

Impact of Social Media Platforms on Academic Performance of Students

Dr. Rambabu Lavuri

Post Doctoral Fellow, Dept. of Business Management; Osmania University, Hyderabad, Telanagna (India)

ARTICLE DETAILS

Article History

Published Online: 15 July 2019

Keywords

Addiction, Time spent, Nature of usage, Social Media, Students, Academic Performance.

*Corresponding Author

Email: rambabu.lavuri[at]gmail.com

ABSTRACT

Present days social media has grown massively and these platforms very trendy due to a great advancement of technology. The aim the research paper is to investigate the impact of social media on the academic performance of the students, for that measuring the impact of social media platform a structured questionnaire was developed. Time spent, Addiction of social media and the nature of usage social media platforms are the predictors and academic performance was the criterion variable in this research. Survey and personal interview methods used to collect the primary data by the used structured questionnaire that contains 15 items with a 5. Likert scale. The sample of 168 students from the Hyderabad city was selected using convenient sampling technique and data was analyzed by Analysis of variance, Pearson's correlation and multiple regressions via SPSS 23. The research result explored that social media variables like mores time spent and addiction towards social media is statistically significant on academic performance of the students and nature of social media usage is not significant impact on student's academic performance. The investigation concluded that more time spent on the social platform negatively impact on their academic performance and it should be lead as addiction and it become a very harmful impact on the students health conditions; whereas nature of usage of social media, majority of the students using these platforms for learning and gaining knowledge. Even though, student should to make balance the usage of social media platforms.

1. Introduction

The internet has made a stage for many PCs at various destinations in different nations, having a place with a large number of organizations, governments; examine foundation, instructive establishments and different associations to connection up with each other. It gives a rich medium to data scattering, trade and collaborative cooperation among people and PCs without respects for topographical confinement of room (Ugwulebo and Okoro, 2016). Long range informal communication has turned into a typical worldwide pattern which has spread crosswise over pretty much every edge of the world. The Use of Social media destinations have detonated and developed into an online stage where individuals make content, share it, book mark it and system at an immense rate. In view of its usability, speed and achieve, web based life is quick changing the open talk in the public eye and setting patterns and plan in subjects that range from nature and governmental issues to innovation and media outlets (Asur and Huberman, 2010). From the past ten years social media chanced massively, on account of the creation of web-based social networking; young fellows and ladies presently trade thoughts, sentiments, individual data, pictures and recordings at a really bewildering rate. Seventy-three percent of wired American youngsters currently utilize internet based life sites (Oberst, 2010). As par developing social platforms it become a trendy and lifestyle for individuals from everywhere throughout the world (Boyd. 2007). Adolescents and youthful grown-ups have particularly held onto these locales as an approach to con-nect with their companions far and wide, share data, re examine their characters, and exhibit their public activities (Boyd, 2007). With these improvements in innovation interpersonal interaction destinations have turned out to be

increasingly more well known among understudies and a noteworthy concern have emerged over how the utilization of online networking locales among college understudies influences their scholastic exhibitions. The utilization of social media among students has achieved abnormal states and has influenced their investigation time, poor punctuation and wrong spellings when associating via web-based networking media just as redirecting their consideration from their examinations (Ndaku, 2013). Students spend quite a bit of their examination energy in informal organizations than in their scholarly endeavours and it has influenced their Grade Point Average (GPA).

• Social media position in India

Around 462 million of India's 1.3 billion individuals are on the web. And keeping in mind that this is a generally little extent of the populace – 34.8 % – India has the second biggest number of web clients on the planet, and has encountered 30.5 % development since 2015. In 2017, 1.06 billion people (or 79 % of the populace) had portable memberships. As versatile information plans become progressively reasonable and pervasive, access to the web in India ought to turn out to be increasingly across the board in the following quite a long while.

In zones where foundation and fixed telecom lines are sketchy, and numerous individuals would need to walk miles to get to the web, it bodes well that web use will be driven by the accessibility of reasonable cell phones and tablets. Accordingly, brands focusing on Indian purchasers need to embrace a versatile first methodology in their crusades, sites, and informal organization pages to be viable.

