Influence of Social Networking Sites on Academic Performance of University Students

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ABSTRACT

Social Networking Sites (SNS) continue to play a significant role in the daily lives of humans most especially among university students. The platforms have affected university students in various ways including their academic performance. As such, this research seeks to find out how use of SNS platforms affect the academic performance of university students.

Using quantitative methodology, the study samples university students who use SNS while carrying out a comparison between students of two Faculties (Communication and Media Studies Faculty and Engineering Faculty). Questionnaires were randomly distributed to 410 students of the Faculty of Engineering and Communication & Media Studies. The research was carried out in the Fall semester of 2018/2019 academic session. Findings indicate that using SNS increased students' productivity in their academics however, when they use SNS for non-academic activities there is usually no improvement in their grades. Findings also show that the almost all the SNS platforms are being used by these university students. Findings also indicate that there is a statistical significant relationship between students of Faculty of Engineering and Faculty of Communications and Media Studies, of who are affected by SNS use in their academic performance.

Keywords: SNS, Academic Performance, SNS Use, University Students

ÖZ

Sosyal Paylaşım Siteleri, özellikle üniversite öğrencileri arasında, insanların gündelik yaşamlarında önemli bir rol oynamaya devam etmektedir. Bu platformlar akademik performansları da dahil üniversite öğrencilerini bir çok yönde etkilemiştir. Böylece bu araştırma Sosyal Paylaşım Siteleri platformlarının kullanımının üniversite öğrencilerinin akademik performanslarını nasıl etkilediğini bulmayı amaçlamaktadır.

Bu çalışma, nicel yöntem kullanarak, iki fakülte (İletişim Fakültesi ve Mühendislik Fakültesi) arasındaki sosyal paylaşım sitelerini kullanan üniversite öğrencilerini örneklem olarak almaktadır. Anketler, rastgele İletişim ve Mühendislik Fakültelerinden 410 öğrenciye dağıtılmıştır. Araştırma 2018-2019 Güz dönemi akademik yılında yapılmıştır. Bulgular sosyal paylaşım sitelerinin kullanımının öğrencilerin akademik hayatlarındaki yaratıcılıklarını artırdığını göstermektedir. Ancak akademik olmayan aktivitelerde sosyal paylaşım sitesi kullanımı öğrencilerin notlarına bir katkı yapmamaktadır. Ayrıca bulgular neredeyse tüm Sosyal Paylaşım Sitesi platformlarının bu üniversite öğrencileri tarafından kullanıldığını göstermektedir. Bulgular ayrıca, akademik performanslarında SPS kullanımından etkilenen, Mühendislik Fakültesi ve İletişim Fakültesi öğrencileri arasında istatistiksel olarak önemli bir ilişki olduğunu göstermektedir.

Anahtar Kelimeler: SPS, Akademik Performans, SPS Kullanımı, Üniversite Öğrencileri

DEDICATION

This thesis is dedicated to God almighty the author and

finisher of my faith.

ACKNOWLEDGMENT

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

EMU   Eastern Mediterranean University

FCMS   Faculty of Communication and Media Studies

FE   Faculty of Engineering

SNS   Social Networking Site

Chapter 1

INTRODUCTION

The arrival of the internet in the 90's has brought about many technological advancements, especially within the circle of communication. One area where communication thrives and blossoms on the internet is on Social Networking sites (SNS). As a result, communication has seen, in recent years, a drastic improvement in these SNS from sectors ranging from entertainment to education. Due to the widespread use of the internet across the globe, as a result of its technological evolution, two-thirds of the world population depends on SNS as a means of communicating with each other due to its reliability and dexterity. SNS have been able to bridge the gap of communication between families, friends, peers etc., across long distances.

Over the years, SNS has become a cultural phenomenon which enables people, irrespective of their cultural background, to create content, share it, upload files, download files and establish networks of various categories such as business, friendship, and relationship (Jha and Bhardwaj, 2012). And so the conventional systems of communication which includes sending letters, making phone calls are gradually becoming obsolete as most folks prefer to communicate via SNS in order to stay in touch with friends and families. In our world today, SNS communication technology has been improved in such a manner that it is as good as walking into a neighbors' house to converse. This is made possible due to the integration of the

platform into our mobile phones and the use of video call technology so as to make the experience all the more real. SNS has also changed the mannerism at which the society engages in public discourse. It is also pushing forward a movement as well as an agenda which ranges from technology to entertainment industry.to the political sector (Asur and Huberman, 2010).

The major driving factors that are responsible for the widespread acceptance of SNS are convenience, accessibility, omnipresence, flexibility and its functionality (Brown, 2010). Due to these factors, SNS acceptance and adoption into our culture has a no-brainer, resulting in the improvement of our lifestyle. SNS also has an important element that constitutes its widespread acceptance and that is the fact that it is free or requires minute investment thereby encouraging widespread acceptance.

Nowhere is this usage of SNS more pronounced than in our tertiary institutions. College students have integrated SNS into their academics and social lifestyle. SNS has been able to connect students together over the internet as well integrating into its architecture certain platforms that aid students in accomplishing academic tasks and ease the learning process of students.

However, there are two sides to every coin: head or tail. Therefore, in the case of social media, there are two sides of the story of which one side highlights some factors that constitute a negative effect, while another side highlights those factors that constitute a positive effect. In this light, it is evident that there exists a level of correspondence between SNS and tertiary institutions. Some of these factors include: improving the learning environment, establishing connections and relationships, offering course

materials, cultivating collaborative skills etc. On the other hand, some researchers blame SNS for diverting the attention of the student from being studious and focus.

According to Kuppuswamy and Shankar (2010), "SNS engages students on non-educational and inappropriate activities". Therefore, SNS effect on students' needs to be studied and the positive and negative impact needs to be outlined in other to draw a correlation between both and provide a concrete evidence and data on the impact, SNS makes, on a student's academic performance.

1.1 Background of Study

Several kinds of research have been carried out to show the underlying evidence that SNS use amongst student is mindboggling and massive. According to Wiley and Sisson (2010), SNS usage amongst college students was as high as 90%. Furthermore, other researchers found out, within their studies, that students use SNS approximately for 30mins daily (Nicole, Charles, and Cliff, 2010). Amongst the heavy users of SNS, young adults make up the majority especially with sites like WhatsApp, Facebook etc. Therefore, it is incredibly vital to use SNS in a functional and healthy manner. Although SNS initial intention was to assist humanity in bridging the gap of communication, some students utilize SNS unhealthily and this has affected their academic performance in school. On the other hand, SNS has helped to ease the flow of information between students as it is a vital tool for sharing information and establishing bonds. This helps in painting a picture of the level to which students patronize these sites, bringing about impacts that might be positive and negative to the students with respect to their academic performance.

3

1.2 Motivation for Study

There are several factors that contribute to my interest in this research area. It has been seen that a lot of students devote their time and attention on SNS than on their academics, resulting in lower grade point average (San Miguel, 2010). Also, there was another study which showed that SNS usage resulted in low self-perceptions, academic performance, and lowered interest in college oriented careers. Excellence in academics is vital in the lives of individual, be it at social gatherings, amongst peer and family. Academic excellence is quite important because of the role it plays in creating a reasonable career option for the student and respect it commands in various parts of the world. As a result, I am motivated by this research to see if SNS can enhance the academic performance of the student by utilizing SNS as a tool. Another reason for this study is that some researches have shown that SNS affects the students' command of the English language. In other words, students abbreviate their online writings to communicate with friends. This becomes a habit which trickles down on test and examinations (Obi et al., 2007). Therefore, this research seeks to investigate the engagement level of students in EMU on SNS sites and will determine its effect on student's academic performance.

1.3 Aims and Objectives of this Study

As previously mentioned, SNS has rapidly improved the communication structure by providing a platform that connects family and friends over the internet. Every single day it has become an integral part of people's lives and with respect to young adults, it has fused itself into their culture and movement. There has been a lot of research on the impact of SNS on the academic performance of students and so, therefore, the essence of this research adds to this research area by painting a clearer picture on the relationship between students' academic performance and SNS sites. The study

4

explores the extent to which SNS is utilized in EMU and the major SNS sites that are used by the students. The study also cover how SNS is used to satisfy the needs of the students in EMU and will help in shedding more light on how SNS is misused by the students and to find out if there is an addiction problem or not. Moreover, this study aims to investigate both the positive and negative impact of SNS on the academic performance of the student between two faculties in EMU i.e. the Communication and Media Studies Faculty and Faculty of Engineering of the Eastern Mediterranean University in fall semester 2018/19.

1.4 Research Questions

This study takes into consideration the Student who attend Faculty of Communications and Media Studies and Faculty of Engineering and attend EMU in fall 2018/2019 academic season. The research questions of this study are as follows:

1. What is the exposure level of students in EMU to SNS?

2. What do students in EMU use SNS for?

3. Which factors motivate Students in EMU to use SNS?

4. What is the relationship between SNS and the academic performance of the student?

5. Is there any statistically significant relationship between the students in Communication (FCMS) and Engineering Faculties (EF) whom SNS affect their academic performance?

1.5 Significance of the Study

SNS has rapidly increased in relevance and importance over the years, slowly gaining access to people's lives and becoming a cultural phenomenon amongst young adults and teens. Moreover, SNS has captured the interest and desires of students. As a result, there is a massive adoption of SNS amongst university students, creating both

problems and solution in the academy. SNS sites such as Facebook, Instagram, YouTube, Twitter, and WhatsApp have intrigued researchers from all over the world. Although there has been a lot of research on SNS effect of student's academics (i.e. positive and negative), information on TRNC University is limited. And so, this paper will help in shedding more light as to the effect of SNS on EMU students.

