has on teaching and learning in higher education be it positive or negative impacts.

1.2 Purpose of the Study

This study was purported to assess the impact of social media on student academic life. To be specific, this study aims at exploring the kind of social media students are familiar with, how such social media is used by students of higher institution and the impact it making on their academic life.

1.3 Research Questions

The main research question of the study was” has social media has distinctive impact on students’ academic life?” To answer these questions and analyze how this impact has taken place, the following question were considered:

How do students use social media?

To what extent has social media support students learning?

1.4 Significance of the study

An understanding of social media, its usage and how it is influencing students learning environment would be of great relevance to students, researcher, students affairs practitioners and all the various bodies that comes to play when talking of social media and school life. The outcome of the study will help to strategize and reconstruct their attitude regarding the use of social media. It will also push people further to identify the exciting opportunities social media add to human and student life as a whole.

2. RELATED WORK

Tennakoon et al.[20] goal of this investigation was to determine how the utilization of social media impact the scholastic execution of the students with regards to Sri Lankan state colleges. Resultantly, discoveries of the investigation checked that all determinants affects scholastic execution and they have modestly positive connection between internet based life utilization and scholarly execution. The hypothetical ramifications of the investigation holds the experimental confirmations of the speculated relationship between scholarly execution and web based life utilization explicitly with regards to Sri Lankan state colleges. The functional ramifications shows that a savvy utilization of long range interpersonal communication results in better scholarly

accomplishments. Informal organizations permit making associations with imminent schools by tailing them on Twitter, Facebook, Google+ and different stages. It's an extraordinary method to interface with current understudies, pose inquiries, and get a general feel for current examinations. Understudies can make accounts or online occasions (like FB gatherings, Twitter visits and Google Hangouts) for their free examinations. Furthermore, understudies can get moment criticism identifying with the exploration with social media. Companions, family, and scholarly and proficient specialists can give bits of knowledge all through the procedure, prompting a superior, increasingly refined finished result which lifts GPA too. *Mushtaq et al. [3]* Social Media are developing quickly among the youthful age everywhere throughout the world. College age understudies broadly drawn in utilizing Social Media. In this way, they will influence understudies individual and expert live. Consequently, this examination is intended to discover the positive and negative impacts of social media on the scholarly exhibitions of understudies in Alberoni University of Afghanistan. As quantitative methodology was adjusted to gather the applicable information of study, various 371 study polls were controlled among the students in nine resources of Alberoni University. Along these lines, SPSS programming was connected to break down the pertinent information of the investigation. It was inferred that in spite of open perspectives concerning the abuse of online networking among understudies in the general public, a large portion of the understudies were intrigued to utilize web based life emphatically for their trainings. The positive effects of web based life among the students gave off an impression of being higher when contrasted with negative effects. Be that as it may, consequences of ANOVA demonstrated that there are no measurably huge contrasts among positive and negative effect of internet based life and understudies' scholastic accomplishments. Teachers and understudies can utilize web based life as educational and communicational instruments to straightforwardness and improve learning process. *Heffner et al. [4]* asserted that the utilization of internet based life can be a decent outlet to manage scholarly disappointments, particularly if the understudies are in contact with another understudy that is having a similar issue. Social media lets understudies to get associated with different understudies, which can be extremely valuable since it will enable them to talk about class matters by means of internet based life. Furthermore, *Adam Mahamat et al.[5]* attempted to get understudies' view of how their utilization of interpersonal interaction destinations impacts their scholastic exhibitions. The specialists played out a starter overview of a gathering of Malaysian college understudies. It was discovered that most of respondents concurred that interpersonal interaction destinations

positively affect their scholastic exhibitions. *Menseh and Nizam [6]* depicted that interpersonal interaction meaningfully affect the understudies' scholastic exhibitions. They likewise brought up about the unusual utilization of web based life stages by understudies. The investigation proposed it is valuable that colleges and schools in Malaysia teach their understudies to utilize these stages emphatically for instructive purposes which will at last outcome in a positive effect on their scholastic execution. *Jha, Jaipuria, Jha, and Sinha [7]* attested that understudies all the more most likely influenced by web based life. Somewhat, it completely influences the lives of undergrads checking the evaluations. They included that web based life is appealing as it gives undergrads a different universe to make companions, likewise gives a decent method to discharge weight. It was additionally noticed that a methodology is required to adjust the connection between online networking and scholarly examination. Therefore, understudies should contemplate the adjusting of web based life and scholastics. *Abu-Shanab et al. [8]* Social systems are turning into a necessary piece of individuals' lives. Understudies are investing much energy in web based life and are viewed as the biggest classification that utilizations such application. This examination attempts to investigate the impact of social media use, and particularly Facebook, on secondary school understudies' presentation. The examination utilized the GPA of understudies in four courses and their reactions with respect to the utilization of web based life. Measurable examination is utilized to surmise this relationship and its suggestions. Results demonstrated a help of this examination point and the connection between the various components of Facebook effect on understudies as for the time spent on the Internet and Facebook explicitly.