- 260 million of people used social media platforms in India.
- Face book is the greatest social media platform in India, with around 241 million clients in 2017.
- 42 million of people used LinkedIn.
- Twitter has 23.2 million dynamic users, the second biggest base in Asia-Pacific after Japan.

2. Literature Review

The internet is an interconnected PC arrangement that utilizes the standard web convention suite to serve billions of users around the world. It comprises of a great many private, open, scholastic, business and government arrangements that range from nearby to worldwide extension that are connected by an expansive exhibit of electronic, remote and optical system advancements. The headway of media innovation has affected the manner in which individuals currently impart once a day. The utilization of the web based life among the adolescent of today is developing constantly and increasing increasingly more notoriety among undergraduates. It is an approach to make associations, on grounds as well as with companions outside of school. Interpersonal interaction is a way that enables individuals to feel they have a place with a network. Its expanded prevalence has raised worry over how the time spent and undergraduate exercises on these locales could impact their presentation in school. A few investigations have been done by various specialists to survey how the utilization of social media impact student execution. Choney, (2010), MehMood and Taswir, (2013), Kist (2008), Jacobsen and Forste, (2011), accept that the utilization of technology, Internet is a standout amongst the most significant variables that can impact instructive exhibition of students positively or negatively. It expressed that numerous parents and guardians are worried that students presently invest an excessive amount of energy in Facebook and other online networking locales and need more time to consider. Owusu-Acheaw, and Larson (2015) completed an investigation to survey undergraduates' utilization of internet based life and its impact on scholarly execution of tertiary foundations undergraduates in Ghana with an attention on Koforidua Polytechnic undergraduates. Questionnaire was utilized for gathering information. The examination uncovered that larger part of the respondents had cell phones which additionally had Internet access on them and knew about the presence of numerous media destinations. The investigation also revealed that the vast majority of the respondents visit their internet based life destinations utilizing their telephones and go through between thirty minutes to three hours out of each day. What's more the investigation uncovered that the utilization of internet based life locales had influenced scholarly execution of the respondents contrarily and that there was immediate connection between the utilization of web based life destinations and scholastic execution.

Hasnain, et al (2015) did an examination to ponder the connection between the utilization of online networking and students' scholastic execution in Pakistan. The outcomes recommend, online networking has a reverse association with academic execution. Online life stage utilized in a positive way it can support undergraduates and youth in picking up information that can be utilized to upgrade their scholastic

execution. Emeka and Nyeche (2016) likewise completed an investigation on the Impact of Internet Usage on Academic execution of under-graduate undergraduates utilizing University of Abuja, Nigeria as a contextual investigation. Study strategy utilizing polls as the instrument for information accumulation was embraced. The outcome uncovered that the utilization of Internet is a valuable device to undergraduates and improves their abilities and capacity which will help them in studies and expert life. Mensah and Nizam (2016) did an investigation to look at the effect of utilization of online life on undergraduates' scholarly exhibition in Malaysian Tertiary Institution. In order to quantify web-based social networking stages a survey was created dependent on past literary works. The factors considered were time suitability, time length, Nature of Usage, Health Addiction, Friend-People association, security/protection issues and undergraduate scholastic performance. This exploration embraced enlightening examination structure. Information was gathered with surveys. The sample of 102 undergraduates from Erican College was chosen utilizing helpful examining strategy. The information gathered was broken down utilizing depiction means and relapse by means of SPSS 21. The Pearson's relationship coefficients of four autonomous variables corresponded with undergraduate's scholarly exhibition while two are most certainly not. Be that as it may, utilizing the relapse investigation four factors is critical which include: Time fittingness, human companion association, nature of Usage and wellbeing fixation while Time term and security/protection issues are not noteworthy. Raut and Patil (2016) features how online networking affected training area the investigation uncovered different positive and negative effects of web based life on instruction or undergraduates. It additionally featured measure to limit the negative effect of online life on undergraduates' scholarly exhibitions, for example, directing their entrance to social media destinations, diminishing the measure of time spent on informal community locales. Zahid, et al (2016) completed an examination to decide the impact of developing utilization of internet based life locales on the scholarly performance of the undergraduates of colleges and universities. Based on irregular inspecting, 300 undergraduates were selected. Survey was utilized as the instrument for information gathering. The poll got from respondents were dissected with clear measurement. Results show that the impact of internet based life can be sure. Tamayo and dela Cruz (2014) examined connection between the utilization of Social Media locales and the Academic Performance of the undergraduates of Bachelor of Science in Information Technology at Centro Escolar University-Malolos. The investigation demonstrates that utilizing Social Media hinders undergraduate's learning and straightforwardly influences the undergraduates' participation at school. The consequence of the examination was plotted in a scatter chart to demonstrate an unmistakable perspective on correlation or connection between the factors. Online life and Academic Performance has impact to one another. It possibly implies that when an undergraduate gets too involved with the utilization of Social Media it impacts his presentation in class exercises and in general scholastic execution. Khan (2012) investigate the effect of long range interpersonal communication sites on undergraduates. An exploration survey was designed to decide the variables of long range informal communication sites that have sway on undergraduates. Factors recognized are age, sex, instruction,