1.6 Limitations of this Study

This study takes place in EMU between the Faculty of Engineering and the Faculty of Communication and Media Studies in the Turkish Republic of Northern Cyprus. The study take place in the Fall Semester of 2018. The students that will participate in this study are from EMU. And the students will be a mix of different ethnicity and cultural background so as to give a broader pool for data collection in order to increase the accuracy of the result. Students from countries like Nigeria, Iran, Palestine, Jordan, etc. will all be considered in the research. Moreover, these students are already depending on SNS to maintain communication between family and friends and so will be perfect for the study. Students from neighboring institutions like Near East University, Cyprus International University, Girne American University etc., will not be considered for this research as it is beyond the scope of the research. The SNS sites that will be studied will be majorly YouTube, Instagram, Facebook, Twitter, and WhatsApp. All other SNS sites will be neglected as they beyond the scope of this paper.

1.7 Structure of the Thesis

The structure of this thesis is as follows: In chapter two, related works on the subject matter will be discussed under the literature review. In chapter three, the research methodology will be provided and in chapter four will cover the data acquired and the

results. In chapter five, more information will be provided on the findings and the

conclusion of the paper will be presented

Chapter 2

LITERATURE REVIEW

Chapter two presents literature that has been reviewed for the present study. Starting with a historical background of SNS. Then, overview of social networking site. Then, the classification of SNS. Also, SNS and education institutions. Also, the negative impact of social networking site on student, as well as the positive impact of SNS on university student. Lastly, research on the addiction level of student to SNS is reviewed

2.1 Historical Background

SNS started off as far back as the late 1990s. In 1997, a SNS network duped "SixDegree" was acknowledged as the first ever SNS network. The platform provided by SixDegree enabled users, at the time, to connect with friends over the internet and to tailor a profile that was unique to them. From the year 1997 to 2001, there were other SNS networks that competed amongst themselves offering more options which allowed users to configure various combination of profile and make more friends. Example of such SNS network at that time includes MiGente, MoveOn, Blackplanet, and Asian Avenue (boyd et al., 2007). Moreover, in the year 2000, there was a great boost to SNS as a vast number of sites began to spring off. This made it easier for individuals as well as organizations at that time to connect to each other, having similar interests such as education, music, movies, etc. Aside SixDegree at the time, there were sites like the LunarStorm, Cyworld, Wikipedia, Ryze etc. Furthermore, in 2001, sites like the Sky Blog, Fotolog, and Friendster were launched. Following this, in 2003, Linkedin, Myspace, LastFM, Hi5, tribe.net, etc. were also launched. And in 2004, big

names like Facebook, Mixi, and Dogster came into the scene. In the year 2005, Yahoo! 360, Youtube, etc. also emerged (Edosomwan et al., 2011). From this past era till now, SNS has affected the lives of millions of people around the world and SNS keeps evolving each year, with new trends changing our perception of what SNS truly is.

2.2 Overview of Social Networking Sites

The internet, without a doubt, has made a massive impact on our civilization. Each day, the internet is being used by a growing number of the world's population. The use of the internet covers a vast number of fields such as entertainment, education, and commerce. There have been many research that has been conducted that try to point out the significance of SNSs and the impact it makes on the educational sector, especially in tertiary institutions.

SNS is constantly evolving and therefore, there is difficulty in assigning a fixed definition to it. As a matter of fact, there isn't an ultimate definition of the word SNS (Jacka et al., 2011). On the other hand, there have been a vast number of researchers that have come up with their own definition on the subject matter. According to some researchers, SNS can be defined as "a group of Internet-based applications that builds on the ideological and technological foundations of Web 2.0 and allows the creation and exchange of user-generated content" (Kaplan et al., 2010). One correlation that can be identified from these definitions that have been highlighted is that SNS is based on communication and provides the platform to connect people together over the internet.

2.3 Classification of Social Networking Sites

Social Networking Sites encompasses a vast number of areas, however, Kaplan and Haenlein (2010) were able to classify SNS into six major categories. These six major

categories are: Collaborative projects (such as Encarta, Wikipedia), Blogs (Re-edit), Content community (YouTube, Snapchat), SNS (Myspace, Facebook, Twitter), Virtual game world (Fortenite, Minecraft), and Virtual second world (Kaplan et al., 2010).

SNS classification has streamlined the area of concentration for most scholars and researchers. This allows for easier identification and study on a certain type or types of social media. However, there is a difficulty that arises as a result of the huge proliferation of social media. This causes some to argue where these new SNS type fits into the classification put forward by Kaplan and Haenlein (2010). According to Heyam et al. (2014), these rapid evolutions in SNS are due to the pace at which technology advances. As a result, our species has undoubtedly benefitted from these improvements both now and in the past. Therefore, the importance of these technological advancements in SNS cannot be overemphasized especially within the circle of communication. In the 21st century, SNS has taken up a new platform, enabling users on the go, to communicate and socialize with their respective contacts. Mobile technology has made this feasible and with both platforms i.e. Android and iOS, supporting social networking applications, making simpler for SNS to be accessed with the click of a button.

2.4 Social Networking Sites and Higher Education Institutions

The current generation that is college students is called "Millennial". In a survey undertaken by the American Press Institute, which took into account seven various social networks as pathways to information and news found out that every single one of these social networks, to a certain level of degree give out news feed on their platform. Going deeper into the research revealed that out of the pool of college

students surveyed, 88% of those surveyed get their news occasionally from Facebook, 50% get their news from Instagram and 83% get their news from YouTube. Moreover, within the age group of 18-29 years old, SNS is even more commonplace. And as of 2010, 72% of these young adults make use of SNS [8]. In another research carried out in July 2011, the number of Facebook users rose to 750million, LinkedIn rose to 100million, Twitter had about 177million tweets each day and YouTube got up to about three billion views each day (Chen and Bryer, 2012). The advantage of SNS to our civilization is pivotal. It has enabled people to share information as regards their lives in form of videos, pictures, statues etc. Furthermore, the best SNS platform that encapsulates the previously discussed features is Facebook. This is because Facebook combines video, photos, statuses and much more for the sharing of personal information. However, there is a low number of students that employ SNS for academic purposes (Lenhart et al., 2012).

In the search for a solution to motivate and engage students across different ethnicity and cultural diversity, SNS has been able to feel the gap that provides a viable substitute to the conventional learning environment (Ebner et al., 2010). Furthermore, researchers in the educational spectrum are looking at how to combine distance education delivery with the instructional social media, therefore, enabling newer methodologies to learn and teaching (Brandy, Holcomb, and Smith, 2010).

SNS has had a positive impact on the academic performance of college students, however, some researchers would argue otherwise, stating that SNS has brought more problems than solutions. In the next section, a look at the positive and negative impact of SNS will be discussed as well as the impact.

2.4.1 Negative Impact of Social Networking Sites on College Students

There have been several types of research that have been undertaken to study the impact of SNS on college students and from the result, it was clear that SNS had a negative impact. In one research, Karpinski studied the correlation that exists between academic performance and the time that was spent utilizing Facebook. From the research, it was clear that the more time that was spent browsing on Facebook was directly proportional to the lower grades gotten (San Miguel, 2010). From the study conducted by Karpinski, the average GPA of the students who used Facebook was within the range of 3.0-3.5. On the other hand, the average GPA of non-Facebook users was within the range of 3.5-4.0. Furthermore, those that make use of Facebook usually study for about one to five hours weekly, while those that didn't utilize Facebook studied for eleven to fifteen hours weekly. Some researcher, however, stated that Facebook wasn't the only variable eating away their time for study. But according to the study undertaken by Karpinski, fifty-five percent of those that were surveyed check their profiles several times per day (San Miguel, 2010). On the other hand, another researcher called Kirschnera was able to discover that college students who multi-task between study time and social media, achieved a lower grade of about twenty percent; which was lower than those students who didn't engage in SNS at all. According to Kirschnera, the effect of this "multi-tasking" could be so strong that even leaving a SNS sites on the background of your system, while doing an assignment or project, could tannish or compromise your grade. He came to the conclusion that most people, in one form or the other, have social sites running at the background of their smartphones, computers, tablet etc., while they are carrying out their task (Enriquez, 2010). Further confirmation to this claim was carried out by Choney (2010) and the discovery that was made showed that students who indulged in Facebook activities

had an average grade point average of 3.06, while other students who didn't use Facebook had an average grade point average of 3.82. Another evidence from a presentation given at the American Educational Research Association 2009 annual conference stated that US college students who engage in SNS exercise are more likely to have a lower grade. The research findings from Karpinski were in sync with what was uncovered at the conference (Schneider, 2010). Furthermore, another study was carried out by surveying 1839 millennials to see how Facebook affected the students' performance academically. The result showed a negative link between the grades of the student and the time spent using Facebook. In a nutshell, it seems SNS helps in instant gratification when compared to other activities that the students engage in (Wade, Jacobsen and Renata, 2010). There are some researchers though who aren't completely sure that Facebook was completely responsible for the lower grade point average of the student as a result of less time spent studying, however, they came to the conclusion that there is a connection to it (Schneider, 2010).

In another research carried out by Jacobsen and Forste, they were able to show that SNS sites had a negative correlation with the grades of student. However, the difference in this research is that they also found out that SNS can advocate or facilitate interaction socially as well as the development of social networks across the net or the platform utilized. According to the researchers, "The current college population is more digitally active than any previous generation". Meaning the use of SNS by our current generation has enabled people to build bonds and create social networks. In their research, they carried out a study that measured the connection between the use of SNS and their study time. In the study, the students who participated were asked to construct time diaries and in the time diaries, they wrote down things they did each day and the timeframe at which it was done. The things they did were meant to be

specific in order to avoid random variables interfering with the data. Take, for example, if they wrote down study time, they were meant to state for how long they carried out this study. If they chose to go to the gym, they were meant to write down for how long they engaged in this gym activity. From the findings, the use of SNS sites negatively affected the students' grade. However, the students were later able to balance their social lifestyle online with their academics by monitoring the elapsed time spent on SNS (Wade, acobsen and Renata, 2010).