2.1 Impact of Social Media on Student Academic life

Social media gives students another mechanism to a recognizable exercise. It gives students an immediate medium by which to openly assess and remark on their grounds surroundings, institutional strategies, classes, teachers, and organization and individual students progressively. Social media hurdles through our grounds about concealed, hauling behind it the substantial load of social treacheries and convoluted Jurisprudence collected from many years of understudy discourse [9]. Given online networking's potential for positive effect, nobody is proposing we pull the breaks on it, and from numerous points of view the innovation is now beyond our control. The present students impart by means of innovation, and that If you state definitely no Facebook or messaging, you are removing a significant association with students innovation as an online educator utilization of innovation through the utilization of an assortment of devices, for example, Skype, content, email, Facebook

and twitter. Web based life open up new ways for coordinated effort and dialog as in, it offers a lot of substance posting, adapting, sharing and search capacity by effectively utilizing on the web search instruments. Students today utilize social media anyplace and whenever where web association is accessible so as to meet their instructive needs [10]. Students utilize social media to speak with their Teachers as a gathering outside of class and to plan school occasions and so forth, it additionally enabled students to get help on school work from instructors during the night, ends of the week, and occasions so they never fell behind. The mobile phone numbers and WeChat are similarly used to connect with instructors rapidly during the school day, if an understudy will be late or missing or outside of school in a crisis. Regarding the matter of the quantity of objections of improper contact including web-based social networking, the potential dangers are excessively extraordinary. Understudy taking part in a private relationship outside the study hall circles asks for improper conduct to initiate. There is the probability of clients not being affable and conscious of other with the end goal that Profanity, foulness, vulgarity, or language that is badgering, disdainful, or generally improper for the school condition now and again flows in these stages. Clients could undoubtedly show, send, recover, or download any things that are explicitly unequivocal, or contain abhor based or oppressive material without the warning of an educator, school chairman or even their friends in the occasion. This thusly could cause students to yield that they have no privilege or desire for security as for their utilization of school innovation and along these lines would not have any desire to partake completely. There is dependably the potential for things to turn out badly, and that is valid before innovation also. So pundits would need to quit agonizing over what could turn out badly and understand that there is a gigantic open door related with web based life that widen the learning knowledge of students.

3. METHODOLOGY

a) Research design

In the empirical part of this study, a qualitative approach was employed using a semi-structured interview among some selected student of Bhopal normal university. Qualitative research was used rather than quantitative because qualitative methodology is appropriate to collect data in a natural setting rather than a contrived situation [11], in this study; face-to-face interview between the researchers and participants was employed to avoid human bias whenever possible. Therefore, the researchers in this study were able to discover detailed information of how student are using and benefiting from social media through in-depth interviews.

b) Population

The target population of the study is international master students studying in BNU. It is out of this population that the sample was extracted.

c) Sample and sampling procedure

Ten international students volunteered to participate in the study. The researchers adopted convenient sampling technique in selecting the participants. The sample comprises of 5 female and 5 male students with two students each representing different programs including, Comparative Education, Higher Education, Public Policy, World Economy and Environmental Science.

d) Data collection procedure

The whole data collection period lasted for around 1 week. Each interview took approximately 20 to 30 minutes and all the interviews were conducted in English. During the interviews, the researchers took notes for better transcription. All the interviews were audio taped for precision and easier transcription with the participants' permissions. The first part of the interview asked for participants study Program. The second part was consisted of the interview questions concerning (a) how student use social media, (b) to what extent has social media support and enhance their learning. With how students use social media, questions such as ; (i) "Are you conversant with social media", (ii) "which social media are you familiar with and which one do you use most", (iii) "do you use social media in your academic work, if yes how do you use social media in your academic work". The second question which was looking at the extent social media has supported and enhance student academic life, had sub questions like "do you believe social media can enhance your learning" (ii) "to what extent has social media impacted on your academic life" (iii) "do you have any challenges associated with the use of social media" (iv) "how would you rate social media good or bad".

e) Data analysis

The data collected, was then Transcribed and categorized based on the answers of the participants. Relevant themes were then developed from the transcriptions. The data of this study was analyzed inductively, starting with the raw data consisting of multiple sources of information and then broadening to several specific themes. Also key words were written down on the margin, and then grouped the margin notes into different subthemes and themes.