social impact and scholastic execution. The aftereffect of the investigation demonstrates that Re-spondents whose Age goes between 15 to 25 for the most part utilize person to person communication site, a person whose age is between 15 to 25 for the most part utilizes informal communication sites for amusement while Gender examination demonstrates that male for the most part utilizes long range interpersonal communication sites.

The progressed and improved use of online life stages, for example, Facebook has turned into an overall marvel for a long while. In spite of the fact that everything began has been an interest for a few PC literates individual has changed to turn into a social standard and presence style for understudies far and wide (Nicole, 2007). As indicated by Nicole, (2007), understudies and youngsters have particularly perceived these web based life stages to have the option to contact their companions, share data, reexamine their personas and exhibit their social live. Facebook clients frequently experience poor scholastic execution. Likewise Karpinski (2009) expressed that web-based social networking has a negative relationship with understudies' scholarly presentation which is a lot more noteworthy than the points of interest determined using web based life stages. Individuals around the world have been dependent on the web which has offered ascend to a larger number of understudies utilizing web-based social networking more frequently than previously. Nalwa and Anand (2003) prompted and suggested that the individuals who are dependent clients love to utilize the web to slow down their own and expert obligations where the ultimate result is poor scholarly execution. It was featured in the finding of Karpinski (2009) that internet based life stages (Facebook, watsapp and so forth) clients for the most part commit lesser time to their examinations needs to contrasted with nonusers did and in this way has lower GPAs. It was additionally referenced by Karpinski, and Duberstein (2009), that among the significant diversion of current age that internet based life stage (such Facebook, Watsapp and so on.) remains a noteworthy diversions. As per Kubey, Lavin, and Barrows (2001), there is a connection between's scholarly presentation and the reliance via web-based networking media stages.

3. Gap of the Research Study

The explosion of mobile phones and progression of media innovation has affected the manner in which individuals presently impart every day. The utilization of the social media among the youths of today is developing exponentially and increasing increasingly more notoriety among students. Most of students were addicted by uses of social platforms as they keep on taking part in some movement on the social media sites regularly. Because of this expanded fame, there are developing worries over the potential impacts the utilization of social media could have on student's academic performance. Hence, this study investigates the impact of social media platforms on academic performance of the students in the Hyderabad city, Telanagana state.