Smartphones have become an important electronic instrument that most people can't do without. Some may argue that it has replaced our basic amenities as most people practically live their lives on their phones. Studies have been carried by utilizing smartphones to study or understand the connection between addiction and usage. According to Kwon et al. (2013), "two groups exist in this respect i.e. the potential addicts and the non-addicts". This was put together with respect to the smartphone addiction scale which is made up of items that are ten in number in a "six-point Likert-type scale" (Kwon et al., 2013). In a research carried out by Lee et al., ninety-five students utilized this scale. Following this, he had the students install an app called "Smart Logger", which helped in tracking the student's specific activities when using their smartphones. This included active/ inactive events, touch and text input. The findings of the study showed that the group tagged "the addict risk group", were more susceptible to spending more time on the apps on their smartphones i.e. they focused on those apps that only gave them instant satisfactions such as entertainment apps (Lee et al., 2014). Another study by Lee et al. (2017), further confirmed the notion that SNS sites can be an addiction.

From a pool of thirty-five students, an application was downloaded on their respective smartphone to track their smartphone usage for 6weeks. From the results gotten, it was clear that messenger apps were the go-to apps for the thirty-five students, however, the addicts did prefer to use SNS applications than any other app. On another study carried out by Wang et al. called the "SmartGPA", data from student life was used and analysis were carried out on it to understand the impact of amount of work (workload) on the physical and mental state of the college student, such as the mood of the students as well as the sociability. From a sample size of 48 millennia's across a period of ten weeks, there was data that supported the link between the physical and mental state of students, and the grades they obtained (Wang et al., 2015). From a sociological standpoint, studies have shown that there is a negative correlation between the students' academic performance and the use of social media. In one study carried out by Rosen et al., a sample size of 263 students were selected from varying levels of their academic reach i.e. university students, high school students, middle school students etc., in order to draw the connection between behavior and study pattern. The observers that were put to collect data on the students that were told to study on a particular subject for 15mins, found out that on average the students got distracted and switched to SNS or texting within 6mins into the study (Junco, 2012).

Overall, the line that separates smartphones and SNS are becoming smaller and smaller. As a matter of fact, when someone thinks of a smartphone, he thinks most often of SNS apps. A study carried out by Jeong et al. (2016) showed that the addiction to smartphones was predicted by SNS in terms of their time of connection and pervasiveness. This brings about multi-tasking, whereby the time that is meant to be spent during the study is used on social engagement on the net, creating a time management problem (Lee et al., 2017). A survey was conducted on US millennia's

by Lee et al. (2014), in order to analyze self-regulation as well as self-efficacy. This study was to find out how well students can exhibit self-control and follow regulations when it comes to smartphone usage. The results showed that students who had lower self-control and regulations had their academic performance in jeopardy (Lee et al., 2014).

There are also certain negative factors associated with SNS that affect everyone in general and not just students. According to Davies and Cranston (2008), some risk that connected to the use of SNS includes fake contracts, harassment, sexual intimidation or harassment, identity theft, inappropriate advertising and spamming. In line with this thought, other researchers discussed the problems associated with SNS such as online harassment, cyberbullying, Facebook depression, privacy issues, and sexting (O'Keffe and Clake-Pearson, 2011). From the problems highlighted, cyberbullying and privacy issues are the two major challenges that stand out with respect to a student's SNS presence.

Cyberbullying is a form of bullying whereby the medium through which harm is inflicted is through an electronic text or digital medium. Victims of cyberbullying are usually emotionally targeted and fear is usually the medium of control and dominance. There is a lot of research that try to find out the causes of cyberbullying and according to some researchers, "the problem lies within violence justification, proactive aggression, violence exposure and inadequate social support of friends" (Calvete et al., 2010).

Under the privacy issue or concern, it is a major challenge that everyone faces including students. As a matter of fact, the rate at which some people post untrue

messages or fake news is a cause for alarm. It's a growing problem because the information that people post online cannot be fully taken as the truth. A lot of people's personal information is put on display on the internet through SNS networks, and as a result, a lot of scammers or online predators take advantage of this information, using it to harass their victims. Another fact that was argued by some researchers is that some of the SNS sites that are available do not have the flexibility required to handle certain types of conflict people experience with respect to various conception of privacy (Preibusch, 2007).

Another negative impact that was pointed out by (Obi et al, 2007) in their paper called: "The need for safety consciousness among Youths on SNS s", they expressed concern on the detrimental effect SNS can have on a student's academic lifestyle. They stated that SNS can affect the student's command of the English Language. The use of short-handwriting when chatting with families and friends, subliminally affects the person, resulting in the student making the same mistakes on tests and exams. Now, even if some might argue that these are minute or irrelevant issues, it becomes a cause of concern when these mistakes that are made are rising rapidly within the circle of education (Obi et al., 2007).

2.4.2 Positive Impact of Social Networking Sites on College Students

The inception of SNS has transformed the level at which students learn in their various disciplines. There are a lot of papers that confirm the important role SNS plays on student's academic life. In one paper, the importance of SNS in providing social support to university students was discussed. There were two scales that were used to analyze this fact i.e. the "SNS engagement" and "The fear of missing out". Under the SNS engagement, the idea was to measure, within the classroom, how SNS was used. The study focused primarily on millennia's or university students. The reason being

that these millennials were more in touch with the technological advancement that has flooded the 21st century. Furthermore, they were better at the pros and cons of social interaction with friends and family via email, chats, video calls, etc. The findings of the study demonstrated how SNS helped the millennials obtain social support from family and friends, in order to curb the induced stress fired at them from college work, social pressures and relationships (Alt, 2015). Another research from Blaschke demonstrated how SNS could help give support to the student throughout their academic tenure. As a matter of fact, Blaschke (2014) stated that SNS could help shape the college students into better learners. From the case study conducted, it was clear that SNS alone wasn't the sole factor responsible for influencing the cognitive development of the millennials but was a blend of mentoring dynamics and technology that provided the right platform for growth to take place. Therefore, the students that were studied felt as though the online resource provided assisted them in their academics.

In another research conducted by Yeomans et al. (2008), Wheeler (2008) and Rifkin et al. (2009), there were four advantages of SNS that were highlighted on the basis of millennials. The four advantages were: improving learning motivation, relationship enhancement, enhancement of collaborative abilities and provision of online personalized tutorial courses. Furthermore, Khan (2010), showed in his paper how SNS helped students, especially at the Ph.D. students, improve their study dynamics. In terms of knowledge acquisition, it is utmost importance that college students are exposed to a barrage of information to enable them to ascertain facts and pull out ideas to be able to solve problems. And SNS plays an important role in having this objective met. Moreover, in another paper published by some scholars, students were able to improve their writing skills, improve their vocabulary and lower the mistakes that they

made when they utilized SNS (Yunus and Salehi, 2012). This finding further verifies the importance of SNS as an educational tool.

As an educational tool, SNS helps in enhancing learning by providing students and their instructors the virtual platform to connect in an academic, intellectual, exciting and captivating manner. With this in place, it helps to advocate a system of flexibility in the method of learning. With the idea of flexible learning, the choice of when what and how people learn is extended. Flexible learning encompasses various types of learning including e-learning which has been adopted all across the world. In a study undertaken by O'keeffe and Clake-pearson (2011), SNS was able to help students by bridging the gap between students, helping them tackle assignments together as well as class projects. Further confirmation of this was a study carried out by Arquero and Esteban (2013). In their findings, SNS was able to assist in generating newer and broader opportunities to help in student engagement within the tertiary institutions. As a matter of fact, SNS proved to be a useful tool in facilitating the flow and exchange of information and ideas.

SNS when utilized in a balanced manner can be an important element in a student's academic lifestyle. As a matter of fact, the process whereby SNS and study shifts are managed optimally with respect to time is called "multitasking". And multitasking plays an important role in mitigating the downside associated with lower GPA. In one study by Paul et al., the author suggested that teachers should put forward policies within the classroom that prevented students from using their phones or computers at certain times where the course doesn't require it. However, he suggested that at times when SNS will be required to improve the learning ability of the students, it should be allowed. In one other study, seniors in a particular university utilized time management

principles by shifting between SNS and study time. This habitual behavior was then compared to freshmen who used SNS solely for entertainment purposes. It was found that the seniors were more successful academically than the freshmen (Rouis, Limayen, and Salehi-Sangari, 2013). The authors, therefore, suggested that new students need to know how to balance academic work and social demands in order to be a success. In addition, the authors suggested that the freshmen should build a social connection online in order to improve on the balancing.

SNS has been very vital in improving the image of community colleges. In a survey carried out by the Digital Community College, a report was put together that showcased how community colleges are utilizing technology to improve their services to students, staff, and faculty. According to the center for Digital education, there was five top community college on the net, which includes: technical support, mobile access, video, social networking and webcast, distance learning and career guidance. One discovery that was made is that SNS was able to boost the level of student involvement when it was utilized for academic purposes (Rios-Aguilar et al., 2012). On the other hand, community college utilized SNS for training student on SNS skills. In one article published by the Community College Times, some of the colleges were offering SNS certificates programs for the purpose of providing students with the required skills needed to obtain jobs as well as adapting to the changes that take place within the workforce (Rios-Aguilar et al., 2012).