4. RESULTS AND FINDINGS

This part exhibits the results of the information to respond to the exploration questions and appropriated subjects and subthemes were raised identified with each

examination question. Ten individual meetings were led and investigated in this examination. The information gathered from this examination study is utilized to address the accompanying inquiries:

How do understudies utilize internet based life?

What exactly degree has social media upheld students learning?

Table 1 : Demographic information of participants

1	male	comparative education
2	female	higher education
3	female	comparative education
4	male	public policy
5	female	world economy
6	male	higher education
7	male	environmental science
8	female	public policy
9	female	environmental science
10	male	world economy

a) Research question 1: How students use social media

How students' use social media are categorized into three key elements: conversant with social media, what social media student use, using social media in their academic life

Table 2: Summary on the kind of social media students use

	Number	Number
Conversant with social media	20LinkedIn	14
Facebook	20YouTube	20
WhatsApp	12Wikipedia	20
WeChat	20Twitter	8
Line	2Skype	4
Using social media in academic work		20
Class schedules		
Discussions and assignments		
Receive and sends information?		
Connections and exploration		

As represented in table 2, the entire ten participants indicated that, they are conversant with social media. Facebook, WhatsApp, Wikipedia, YouTube and WeChat are almost use by the entire participant. LinkedIn, Line, Skype and twitter is also used by some of the participants. The entire ten participants admitted that they have been using social media in their academic work. *Yes, I use them, I am conversant with social media, I mostly use Facebook,*

WeChat, Whats App and YouTube were what participant mostly used when describing the kind of social media they use.

i. Class schedules

The majority of the members asserted they get class calendar and other work routines through different stages. Member 2: expressed

Time table, class timetable, setting and time of classes are for the most part spread by means of WeChat. There are times the TA will refresh us on a difference in setting of a class session

In one of my center courses, exercises and themes to be educated are generally presented on WeChat on keeps us illuminate early, likewise when there is a class introduction, the request is been posted on our WeChat gathering and it makes things simpler. (Member 6)

Practically all the member referenced Facebook WeChat WhatsApp and YouTube, anyway one (member 7) called attention to that she quit utilizing Facebook when he began school in China. She expressed:

I used to be on Facebook during my undergrad thinks about, on the grounds that we had a class page as a stage of talks after each address, however I quit when I touched base in BNU. Of late I have found WeChat and LinkedIn and I have being utilizing them in light of the fact that there they are mainstream in china. The greater part of my group plans and important data's relating to classes are being imparted through WeChat.

ii. Discussion and assignments

A portion of the member confirmed that they utilize social media as a mechanism of talk and dealing with their assignments. Member 3 a world economy understudy who for the most part employments

Skype expressed:

I utilized social media a great deal, WeChat and WhatsApp has been a piece of my life on grounds here in BNU. In any case, I would state Skype is on top since I have a companion I skype with in Hong Kong who is perusing monetary, I would state he is my investigation accomplice since he help me in my assignments and last papers, he even helped me in thinking of my theory point.

Member 5 a near instruction understudy expressed:

I use them, I typically use Imo and Facebook yet right now I am in china so I use WeChat with my cohorts, particularly I discuss a ton with my closest companion on WeChat concerning my task. We talk

about our task together even in late hours in our different storage rooms.

For me WeChat is the mechanism of correspondences between my director and I, I recollect when he was out of grounds we were still in contact and he was given me headings concerning how to go about with my postulation proposition. (Member 4)

iii. Receive and sends information

Completely all the ten respondent declared that social media has been a mode of getting and sending data in their school life Participant 1 expressed that:

Truly yet not all that much, I get data from a gathering outline that has been made for our Chinese language class that we normally post and get data and furthermore share our thoughts and issues with the TA for help.

Alright a portion of my colleague advances articles on our WeChat class page for other to peruse, some additionally sends sites and connections concerning scholarly meetings and other expert record on our page. (Member 3) Participant 5 further expressed that It isn't just on WeChat I likewise utilize YouTube a great deal and now and then too Wikipedia, I watch recordings exercises on YouTube most particularly clarifications of hypotheses by others that has been transferred on YouTube. I gain admittance to data's too on Wikipedia; I recollect that I had the option to recover data on HIV/AIDS in Africa through Wikipedia.

iv. Connections and exploration Member10

With how I use social media, I would say I use LinkedIn basically for connections; I connect with people who share the same interest in terms of educations and jobs on LinkedIn after reading their profile. I explore social media for professional connections, meet new friends, intellectuals ones as a matter of fact, I explore their ambitions, aspirations and their interest and try to follow them up as role models. (Participant 8)

b) Research question 2: To what extent has social media help enhance student academic performance?