4. Objectives and Hypotheses

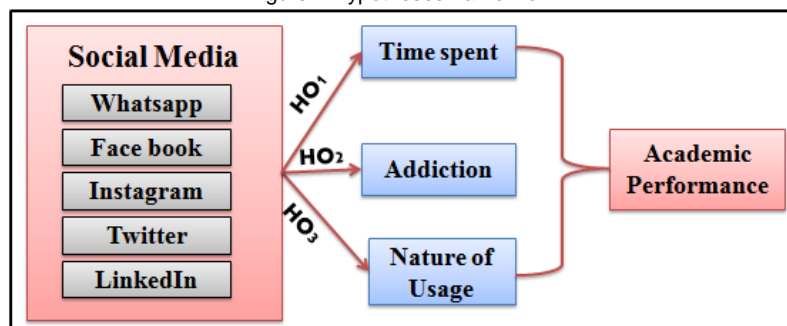
The objectives of the study are to explore the impact of social media on academic performance of the students in Hyderabad city:

- To examine the impact of social media time spent on the academic performance of the students.
- To examine the impact of social media Addiction on the academic performance of the students.
- To study impact of nature of social media usage on the academic performance of the students.

The hypotheses are framed as shown in Figure 1. The figure shows the relationships between the independent variables (time spent, Addiction and nature of usage), and the dependent variable (academic performance of the students). The following hypotheses are developed to be tested in this research study:

- HO1: There is no significant impact of social media time spent on the academic performance of the students.
- HO2: There is no significant impact of social media Addiction on the academic performance of the students.
- HO3: There is no significant impact of nature of social media usage on the academic performance of the students.

Figure 1 Hypotheses frame work



5. Methodology Design

Table 1 Methodology

Research Design	Descriptive research
Sample Universe	Hyderabad city, Telangana state
Source of data	Primary and secondary sources
Sampling Technique	Convenience sampling

Sampling Unit	Students (Below Degree; Degree; Post Graduation)
Sample size	168 (220) : 76 percent
Data collection method	Survey and personal interview method by use Structure questionnaire with the help of 5.Likert scale (1- Strongly disagree to 5- Strongly Agree).
Research Variables	<i>Independent variables:</i> Time spent; Addiction and Nature of social media Usage. <i>Dependent variables:</i> Academic Performance.
Sampling days & time	Sunday to Saturday-----2 hours (every day)
Field work date	April to June 2019
Statistical tools	ANOVAs, Correlation and Multiple Regression

5.1 Demographical profile of the students: The frequency distribution of demographic profile of the student and variables like Age, Gender and education; social media variable are also presented in the below disk.

Table 2 Profile of the respondents

<i>Students demographic profiles</i>		<i>(N=168)</i>	
		<i>Frequency</i>	<i>Percent</i>
Age	Below 20 years	45	26.7
	21-25 years	77	45.9
	26-30 years	46	27.4
Gender	Male	111	66.1
	Female	57	33.9
Education	Below Degree	41	24.4
	Degree	75	44.7
	PG	52	30.9
Social Media	Whatsapp	31	18.4
	Face book	29	17.3
	Instagram	26	15.4
	Twitter	39	23.3
	LinkedIn	43	25.6
Time spent (per day)	Below 1 hr	57	33.9
	1-2 hr	68	40.5
	2-3 hr	30	17.9
	3 & above	13	7.7
Nature of Usage	Interacting	31	18.5
	Sharing	34	20.2
	Learning/Knowledge	69	41.1
	Relationship	34	20.2
Does social medial impact on your academic performance	Yes	29	17.3
	No	139	82.7
Total		168	100.0

Table 2, age distribution shows that 21-25years respondents are having 77 frequencies which are 46 percent of the total sample and below 20 years respondents accounted for 26 percent with list 45 frequencies; 66 percent of respondents are male 66% remaining are female; similarly, 44 percent of respondents were belonged for Degree, 30 percent of them were Postgraduate and 24 percent of them were Below degree education. 25 percent of the respondents were used

LinkedIn with 43 frequencies, 23percent twitter, 18 percent whatsapp and list 15 percent of them used Instagram social media; 40 percent of the respondents spent 1-2 hours time on social media, 33 percent of them spent below 1 hr, 17 percent of accounted for 2-3 hr time and 7 percent of them were 3 and above; 40 percent of respondents used social media platforms for learning purpose towards their academic, 20 percent of the respondents used for sharing and maintaining relationship and

list (18 percent) of them were for attracting with others. Finally, this section also revealed that 82 percent of respondents were believed that social media did not impact on their academic performance with 139 frequency and remaining respondents believed that social media impact on their academic performance.