Furthermore, these researchers were able to point out the potential opportunities that SNS offered to community college by employing the use of sites such as Facebook, Twitter, and LinkedIn. This fascination that Community College has with SNS boils down to the fact that the school seeks to gain wider recognition to a wider audience

online. The idea is to promote their institution, campuses and to create a propaganda that encourages students to pursue their educational quest through the routes of community college. Furthermore, SNS helps community college student to be more engaged in extracurricular activities (Rios-Aguilar et al., 2012); (Lenhart et al., 2012). Another side of SNS is the incorporation of video games into their platform. So the question that arises is why the video games can't be incorporated into learning. In a study carried out by Lee et al., a group of people was selected and separated into two. One group incorporated interactive learning games into their curriculum, while the other group didn't. The idea of the study was to find out the effect of networked interactive learning games on the millennia's perception of test performance and learning. The findings showed that networked interactive games amongst college students had a positive impact on the millennials' learning evaluation as well as social presence and performance in test (Lee et al., 2014; Lee et. al, 2017).

According to one research, "Social learning theory and the concept of self-efficacy have both been applied with varying degrees of success to the challenge of explaining, predicting and influencing behaviour". From a user's point of view, SNS are made up of relevant people, a network of friends, and the content that is created by them. Now the content that is created can be shared publicly between friends, families or the world. The concept of social learning says that people observing whatever trend is in play on SNS will act in a similar way without any reward coming out of it. With respect to this theory, the results that emanate from this study shows that students from the university can build on themselves (learning outcome) by applying this theory. This theory is based on a reciprocal interaction between humans within the environment in question. It states that human behavior is a function of cognition, environment, and personality (Park et al., 2007).

Transfer students usually face challenges in their study in their first year of post-transfer into the new institution. This usually is as a result of the poor academic preparation at their old college they transferred from, especially when it has to do with community college transfers (Koker and Hendel, 2003). As a result, there are a lot of schools that offer summer bridge programs or transfer student success courses which are targeted at enabling the transfer students in question to adjust to the new college (Ackermann, 1991). The programs that are offered usually comprises of study skill acquisition programs, supplementary coursework, tutorial programs, etc. As a result, SNS has begun to broaden the potential of what these programs can be and what they can offer. In this line, some schools have started to incorporate virtual bridge courses and many more institutions offer tutorial courses online as well as gap assessment programs.

2.5 Theoretical Framework

In this section, the theoretical framework is discussed. Also, the uses and gratifications theory is used to discuss how university students use SNS platforms to gratify certain needs and desires while in school.

2.5.1 Uses and Gratifications Theory (UGT)

Uses and Gratification Theory (UGT) is one of the foremost theories used by communication scholars and as well quite prominent in studies that are related with SNS or SNS and university students (Ruggiero, 2000). This is because students find it easier and more convenient surfing the web and using the platforms. (Puri & Pugliese, 2012). It is also popular because the invention of SNS has It has high referral to the media audience as active and as such wants them to be recognized as people who can make use of the media platforms (mainstream and SNS s) for whatever they wish as

well as the time they desire (Stannard & Sanders, 2015). Therefore, the audience of the media can make use of the media to gratify their desires and needs.

In the case of this study, it is obvious that SNS is highly used among individuals who are students and those who are not. However, the purpose for which students use SNS to gratify their needs vary from the need to interact, search for academic materials as well as form virtual academic group platform where they can interact and relate as friends and academic mates. This authenticates the assumptions that the SNS has been used to gratify their need. "The gratification opportunities are properties of a medium (SNS in this context) that amplify or attenuate the opportunities from driven gratification of the medium" (Dimmic, Kline, & Stafford, 2000, p. 230).

Uses and Gratification gives us the opportunity to measure the reasons individuals' use these particular SNS platforms like Facebook, Instagram, Twitter, and Snapchat, while others measure the satisfaction and fulfilments they derive. (I.e. using SNS to have a group discussion about a take home assignment). The adoption of the Uses and Gratification theory involves more than acceptance and rejection; the post adoption process (i.e., use) involves an even larger number of dimensions, such as information seeking, relaxation, social networking, ego actualization, and so forth (Zhu & He , 2002, p. 470).

Ramirez Jr., Dimmick, Feaster, and Lin, (2008) argue that the Uses and Gratifications has been quite limited especially in explaining the media as it assumes that the users of the media regardless of the verity of media platforms make use of a particular medium based on the satisfaction it gives them. Uses and Gratifications Theory also

suggests that motivations have any direct role in media effects (Eveland Jr., Shah, & Kwak, 2003).

The uses and gratifications theory is very essential and significant when examining, analyzing or describing the interaction that exists between the audience and the media, most especially how the audience uses the media in soothing specific purpose or desire (Petric, Petrovcic, & Vehovar, 2011). Though some scholars have continuously criticized the uses and gratifications theory as non-explicit and vague (Mir, 2017; Ramirez Jr, Dimmick, Feaster, & Lin, 2008), it is quite important to re-emphasize that the theory remains very relevant and applicable especially in the current technologically oriented generation.

It is important to state that there are various needs by different audience for the use of media, some may use it to gratify their need to get adequate information that will help them in achieving certain needs and daily activities while others could use information accessed to gratify their entertainment needs (Burakgazi & Yildirim, 2014). According to the Uses and Gratification, there is always a motive behind the use of SNS or SNS by the audience, as such their ultimate goal for using a specific media and not another at a particular time is to achieve a goal (Wang, Gaskin, Rost, & Gentile, 2017). For instance, a user can use to chat with friends to watching music videos on YouTube; this is as a result of his need to gratify a particular need at that point in time.

Teke (2011, p84) conducted a research on Facebook addiction between social and hard science students. Finding show that students of Communication and Media Studies (FCMS) have more friends on their friend list. This indicate that they are more social and they contact with more people via Facebook. Finding also shows that students of

Communication and Media Studies are more active in updating their profile than students of Engineering Faculty. His study also shows the time students start using Facebook, finding indicated that students of Engineering Faculty started using Facebook earlier than student of Communication and Media Studies Faculty. The frequency of Facebook use amongst students in Faculty of Communication and Media Studies exceeds Engineering Faculty students. Also, duration of using Facebook during the day is higher among Students of Communication and Media Studies Faculty because they spend more time on Facebook. Lastly findings also indicate two significant reasons. Firstly, students who study at the Faculty of Communication and Media Studies, study communication and are more aware of the significance of communication and their communication needs are higher than students in Faculty of Engineering. Secondly, due to heavy course load, Faculty of Engineering students do not have much free time to spend on Facebook.

However, in this context, nobody looked at the influence of SNS use on students' academic performance.

Chapter 3

RESEARCH METHODOLOGY

This chapter discusses the methodology, process, and procedure in which the research is carried out. The chapter also consists of the research design, the population and study sample as well as the process of data collection. Also included is the procedure followed to complete the research as well as the reliability and validity of the research instrument as well as other parts of the study.

3.1 Research Methodology

The research methodology adopted in this research is the quantitative methodology. The quantitative methodology involves a systematic, orderly and numerical collection of data from respondents (Jack, Scharalda, Jones-Jack, & Kirchain, 2010). Research has proven that the quantitative research methodology is a reliable and efficient way of conducting research. This also indicates that results gotten from quantitative research can be used in suggesting future studies as well as open up many different areas of research (Cook & Cook, 2008). The quantitative research provides an avenue for research to have descriptive and arranged results while also giving researchers statistical quantification of results or findings (Daley, Martin, & Roessger, 2018).

Quantitative research most significantly involves itself in a large number of people who are generally referred to as population or sample when strategically limited (Kozlowski, Chao, Grand, Braun, & Kuljanin, 2013). As such, quantitative research affords the researcher to look at a larger number of people rather than a few who will

not be able to represent a reasonable number of people (Spierings, 2012). Over time, quantitative research has proven to be very useful and effective in the field of communication and media studies. The methodology has provided researchers an opportunity to measure the effect, impact and influence of the media on the users (Voils, Sandelowski, Barroso, & Hasselblad, 2008).

The quantitative research can be generally traced to the era of positivism where researchers solely depended on mathematical calculations and numbers (Hitchcock & Newman, 2012). In this era, studies conducted were measured mathematically (Seers & Critelton, 2001). However, the face of research has now changed and moved to a multi-paradigmatic era where there are many different ways of doing the same thing (Ragin, 2006). This has brought about more dynamism such as qualitative and critical research into the field of communication and media studies.

In quantitative research, the researcher intends to deal with the reality that is objective a well as the reality that can be measured and tangible (Hui & Fatt, 2008). These factors are quite important when dealing with quantitative as they help in creating a concise understanding when dealing with issues of formulating research questions, building questionnaires, measuring variables and as well selecting a sample (O'Donnell, Lutfey, Marceau, & McKinlay, 2007).

In quantitative research, a number of approaches which may be referred to as plan of attack are involved, these include simple random sampling, stratified random sampling, clustered random sampling, and convenience sampling among others (Daley, Martin, & Roessger, 2018). It is quite important to understand these plants of

attack as they will help in proper data gathering and eventual analysis (Kozlowski, Chao, Grand, Braun, & Kuljanin, 2013).

3.2 Research Design

The research was conducted through the collection of data from students of the two Faculties: Faculty of Communication and Media Studies which is a social science Faculty and Faculty of Engineering which is a hard science Faculty of Eastern Mediterranean University (EMU) during the Fall Semester of 2018/19 academic session. Hence this study has been designed as a comparative study of students of EMU. This is what informed the collection of data from the students.

EMU is the top university in the Northern Cyprus province. The university boasts of around 20,000 students with a very high number of international students who are spread across over 100 countries. This has also helped the university rank among the best 1000 universities in the world by the "Times Higher Education" and received a significant recognition by the Q Stars ranking.

EMU has over 100 academic programs and 11 Faculties with highly qualified academic staff who are globally recognized in teaching, research and community development. The university which admits students on semester bases has also been able to compete with other universities in the world in all areas including sports and other recreational activities.