So as to address this inquiry additionally, respondents were asked whether they accept social can upgrade their learning, and to what degree has social assistance in their scholarly life lastly they were approached to rate social media with respect to their scholastic life whether it is "fortunate or unfortunate". The greater part of the ten members decidedly reacted "yes" to the inquiry "do you accept web based life can upgrade your learning"? Be that as it may, in general internet based life was appraised by every one of the members as being great with respect to their scholarly work. Be that as it may,

regarding how internet based life has upgraded their scholarly presentation, members 1 stated:

Truly I accept that, on the grounds that occasionally we have dialogs on specific issues concerning certain subjects that have been given in class, for example I have joined two gatherings that were shaped fundamentally for our assignments; since information does not rest in one individual's head. we have discourse through WeChat. Indeed, even since I began my investigation in china I have been utilizing social media to gain admittance to data and help structure my cohorts.

On WhatsApp and Facebook at times I find the opportunity to talk about with my companions a portion of the themes and a portion of the things I don't comprehend, we now and then offer our thoughts together and help each other to increase comprehension of appropriate issues; I would state I have been profiting by social media a great deal. (Member 5)

I as far as it matters for me I have confidence in gathering work since two heads are better than one, so in utilizing internet based life I get a great deal of thoughts and data from the general population am managing. (Member 10)

Another respondent (member 7) additionally attested that aside utilizing WeChat as a vehicle of an exchange on grounds here she likewise utilizes Imo. She expressed:

You know, when I initially touched base in BNU, I didn't have an excessive number of companions, notwithstanding picking courses was clashing yet with the assistance of Imo, I conversed with my sibling who is an address in Haiti and he gave me the required help. For the most part the entirety of my exploration works and last papers, I talk about them over with my sibling who gives me exhortation and bearings. So you see without this Imo, school life would have been harder despite the fact that it had not been simple but rather it better with social media.

Other respondent gave reactions that were not straightforwardly tolerating the thought that internet based life can improve their scholarly exhibition but instead a two edge sword something, they underscored on the issue of protection and individual space. A female member expressed:

This is a two way something, it could and proved unable, with it helping my scholarly I accept that when I find the opportunity to examine issues that I don't comprehend with my companions or with my guides it allows me to

comprehend the more and afterward some of the time too web based life can go about as a type of diversion and now and again too encroaches on my private life since every other person in the class see each post and each move that you make particularly with Facebook, there are times I will sign in to Facebook and before I understood gracious my paradise I have depleted all my time. (Member 3)

Despite the fact that I don't really observe web based life straightforwardly aiding my scholastic work however somewhat it does, in light of the fact that following a difficult day of work and considering I resort to online networking like Facebook, WeChat and WhatsApp to invigorate my brain, discharge some pressure and recover my faculties on track to continue with my scholarly work. There are times I even pick vocabularies and different proclamations from individuals' presents on improve my reviews. (Member 6)

A Female advanced education understudy additionally brought up that she can't depend via web-based networking media in term of her scholarly presentation. She expressed:

For me this WeChat and Facebook thing is doing me more damage than anything else, on the grounds that I see myself to abuse web based life a great deal, I invest a ton of energy outlining with my loved ones part on either WhatsApp, Facebook or even WeChat, a lot of my time spent on these stage are never identified with my scholarly work. I even prescribed WeChat to a portion of my companions back home so you can take a stand. I here and there too don't coexist with social media since I don't have an individual space as far as internet based life every little thing about me is been viewed. (Member 2)

Member 8 then again gave an impressions by expressing vehemently that social media has not upgrade his scholastic life.

Similarly as I stated, I generally utilize social to investigate my universe of companions and social associations I get snare ups with new individuals, share pictures, recordings and the preferences, I don't generally utilize social media in my scholarly fills in to the extent I am concern. (Member 8)

5. CONCLUSION

This examination concentrated on the effect of social media on understudy academic life in advanced education. Subsequent to contemplating the wonders that are important to the investigation, and translating the

different reactions of the members, despite the fact that a portion of the reactions were not interpreted on the grounds that they were all conveying same thought, the outcomes uncovers that online networking is generally utilized by understudies of higher organization. No less than each understudy utilizes one social media. Also, information uncovered that, member are in help of the possibility that online networking contribute a critical amount to the advancement of their scholastic life. The impediment of this investigation is the quantity of members required since just 10 understudies were haphazardly allotted to take an interest in this examination. Despite the fact that definite data is gathered utilizing up close and personal meetings, the fixation ought to likewise be on the amount of the members. The aftereffect of the examination is fairly constrained it could be said that a comprehensive re-introduction can't be acquired from such a little gathering. A more prominent number would have increment validity.

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