6. Results and Discussions

Table 3 Reliability Statistics

Cronbach's Alpha	N of Items
.795	15

In this research study, respondents from Hyderabad city Telangana state were participated in the respective study. The responses were collected from those who have volunteered to participate in study. The respondents contacted were requested to fill the 15 questionnaire about impact of social

media on academic performance of the students in the Hyderabad city. Both male and female respondents were included in the study. Table 3 revealed that reliability statistics of selected questionnaire, the results shows the value 0.795; this value indicates that data has a high reliability and validity.

6.1 Results of Research Hypotheses: Here, the researcher conducted analyses to prove there is any relationship of the selected predictor and criterion of the study; for that researcher use statistical tools like Analyses of variance, Pearson correlation and multiple regression. This tool used to analyze the impact of the social media towards academic performance of the students.

- There is no significant impact of social media (Tim spent, Addiction and Nature of usage) on the academic performance of the students.

Table 4 ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Time spent	Between Groups	3.475	4	.869	2.504	.004
	Within Groups	56.556	163	.347		
	Total	60.031	167			
Addiction	Between Groups	2.289	4	.572	2.272	.000
	Within Groups	41.047	163	.252		
	Total	43.336	167			
Nature of Usage	Between Groups	1.143	4	.286	.587	.073
	Within Groups	79.365	163	.487		
	Total	80.508	167			

Table 4 reveals the impact of social media on the academic performance of the students. Here, researcher taken social media variable like time spent, Addiction towards social plate forms and nature of social media usage and analyzed with help of analysis of the variance. From the investigation, the significance value for time spent is $F(4, 163) = 2.504$, $p < .05$. This result indicates there is a significant difference between time spent and academic performance of the students. The more time spend on social platforms it negatively impact on the student's academic performance; and the p-

value of addiction on social media is $F(4, 163) = 2.272$, $p < .05$. It is statistically significant because its p-value is smaller than 0.05. The students spend more time on social media it become as an addiction, if students had more addiction it directly impact their academic performance and the F-value obtained is .587 and the p-value .073. The p- values is bigger than greater value .05. This result indicates there is no significant impact of nature social media usage on academic performance of the students.

Table 5 Correlation Construction

S.no	Variables	Pearson correlation (r)
1	Time spent	.558 ^{**} (NS)
2	Addiction of social media	.497 ^{**} (NS)
3	Nature of usage	.505 ^{**}

Note: **, Correlation is significant at the 0.01 level (2-tailed);
NS: Not Significant

Table 5 reveals the correlation between the predictors and criterion of the research and it is used to analyse the strength of association between the variables. Here, the correlation is significant at the 0.01 level (2-tailed test). As far the results, time spent ($r=.558^{**}$) is having good relationship with the academic performance. Similarly, Nature of social media usage

($r=.505^{**}$) having moderate relationship with students performance towards their academic and social media Addiction ($r=.497^{**}$) is having normal correlation with students academic performance, all research variable are significant at 0.01 of significance level.

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.536 ^a	.287	.274	.43412	21.983	.075 ^b

a. Predictors: (Constant), Time spent, Addiction, Nature of Usage

Table 8 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.530	.186		18.995	.000
1 Time spent	-.025	.025	-.049	-.983	.006
1 Addiction	.089	.036	.121	2.476	.004
1 Nature of Usage	.021	.023	.045	.910	.063