3.3 Population and Sample

The population of this study is made up of the total number of students in Eastern Mediterranean University EMU who are studying during the 2018/19 academic session. However, the population as at the time of caring out the study was about

13,764. This research, being a comparative study, did a comparison between two large Faculties in the university, Communication and Media Studies Faculty (FCMS) is a social science Faculty and Faculty of Engineering being a hard science Faculty. The two Faculties have a sizable number of students both at the undergraduate and graduate levels, Faculty of Engineering (FE) has a population of 2,795 students and Communication and Media Studies Faculty (FCMS) has a population of 720 students. As a comparative study, a sample size of 200 was used for each of the Faculties that were selected in this study, however, 220 questionnaires were distributed for each Faculty. Questionnaires were distributed within members of the Faculties and a sizable number of them were graduate students.After the total distribution and collection, a total number of 410 questionnaires were filled and appropriately returned which brought the sample size of the study to 410.

3.4 Data Collection Instrument

The questionnaire is the data collection instrument in this study. Questionnaires have proven over time to be a reliable way of collecting measurable data. The instrument provides researchers the opportunity to quantify their results and generalize. The questionnaire, which comprised of 3 sections had a total of 45 questions. These questions were to measure the respondent's use of SNS as well as their level of use.

The first part of the questionnaire is designed to get demographic information about the respondent. There are 8 questions in demographic questions section of the questionnaire. Then, it moves to the second section use SNS questions, there are 9 questions in this section and it aims to know how and why student of EMU use SNS. This last section is the five-point Likert Scale which has 27 questions that aims to reveal the Influence of SNS on Students Academic Performance.

3.5 Research Procedures

This research was carried out between June and December 2018. Therefore, Table 1 provides a breakdown of step-by-step actions taken and the periods in which the actions were carried out.

Table 1: Progress log of the study

Research Progress	Period
Topic Approval and Proposal Writing	June 2018
Chapter 1	July-August 2018
Chapter 2	August-October 2018
Chapter 3	October 2018
Pilot and Distribution of Questionnaires	October-November 2018
Chapter 4	November 2018
Chapter 5	December 2018

3.6 Reliability and Validity

Reliability and validity were carried out to help measure and ascertain the fitness of the instrument of data collection as well as help ensure that all questions in the study are well understood by the respondents. The research supervisor, as well as two other colleagues, initially proofread the instrument of data collection. This significantly helped in ensuring the fitness of the instrument.

As such, a pilot study was initially carried out among 50 postgraduate students in EMU. Results of the pilot study showed that the reliability of the data was quite strong (See Table 2). We also measured the reliability of the data collected after the entire collection of data from the respondents. Results there in also revealed a very strong and reliable data (See Table 2 for result).

Table 2: Reliability statistics for main study

Cronbach's Alpha	N of Items
.848	27

Chapter 4

ANALYSIS AND FINDINGS

This chapter presents the analysis of the data collected for this study and findings drawn from them. The chapter comprises demographic characteristics of respondents, the descriptive analysis, mean and standard deviation as well as inferential statistics which was used to find out the relationships and compare the faculties that are included in the study.

4.1 Demographic Characteristics of Respondents

Table 3: Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cameroon	33	8.0	8.0	8.0
	Zimbabwean	46	11.2	11.2	19.3
	Nigerian	214	52.2	52.2	71.5
	Iranian	115	28.0	28.0	99.5
	Others	2	.5	.5	100.0
	Total	410	100.0	100.0	

The nationalities of the respondents in this study comprised of international students who are mainly of four (4) nationalities at the Eastern Mediterranean University. According to findings presented in Table 4.1, respondents of Cameroon nationality comprised of $n = 22$ representing 8%, Zimbabwean $n = 46$ representing 11.2%, Nigerian $n = 214$ representing 52.2%, Iranian $n = 115$ representing 28.0%, and Others $n = 2$ representing .5%.

Table 4: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16-19	51	12.4	12.4	12.4
	20-25	236	57.6	57.6	70.0
	26-30	87	21.2	21.2	91.2
	31-35	36	8.8	8.8	100.0
	Total	410	100.0	100.0	

According to the findings as seen in Table 4, respondents who fall within ages 16-19 are $n = 51$ representing 12.4%, 20-25 are $n = 236$ representing 57.6%, 26-30 are $n = 87$ representing 21.2%, and 31-35 are $n = 36$ representing 8.8%.

Table 5:Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Engineering	201	49.0	49.0	49.0
	Communication and Media Studies	209	51.0	51.0	100.0
	Total	410	100.0	100.0	

While measuring the Faculty distribution between the two faculties that are compared in this study, findings show that Faculty of Engineering has $n = 201$ representing 49.0%, and Communication and Media Studies Faculty (FCMS) reports $n = 209$ representing 51.0%. (See Table 5).

Table 6: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	265	35.6	35.6	35.6
	Male	146	64.4	64.4	100.0
	Total	410	100.0	100.0	

According to findings as seen in Table 6, female respondents are $n = 265$ representing 35.6%, while male respondents are $n = 146$ representing 64.4%.

Table 7: What is your marital status?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	240	58.5	58.5	58.5
	Engaged	90	22.0	22.0	80.5
	Married	47	11.5	11.5	92.0
	I don't want to mention	33	8.0	8.0	100.0
	Total	410	100.0	100.0	

The marital status of the respondents in this study is presented in Table 7 as follows. According to the findings respondents who are single are $n = 240$ representing 58.5%, engaged $n = 90$ representing 22.0%, married $n = 47$ representing 11.5%, and those who do not want to mention $n = 33$ representing 8.0%.

Table 8: Where do you reside in North Cyprus?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Magusa	410	100.0	100.0	100.0

All of the respondents reported that they stay in Famagusta according to the findings which are presented in Table 9, $n = 410$ representing 100.0%.

Table 9: What is your Occupation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	177	43.2	43.2	43.2
	Full-time employee	110	26.8	26.8	70.0
	Part-time employee	98	23.9	23.9	93.9
	Unemployed	25	6.1	6.1	100.0
	Total	410	100.0	100.0	

While finding out the occupation of the respondents, findings, as indicated in Table 9, shows that respondents fall within the following categorization. Respondents who are merely students $n = 177$ representing 43.2%, full-time employee $n = 110$ representing 26.8%, Part-time employee $n = 98$ representing 23.9%, and unemployed $n = 25$ representing 6.1%.

Table 10: Your educational level?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	116	28.3	28.3	28.3
	Masters	294	71.8	71.8	100.0
	Total	410	100.0	100.0	

A significant number of the respondents are masters' students' $n = 294$ representing 71.8%, while others are undergraduate students $n = 116$ representing 28.3%. (See Table 10).

Table 11: Do you belong to any SNS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	410	100.0	100.0	100.0
	Total	410	100.0	100.0	

All of the respondents reported that they belong to at least one SNS according to the
findings which are presented in Table 12, $n = 410$ representing 100.0%.

Table 12: Which SNS do you use?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	37	9.0	9.0	9.0
	WhatsApp	80	19.5	19.5	28.5
	Instagram	64	15.6	15.6	44.1
	YouTube	15	3.7	3.7	47.8
	All the above	214	52.2	52.2	100.0
	Total	410	100.0	100.0	

Table 12 shows that respondents who use Facebook are $n = 37$ representing 9.0%,
WhatsApp $n = 80$ representing 19.5%. Instagram $n = 64$ representing 15.6%. YouTube
$n = 15$ representing 3.7%, and those who use all of the platforms $n = 214$ representing
52.2%.

Table 13: I first had my SNS account when I was…

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13 -15	279	68.0	68.0	68.0
	16 - 18	82	20.0	20.0	88.0
	19 and above	49	12.0	12.0	100.0
	Total	410	100.0	100.0	

Findings in Table 13 shows that respondents who use SNS for the first time when they
were within 13 -15 $n = 279$ representing 68.0%, 16 - 18 $n = 82$ representing 20.0%,
and respondents who are 19 and above $n = 49$ representing 12.0%.

Table 14: How much time do you spend daily on SNS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<1 hour	19	4.6	4.6	4.6
	2- 6 hours per day	260	63.4	63.4	68.0
	7- 13 hours per day	83	20.2	20.2	88.3
	14- 24 hours	48	11.7	11.7	100.0
	Total	410	100.0	100.0	

Table 14 shows the number of time respondents spend on SNS s. Respondents who spend less than an hour are $n = 19$ representing 4.6%, 2- 6 hours per day $n = 260$ representing 63.4%, 7- 13 hours per day $n = 83$ representing 20.2%, and 14- 24 hours $n = 48$ representing 11.7%.

Table 15: When you use SNS, who are you interacting with?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Close Friends	129	31.5	31.5	31.5
	Classmates	37	9.0	9.0	40.5
	Family	108	26.3	26.3	66.8
	Boyfriend or Girlfriend/Spouse/Significant Other	132	32.2	32.2	99.0
	Co-workers	4	1.0	1.0	100.0
	Total	410	100.0	100.0	

While trying to find our who respondents interact with more often when using SNS s, findings as indicated in Table 15 state that those who interact with close friends are $n = 129$ representing 31.5%, Classmates $n = 37$ representing 9.0%, family $n = 108$

representing 26.3%, boyfriend or girlfriend/Spouse/Significant $n = 132$ representing

32.2%, and others $n = 4$ representing 1.0%.

Table 16: Which is the most preferred medium through which you access these SNS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Smartphone	197	48.0	48.0	48.0
	Tablet	110	26.8	26.8	74.9
	Laptop	77	18.8	18.8	93.7
	Smart watches	26	6.3	6.3	100.0
	Total	410	100.0	100.0	

Table 16 present the findings on the most preferred medium through which

respondents access SNS s. According to the results respondents who use Smartphone

$n = 197$ representing 48.0%, Tablet $n = 110$ representing 26.8%, laptop $n = 110$

representing 77%. and Smartwatches $n = 26$ representing 6.3%.