a. Dependent Variable: Academic Performance

Table 6 model summary result indicates that there is no significant impact of social media on the academic performance of the students; because the result was not statistically significant its p value (0.075) is more the significance value. As for the table results R square value found that .287, meaning there by that 28 percent of variation in the criterion variable caused by the predictors. Hence, it is evident that a null hypothesis is strongly rejected and an alternative hypothesis is accepted; the student's academic performance was affected by the social media. Table 8 indicates results of the coefficients, the coefficient for Time spent by the students towards social media (-.025) is a statistically significant because its p-value is .006, which is smaller than 0.05; followed by the coefficient of the Students more addiction towards social media (.089) is a statistically significant due to its p-value .004, this value is smaller than the 0.05 value; and the coefficient of nature social media usage (0.021) is not statistically significant, because its p-value .063 is higher than p-value. Finally table 8 concluded that if the students spent more time towards social media it should be impact on the academic performance and spending of more on social media it should leads to addiction, if it is happens, students can't be concentrate on their academic studies and they will show their performance very low towards their studies, as has proven in earlier research studies. Majority of the students were used these social platforms to learning and build knowledge for their academic performance.

7. Conclusions

Social media are online technology platforms that help to connect people together far and close. It is utilized to build relationship among people. The utilization of Social media by students help to essential data as brisk as would be prudent. It has been seen that Social media has a more extensive and quicker methods for circling information not exclusively to the students but also the public. This research conducted to investigate the impact of social media platforms on academic performance of students. The study concluded that social media significantly impact on the student's performance. Social media variable like time spent, addiction of social media has significantly impact on academic performance, whereas nature of social media usage has not significantly impact on the student's academic performance. The study concluded that more time spent on social media platforms can impact negatively on the student's academic performance and this also leads to addiction towards social platforms, if it happens it shows negatively impact on studies and students health condition, but most of the students are used social media platforms for gaining learning and knowledge purpose. Students must utilize all accessible social media platforms successfully and they should be aware of social media positive and negative impacts. They should attempt however much as could reasonably be expected to make a balance so as not to get carried away while learning.

References

- [1]. Academicperformance. Retrieved from isdpt.org/isdpt.publication/journals. Accessed 03/04/2013
- [2]. Bakar, M.J. (2001). Selecting a research methodology. *The Marketing Review* 1 (3):373-397
- [3]. Boyd, D. M. (2008). Taken out of context: American teen sociality in networked publics. University of California, Berkeley.
- [4]. Carroll, J. B. (1991). Human cognitive abilities: A survey of factor-analytic studies. New York: Cambridge
- [5]. Choney, S. (2010). Facebook use can lower grades by 20 percent, study says. Retrieved, 11(7), 2014.
- [6]. Emeka, U. J., & Nyeche, O. S. (2016) Impact of Internet Usage on the Academic Performance of Under-graduates Students: A case study of the University of Abuja, Nigeria. *International Journal of Scientific & Engineering Research*, Volume 7, Issue 10, 1018 - 1029 ISSN 2229-5518
- [7]. Hasnain, H., Nasreen, A., & Ijaz, H. (2015). Impact of social media usage on academic performance of university students. In 2nd International Research Management & Innovation Conference (IRMIC).
- [8]. Jacobsen, W. C., & Forste, R. (2011). The wired generation: Academic and social outcomes of electronic media use among university students. *Cyberpsychology, Behavior, and Social Networking*, 14(5), 275-280.
- [9]. Karpinski A (2009). A description of Facebook use and academic performance among undergraduate and graduate students. Annual Meeting of the American Educational Research Association, San Diego, Calif.
- [10]. Karpinski, A, & Duberstein. (2009). A Description of Facebook Use and Academic Performance among Undergraduate and Graduate Students. San Diego, California: American Educational Research Association.
- [11]. Karpinski, A, & Duberstein. (2009). A Description of Facebook Use and Academic Performance among Undergraduate and Graduate Students. San Diego, California: American Educational Research Association.
- [12]. Khan U (2009). Facebook students underachieve in exams. Daily Telegraph. Retrieved on July, 2016, from <http://www.telegraph.co.uk/education/educationnews/5145243/Facebook-students-underachieve-in-exams.html>. ISSN: 2289-6694 Page 21
- [13]. Kirschner, P. A. and Karpinski, A. C. (2010). Facebook and academic performance. *Computers in Human Behaviour*, (26), 1237-1245. McGraw Hill, pp 96-97, 118-119