Table 17: What is your main purpose for using SNS?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Entertainment	90	22.0	22.0	22.0
	Communication	196	47.8	47.8	69.8
	Education	57	13.9	13.9	83.7
	Browsing	67	16.3	16.3	100.0
	Total	410	100.0	100.0	

While finding out the main purpose for using SNS, respondents state that

Entertainment $n = 90$ representing 22.0%. Communication $n = 196$ representing

47.8%. Education $n = 57$ representing 13.9%. and browsing $n = 67$ representing 16.3%.

(See Table 17).

Table 18: How much time do you spend studying per day?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 hour or less	52	12.7	12.7	12.7
	2-3 hours	217	52.9	52.9	65.6
	4-5 hours	99	24.1	24.1	89.8
	6 hours above	42	10.2	10.2	100.0
	Total	410	100.0	100.0	

Table 18 shows the number of time respondents visit SNS s. Respondents who spend less than hour are $n = 52$ representing 12.7%, 2- 3 hours per day $n = 217$ representing 52.9%, 4-5 hours per day $n = 99$ representing 24.1%, and 6 hours and above $n = 42$ representing 10.2%.

Table 19: In what format have you taken college courses?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Online only	6	1.5	1.5	1.5
	Face-to-face only	193	47.1	47.1	48.5
	Mixture	211	51.5	51.5	100.0
	Total	410	100.0	100.0	

Table 19 shows the format in which respondents take college courses. Findings indicate that students who have taken courses online only $n = 6$ representing 1.5%. Face-to-face only $n = 193$ representing 47.1%, and both $n = 211$ representing 51.5%.

4.2 Descriptive Analysis of 5 Point Likert Scale Items

This section seeks to present descriptive statistics of 5-point Likert scale items for this study. The items measure the level of agreements within the items measuring student's use of SNS for academic purposes.

Table 20: I find myself distracted by SNS while completing my assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	5.4	5.4	5.4
	Agree	176	42.9	42.9	48.3
	Undecided	95	23.2	23.2	71.5
	Disagree	61	14.9	14.9	86.3
	Strongly Disagree	56	13.7	13.7	100.0
	Total	410	100.0	100.0	

Findings, as shown in Table 20, is a descriptive statistic on "I find myself distracted by SNS while completing my assignments". Responses indicate that those who strongly Agree $n = 22$ representing 5.4%. Agree $n = 176$ representing 42.9%. Undecided $n = 95$ representing 23.2%. Disagree $n = 61$ representing 14.9%. And Strongly Disagree $n = 56$ representing 13.7%. In a nutshell, 48.3% agree, and 28.6% disagree with this statement.

Table 21: I check SNS while studying for my exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	21	5.1	5.1	5.1
	Agree	208	50.7	50.7	55.9
	Undecided	63	15.4	15.4	71.2
	Disagree	48	11.7	11.7	82.9
	Strongly Disagree	70	17.1	17.1	100.0
	Total	410	100.0	100.0	

Table 21 presents descriptive statistics of respondents' response to "I check SNS while studying for my exams". Findings show that respondents who strongly Agree are $n = 21$ representing 5.1%. Those who Agree are $n = 208$ representing 50.7%. Undecided are $n = 63$ representing 15.4%. Disagree are $n = 48$ representing 11.7%. And Strongly Disagree are $n = 70$ representing 17.1%. In a nutshell, 55.8% agree, and 28.8% disagree with this statement.

Table 22: I check SNS while studying for my quizzes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	7.1	7.1	7.1
	Agree	217	52.9	52.9	60.0
	Undecided	71	17.3	17.3	77.3
	Disagree	37	9.0	9.0	86.3
	Strongly Disagree	56	13.7	13.7	100.0
	Total	410	100.0	100.0	

Findings, as shown in Table 22, is a descriptive statistics on "I check SNS while studying for my quizzes". Responses indicate that those who strongly Agree $n = 29$ representing 7.1%. Agree $n = 217$ representing 52.9%. Undecided $n = 71$ representing 17.3%. Disagree $n = 37$ representing 9.0%. And Strongly Disagree $n = 56$ representing 13.7%. In a nutshell, 60% agree, and 22.7% disagree with this statement.

Table 23: I find myself distracted by SNS while studying for my exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	7.1	7.1	7.1
	Agree	109	26.6	26.6	33.7
	Undecided	85	20.7	20.7	54.4
	Disagree	126	30.7	30.7	85.1
	Strongly Disagree	61	14.9	14.9	100.0
	Total	410	100.0	100.0	

Table 23 presents descriptive statistics of respondents' response to "I find myself distracted by SNS while studying for my exams". Findings show that respondents who Strongly Agree are $n = 29$ representing 7.1%. Those who Agree are $n = 109$ representing 26.6%. Undecided are $n = 85$ representing 20.7%. Disagree are $n = 126$ representing 30.7%. And Strongly Disagree are $n = 61$ representing 14.9%. In a nutshell, 33.7% agree, and 45.6% disagree with this statement.

Table 24: I find myself distracted by SNS while studying for my quizzes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	33	8.0	8.0	8.0
	Agree	169	41.2	41.2	49.3
	Undecided	75	18.3	18.3	67.6
	Disagree	68	16.6	16.6	84.1
	Strongly Disagree	65	15.9	15.9	100.0
	Total	410	100.0	100.0	

A finding, as shown in Table 24, is a descriptive statistics on "I find myself distracted by SNS while studying for my quizzes". Responses indicate that those who Strongly Agree $n = 33$ representing 8.0%, Agree $n = 169$ representing 41.2%. Undecided $n = 75$ representing 18.3%. Disagree $n = 68$ representing 16.6%. And Strongly Disagree n

= 65 representing 15.9%. In a nutshell, 49.2% agree, and 32.5% disagree with this statement.

Table 25: My GPA showed a decrease due to the amount of time spent on SNS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	51	12.4	12.4	12.4
	Agree	118	28.8	28.8	41.2
	Undecided	93	22.7	22.7	63.9
	Disagree	122	29.8	29.8	93.7
	Strongly Disagree	26	6.3	6.3	100.0
	Total	410	100.0	100.0	

Table 25 presents descriptive statistics of respondents' response to "My GPA showed a decrease due to the amount of time spent on SNS s". Findings show that respondents who Strongly Agree are $n = 51$ representing 12.4%. Those who Agree are $n = 118$ representing 28.8%. Undecided are $n = 93$ representing 22.7%. Disagree are $n = 122$ representing 29.8%. And Strongly Disagree are $n = 26$ representing 6.3%. In a nutshell, 41.2% agree, and 36.1% disagree with this statement.

Table 26: My GPA showed an increase due to the amount of time spent on SNS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	21	5.1	5.1	5.1
	Agree	113	27.6	27.6	32.7
	Undecided	103	25.1	25.1	57.8
	Disagree	111	27.1	27.1	84.9
	Strongly Disagree	62	15.1	15.1	100.0
	Total	410	100.0	100.0	

Findings, as shown in Table 26, is a descriptive statistics on "My GPA showed an increase due to the amount of time spent on SNS s". Responses indicate that those who Strongly Agree $n = 21$ representing 5.1%. Agree $n = 113$ representing 27.6%.

Undecided n = 103 representing 25.1%. Disagree n = 111 representing 27.1%. And

Strongly Disagree n = 62 representing 15.1%. In a nutshell, 32.7% agree, and 42.2%

disagree with this statement.

Table 27: SNS are an effective tool for e-learning (i.e. for interacting with other students on a particular subject and sharing ideas)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	3.2	3.2	3.2
	Agree	199	48.5	48.5	51.7
	Undecided	61	14.9	14.9	66.6
	Disagree	15	3.7	3.7	70.2
	Strongly Disagree	122	29.8	29.8	100.0
	Total	410	100.0	100.0	

Table 27 presents' descriptive statistics of respondents' response to "SNS are an

effective tool for e-learning (i.e. for interacting with other students on a particular

subject and sharing ideas)". Findings show that respondents who Strongly Agree are

n = 13 representing 3.2%. Those who Agree are n = 199 representing 48.5%.

Undecided are n = 61 representing 14.9%. Disagree are n = 15 representing 3.7%. And

Strongly Disagree are n = 122 representing 29.8%. In a nutshell, 51.7% agree, and

33.5% disagree with this statement.

Table 28: SNS are helpful to my academics in getting educational materials for assignments in my class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	.5	.5	.5
	Agree	188	45.9	45.9	46.3
	Undecided	72	17.6	17.6	63.9
	Disagree	12	2.9	2.9	66.8
	Strongly Disagree	136	33.2	33.2	100.0
	Total	410	100.0	100.0	

Findings, as shown in Table 28, is a descriptive statistics on "SNS are helpful to my academics in getting educational materials for assignments in my class". Responses indicate that those who strongly Agree *n* = 2 representing .5%. Agree *n* = 188 representing 45.9%. Undecided *n* = 72 representing 17.6%, Disagree *n* = 12 representing 2.9%. And Strongly Disagree *n* = 136 representing 33.2%. In a nutshell, 63.5% agree, and 36.1% disagree with this statement.

Table 29: SNS have been effective in supporting my progress toward graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	24	5.9	5.9	5.9
	Agree	190	46.3	46.3	52.2
	Undecided	71	17.3	17.3	69.5
	Disagree	25	6.1	6.1	75.6
	Strongly Disagree	100	24.4	24.4	100.0
	Total	410	100.0	100.0	

Table 29 presents descriptive statistics of respondents' response to "SNS have been effective in supporting my progress toward graduation". Findings show that respondents who Strongly Agree are *n* = 24 representing 5.9%. Those who Agree are *n* = 190 representing 46.3%. Undecided are *n* = 71 representing 17.3%. Disagree are *n* = 25 representing 6.1%. And Strongly Disagree are *n* = 100 representing 24.4%. In a nutshell, 52.2% agree, and 30.5% disagree with this statement.