- [14]. Kirschner, P. A. and Karpinski, A. C. (2010). Facebook and academic performance. *Computers in Human Behaviour*, (26), 1237–1245. McGraw Hill, pp 96-97,118-119
- [15]. Kist, W. (2008). Digital literacies: "I gave up MySpace for Lent": New teachers and social networking sites. *Journal of Adolescent & Adult Literacy*, 52(3), 245-247.
- [16]. Kubey, Lavin, and Barrows (2001). Internet use and collegiate academic performance decrements: Early findings. *J. Commun.* 51(2): 366-382.
- [17]. Mehmood, S., & Taswir, T. (2013). The effects of social networking sites on the academic performance of students in college of applied sciences, Nizwa, Oman. *International Journal of Arts and Commerce*, 2(1), 111-125.
- [18]. Mensah, S. O., & Nizam, I. (2016) the Impact of Social Media on Students' Academic Performance- A Case of Malaysia Tertiary Institution *International Journal of Education, Learning and Training* Vol. 1 (No.1) Pp. 14-21 ISSN: 2289-6694
- [19]. Nalwa K, & Anand, A.P. (2003). Internet addiction in Students: A case of concern. *Cyber Psychology Behaviour*, doi:10.1089/109493103322725441.06 (6): pp. 653-656.
- [20]. Ndaku, A. J. (2013). Impact of Social Media on the Students' Academic Performance in Ghana. *Networking* 18, (5) pp.6, 275-285.
- [21]. Nicole E., (2007). The benefits of Face book "Fiends;" Social Capital and College Students' Use of Online Social Network Sites. *Journal of Computer-Mediated Communication*.
- [22]. Owusu-Acheaw, M., & Larson, A. G. (2015). Use of Social Media and Its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, 6(6), 94-101.
- [23]. Paul, J. A., Baker, H. M., & Cochran, J. D. (2012). Effect of Online Social Networking on Student Performance: Computer in Human Behaviors 28(b).
- [24]. Rather, A.A. (2013). Overuse of Facebook and Academic grades: an Inverse Correlation. *IOSR Journal of Humanities and Social Science (IOSR-JHSS.)* Volume 12, (6). PP 68-72.
- [25]. Raut, V. & Patil, P. (2016) Use of Social Media in Education: Positive and Negative impact on the students. *International Journal on Recent and Innovation Trends in Computing and Communication* Volume: 4 Is-sue Pp. 281 - 285 www.ftms.edu.my/journals/index.php/journals/ijelt
- [26]. Saunder et al (2007) *Business Research Methods* (6th edn). Fort Worth, TX: Dryden Press
- [27]. Seo, W.S (2004). Internet usage and life satisfaction of youths. *Information Policy* Vol.11 (2).
- [28]. Tamayo, J. D., & dela Cruz, G. S. G. (2014). The Relationship of Social Media with the Academic Performance of Bachelor of Science in Information Technology Students of Centro Escolar University-Malolos. *International Journal of Scientific and Research Publications*, 4(5), 1-10.
- [29]. Thuseethan, S., & Kuhanesan, S. (2014). Influence of facebook in academic performance of Sri Lankan university students.
- [30]. Valenzuela S, Park N, Kee KF. (2008) Lessons from Facebook: the effect of social network sites on college students' social capital. Paper presented at 9th international symposium on online Journalism, Austin, TX.
- [31]. Zahid, A., Ahmad, M., Syed, R. H. & Faisal, H. (2016) Impact of Social Media of Student's Academic Performance *International Journal of Business and Management Invention* Vol 5 Issue 4 PP—22-29 www.ijbmi.org.
- [32]. <https://www.translatemedia.com/translation-services/social-media/india-social-media/>