Table 30: University SNS groups and pages are engaging and beneficial to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	1.0	1.0	1.0
	Agree	178	43.4	43.4	44.4
	Undecided	98	23.9	23.9	68.3
	Disagree	5	1.2	1.2	69.5
	Strongly Disagree	125	30.5	30.5	100.0
	Total	410	100.0	100.0	

Findings, as shown in Table 30, is a descriptive statistics on "University SNS groups and pages are engaging and beneficial to students". Responses indicate that those who Strongly Agree $n = 4$ representing 1.0%. Agree $n = 178$ representing 43.4%. Undecided $n = 98$ representing 23.9%. Disagree $n = 5$ representing 1.2%. And Strongly Disagree $n = 125$ representing 30.5%. In a nutshell, 44.4% agree, and 31.7% disagree with this statement.

Table 31: My addiction to SNS negatively influence my academics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	54	13.2	13.2	13.2
	Agree	152	37.1	37.1	50.2
	Undecided	43	10.5	10.5	60.7
	Disagree	121	29.5	29.5	90.2
	Strongly Disagree	40	9.8	9.8	100.0
	Total	410	100.0	100.0	

Table 31 presents descriptive statistics of respondents' response to "My addiction to SNS negatively influence my academics". Findings show that respondents who Strongly Agree are $n = 54$ representing 13.2%. Those who Agree are $n = 152$ representing 37.1%. Undecided are $n = 43$ representing 10.5%. Disagree are $n = 121$

representing 29.5%. And Strongly Disagree are $n = 40$ representing 9.8%. In a nutshell, 50.3% agree, and 39.3% disagree with this statement.

Table 32: My lectures encourage me to use SNS for assignments and project

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	3.4	3.4	3.4
	Agree	171	41.7	41.7	45.1
	Undecided	67	16.3	16.3	61.5
	Disagree	51	12.4	12.4	73.9
	Strongly Disagree	107	26.1	26.1	100.0
	Total	410	100.0	100.0	

Findings, as shown in Table 32, is a descriptive statistics on "My lectures encourage me to use SNS for assignments and Project". Responses indicate that those who Strongly Agree $n = 14$ representing 3.4%. Agree $n = 171$ representing 41.7%. Undecided $n = 67$ representing 16.3 %. Disagree $n = 51$ representing 12.4%. And Strongly Disagree $n = 107$ representing 26.1%. In a nutshell, 45.1% agree, and 38.5% disagree with this statement.

Table 33: Time spent on SNS can never be compared to time spent on my studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	.5	.5	.5
	Agree	166	40.5	40.5	41.0
	Undecided	87	21.2	21.2	62.2
	Disagree	60	14.6	14.6	76.8
	Strongly Disagree	95	23.2	23.2	100.0
	Total	410	100.0	100.0	

Table 33 presents descriptive statistics of respondents' response to "Time spent on SNS can never be compared to time spent on my studies". Findings show that respondents who Strongly Agree are $n = 2$ representing .5%. Those who Agree are n

= 166 representing 40.5%. Undecided are *n* = 87 representing 21.2%. Disagree are *n* = 60 representing 14.6%. And Strongly Disagree are *n* = 95 representing 23.2%. In a nutshell, 41% agree, and 37.8% disagree with this statement.

Table 34: There is no improvement in my grades since I became engaged in these SNS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	7.6	7.6	7.6
	Agree	105	25.6	25.6	33.2
	Undecided	84	20.5	20.5	53.7
	Disagree	123	30.0	30.0	83.7
	Strongly Disagree	67	16.3	16.3	100.0
	Total	410	100.0	100.0	

Findings, as shown in Table 34, is a descriptive statistic on "There is no improvement in my grades since I became engaged in these SNS s". Responses indicate that those who Strongly Agree *n* = 31 representing 7.6%. Agree *n* = 105 representing 25.6%. Undecided *n* = 84 representing 20.5%. Disagree *n* = 123 representing 30.0%. And Strongly Disagree *n* = 67 representing 16.3%. In a nutshell, 33.2% agree, and 46.3% disagree with this statement.

Table 35: There has been an improvement in my grades since I became engaged in these SNS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	6.1	6.1	6.1
	Agree	165	40.2	40.2	46.3
	Undecided	80	19.5	19.5	65.9
	Disagree	86	21.0	21.0	86.8
	Strongly Disagree	54	13.2	13.2	100.0
	Total	410	100.0	100.0	

Table 35 presents descriptive statistics of respondents' response to "There have been an improvement in my grades since I became engaged in these SNS s". Findings show that respondents who Strongly Agree are $n = 25$ representing 6.1%. Those who Agree are $n = 165$ representing 40.2%. Undecided are $n = 80$ representing 19.5%. Disagree are $n = 86$ representing 21.0%. And Strongly Disagree are $n = 54$ representing 13.2%. In a nutshell, 46.3% agree, and 34.2% disagree with this statement.

Table 36: My lectures encourage me to use SNS for assignments and project

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	3.4	3.4	3.4
	Agree	186	45.4	45.4	48.8
	Undecided	60	14.6	14.6	63.4
	Disagree	28	6.8	6.8	70.2
	Strongly Disagree	122	29.8	29.8	100.0
	Total	410	100.0	100.0	

Findings, as shown in Table 36, is a descriptive statistics on "Using materials from SNS like Wikipedia for research has helped improve my grades". Responses indicate that those who Strongly Agree $n = 14$ representing 3.4%. Agree $n = 186$ representing 45.4%. Undecided $n = 60$ representing 14.6%, Disagree $n = 28$ representing 6.8%. And Strongly Disagree $n = 122$ representing 29.8%. In a nutshell, 48.8% agree, and 36.6% disagree with this statement.

Table 37: SNS materials complement what I have been taught in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	.5	.5	.5
	Agree	169	41.2	41.2	41.7
	Undecided	89	21.7	21.7	63.4
	Disagree	41	10.0	10.0	73.4
	Strongly Disagree	109	26.6	26.6	100.0
	Total	410	100.0	100.0	

Table 37 presents descriptive statistics of respondents' response to "I use materials obtained from SNS to complement what I have been taught in class". Findings show that respondents who Strongly Agree are $n = 2$ representing .5%. Those who Agree are $n = 169$ representing 41.2%. Undecided are $n = 89$ representing 21.7%. Disagree are $n = 41$ representing 10.0%. And Strongly Disagree are $n = 109$ representing 26.6%. In a nutshell, 41.7% agree, and 36.6% disagree with this statement.

Table 38: To improve my academic performance, I engage in online discussions through SNS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	36	8.8	8.8	8.8
	Agree	192	46.8	46.8	55.6
	Undecided	62	15.1	15.1	70.7
	Disagree	23	5.6	5.6	76.3
	Strongly Disagree	97	23.7	23.7	100.0
	Total	410	100.0	100.0	

Findings, as shown in Table 38, is a descriptive statistics on "Engaging in academic forums on SNS increases my understanding of topics discussed in class". Responses indicate that those who Strongly Agree n = 36 representing 36%. Agree n = 192 representing 46.8%. Undecided n = 62 representing 15.1%. Disagree n = 23 representing 5.6%. And Strongly Disagree n = 97 representing 23.7%. In a nutshell, % 55.6 agrees, and 29.3% disagree with this statement.

Table 39: With regards to my academics, I get involved in as many online discussions as possible

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	1.5	1.5	1.5
	Agree	175	42.7	42.7	44.1
	Undecided	80	19.5	19.5	63.7
	Disagree	48	11.7	11.7	75.4
	Strongly Disagree	101	24.6	24.6	100.0
	Total	410	100.0	100.0	

Table 39 presents descriptive statistics of respondents' response to "With regards to my academics, I get involved in as many online discussions as possible". Findings show that respondents who Strongly Agree are n = 6 representing 1.5%. Those who Agree are n = 175 representing 42.7%. Undecided are n = 80 representing 19.5%. Disagree are n = 48 representing 11.7%. And Strongly Disagree are n = 101 representing 24.6%. In a nutshell, 44.2% agree, and 36.3% disagree with this statement.

Table 40: Using SNS increased my productivity in my academics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	6.8	6.8	6.8
	Agree	148	36.1	36.1	42.9
	Undecided	67	16.3	16.3	59.3
	Disagree	32	7.8	7.8	67.1
	Strongly Disagree	135	32.9	32.9	100.0
	Total	410	100.0	100.0	

Findings, as shown in Table 40, is a descriptive statistics on "Using SNS increased my productivity in my academics". Responses indicate that those who Strongly Agree $n = 28$ representing 6.8%, Agree $n = 148$ representing 36.1%. Undecided $n = 67$ representing 16.3%. Disagree $n = 32$ representing 7.8%, and Strongly Disagree $n = 135$ representing 32.9%. In a nutshell, 42.9% agree. And 40.7% disagree with this statement.

Table 41: I use WhatsApp to get information about my coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	7.1	7.1	7.1
	Agree	162	39.5	39.5	46.6
	Undecided	41	10.0	10.0	56.6
	Disagree	60	14.6	14.6	71.2
	Strongly Disagree	118	28.8	28.8	100.0
	Total	410	100.0	100.0	

Table 41 presents descriptive statistics of respondents' response to "I use WhatsApp to get information about my coursework". Findings show that respondents who strongly Agree are $n = 29$ representing 7.1%. Those who Agree are $n = 162$ representing 39.5%. Undecided are $n = 41$ representing 10.0%. Disagree are $n = 60$ representing 14.6%. And Strongly Disagree are $n = 118$ representing 28.8%. In a nutshell, 46.6% agree, and 43.3% disagree with this statement.

Table 42: I use Facebook to get information about my coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	7.1	7.1	7.1
	Agree	105	25.6	25.6	32.7
	Undecided	72	17.6	17.6	50.2
	Disagree	86	21.0	21.0	71.2
	Strongly Disagree	118	28.8	28.8	100.0
	Total	410	100.0	100.0	

Findings as shown in Table 42 is a descriptive statistics on "I use Facebook to get information about my course work". Responses indicate that those who Strongly Agree $n = 29$ representing 7.1%, Agree $n = 105$ representing 25.6%. Undecided $n = 72$ representing 17.6%. Disagree $n = 86$ representing 21.0%. And Strongly Disagree $n = 118$ representing 28.8%. In a nutshell, 32.7% agree, and 49.8% disagree with this statement.

Table 43: I use Instagram to get information about my coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	65	15.9	15.9	15.9
	Agree	97	23.7	23.7	39.5
	Undecided	78	19.0	19.0	58.5
	Disagree	92	22.4	22.4	81.0
	Strongly Disagree	78	19.0	19.0	100.0
	Total	410	100.0	100.0	

Table 43 presents descriptive statistics of respondents' response to "I use Instagram to get information about my course work". Findings show that respondents who Strongly Agree are $n = 65$ representing 15.9%. Those who Agree are $n = 97$ representing 23.7%. Undecided are $n = 78$ representing 19.0%. Disagree are $n = 92$ representing 22.4%. And Strongly Disagree are $n = 78$ representing 19.0%. In a nutshell, 39.6% agree, and 41.4% disagree with this statement.

Table 44: I use twitter to get information about my coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	68	16.6	16.6	16.6
	Agree	123	30.0	30.0	46.6
	Undecided	45	11.0	11.0	57.6
	Disagree	110	26.8	26.8	84.4
	Strongly Disagree	64	15.6	15.6	100.0
	Total	410	100.0	100.0	

Findings as shown in Table 44 is a descriptive statistics on "I use twitter to get information about my course work". Responses indicate that those who Strongly Agree $n = 68$ representing 16.6%. Agree $n = 123$ representing 30.0%. Undecided $n = 45$ representing 11.0%. Disagree $n = 110$ representing 26.8%. And Strongly Disagree $n = 64$ representing 15.6%. In a nutshell, 46.6% agree, and 42.4% disagree with this statement.

Table 45: I use YouTube to get information about my coursework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	46	11.2	11.2	11.2
	Agree	175	42.7	42.7	53.9
	Undecided	12	2.9	2.9	56.8
	Disagree	51	12.4	12.4	69.3
	Strongly Disagree	126	30.7	30.7	100.0
	Total	410	100.0	100.0	

Table 45 presents descriptive statistics of respondents' response to "I use YouTube to get information about my coursework". Findings show that respondents who Strongly Agree are $n = 46$ representing 11.2%. Those who Agree are $n = 175$ representing 42.7%. Undecided are $n = 12$ representing 2.9%. Disagree are $n = 51$ representing 12.4.

and Strongly Disagree are *n* = 126 representing 30.7%. In a nutshell, 53.9%agree, and 43.1% disagree with this statement.

4.3 Means and Corresponding Attitudes of Respondents

In finding out the Means and attitudes of the respondents Balci's (2004) measurement scales were adopted in the study. This helped in understanding the respondents' level of agreement or disagreements with the items in the questionnaire. The values are, 1=Strongly agree, (1-1.79 SA) 2=agree, (1.80-2.59 A) 3=Undecided, (2.60-3.39 U) 4=Disagree (3.40-4.19 D) and 5= Strongly Disagree (4.20-5 SD).

Table 46: Mean and Attitudes of Respondents

NO.	Items	Mean	Attitude
1	I use SNS for my assignments	2.13	A
2	I find myself distracted by SNS while completing my assignments	2.23	A
3	I check SNS while studying for my exams	2.32	A
4	I check SNS while studying for my quizzes	2.14	A
5	I find myself distracted by SNS while studying for my exams	2,34	A
6	I find myself distracted by SNS while studying for my quizzes	2,16	A
7	My GPA showed a decrease due to the amount of time spent on SNS	2,00	A
8	My GPA showed an increase due to the amount of time spent on SNS	2.15	A
9	SNS are an effective tool for e-learning (i.e. for interacting with other students on a particular subject and sharing ideas)	2.09	A
10	SNS are helpful to my academics in getting educational materials for assignments in my class	2.88	U

11	SNS have been effective in supporting my progress toward graduation?	2.24	A
12	university SNS groups and pages are engaging and beneficial to students	2.14	A
13	My addiction to SNS negatively influence my academics	2.07	A
14	My lecturers encourage me to use SNS for assignments and Project	2.00	A
15	The number of time I invest on my studies is incomperable with that spent on SNS	2.03	A
16	There is no improvement in my grades since I became engaged in these SNS	2.14	A
17	There has been an improvement in my grades since I became engaged in these SNS	2.27	A
18	Online materials has brought about an improvement on my academic grades	2.09	A
19	SNS materials complement what I have been taught in class	2.09	A
20	To improve my academic perfoprmance, I engage in online discussions through SNS	2.99	U
21	With regards to my academics, I get involved in as many online discussions as possible.	2.15	A
22	Using SNS increased my productivity in my academics	2.22	A
23	I use WhatsApp to get information about my coursework	2.05	A
24	I use Facebook to get information about my coursework	2.12	A
25	I use Instagram to get information about my coursework	2.33	A
26	I use twitter to get information about my coursework	2.25	A
27	I use YouTube to get information about my coursework	2.00	A

Table 46 Shows the mean and attitudes of respondents; results indicate that the respondents agreed to all the items except two. However, the remaining two were undecided.

4.4 Inferential Statistics

Inferential statistics are conducted to measure the statistical significant relationship between students in Communication and Media Studies Faculty and Faculty of Engineering who SNS use affect their academic performance. As such Correlation analysis and Chi Square are used to carry out the findings, thereby answering the research questions.

Table: 47 Correlation analysis between SNS use and items measuring the academic performance of the students.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	1															
2	.153**	1														
3	.127**	.584**	1													
4	.202**	.390**	.605**	1												
5	.153**	.393**	.475**	.500**	1											
6	.283**	.007	.135**	.098*	.138**	1										
7	.292**	.118*	.238**	.183**	.136**	.103*	1									
8	.028**	.146**	.148**	.049	.149**	.019	.225**	1								
9	.122*	-.096	-.035	.013	-.080	.201**	.103*	.310**	1							
10	.130**	.131**	.173**	.184**	.258**	.158**	.226**	.268**	.223**	1						
11	.210**	.410**	.385**	.325**	.342**	.121*	.232**	.113*	.103*	.133**	1					
12	.013*	.275**	.294**	.202**	.369**	.001	.212**	.265**	.073	.288**	.463**	1				
13	.309**	.412**	.377**	.349**	.318**	.080	.256**	.144**	.070	.113*	.485**	.553**	1			
14	.205**	.110*	.234**	.198**	.233**	.049	.214**	.152**	.110*	.160**	.340**	.371**	.505**	1		
15	.279**	.066	.272**	.162**	.236**	-.020	.277**	.181**	.210**	.162**	.244**	.356**	.342**	.376**	1	
16	.216**	.172**	.344**	.294**	.420**	.056	.149**	.262**	.105*	.175**	.211**	.292**	.314**	.462**	.407**	1

Table 47 Shows a correlation analysis between SNS use and items measuring the academic performance of the students. Findings indicate that SNS use had a significant relationship with all items measured. For example SNS use (1) had a significant correlation with distracted while studying for my exams (2), distracted while studying

for my quizzes (3), GPA showed a decrease due to the amount of time spent on SNS (4), e-learning (i.e. for interacting with other students on a particular subject and sharing ideas) (5), helpful to my academics in getting educational materials for assignments in my class (6).

Also, SNS use (1) correlated with university SNS groups and pages are engaging and beneficial to students (7), addicted to SNS and this is a challenge that affects my academic performance (8), lecturers encourage me to use SNS for assignments and project (9), time spent on SNS can never be compared to the time spent on my studies.

In other variables SNS use (1) correlated with using materials from SNS like Wikipedia for research has helped improve my grades (10), I use materials obtained from SNS to complement what I have been taught in class (11), engaging in academic forums on SNS increases my understanding of topics discussed in class (12), using SNS increased my productivity in my academics (13), There is no improvement in my grades since I became engaged in these SNS (14), using materials from SNS like Wikipedia for research has helped improve my grades (15), and My addiction to SNS negatively influence my academics (16).

Table 48: Chi Square measuring statistical relationship between students in Faculty Communication and Media Studies and Faculty of Engineering who SNS use affect their academic performance

Items	F	Sig	t	df	p
I use SNS for my assignments	.654	.419	-.888	407	.375
			-.889	406.646	.375
I find myself distracted by SNS while completing my assignments	.740	.390	.303	407	.762
			.303	404.325	.762
I check SNS while studying for my exams	.946	.331	.221	407	.825
			.221	405.008	.825
I check SNS while studying for my quizzes	1.580	.210	.796	407	.427
			.795	403.809	.427
I find myself distracted by SNS while studying for my exams	1.251	.264	1.013	407	.312
			1.013	406.079	.312
I find myself distracted by SNS while studying for my quizzes	.316	.574	-.164	407	.870
			-.164	405.219	.870
My GPA showed a decrease due to the amount of time spent on SNS s	.001	.977	1.313	407	.190
			1.312	405.378	.190
SNS are an effective tool for e-learning (i.e. for interacting with other students on a particular subject and sharing ideas)	.987	.321	.618	407	.537
			.617	405.276	.537
SNS are helpful to my academics in getting educational materials for assignments in my class	.172	.679	-.958	407	.339
			-.958	406.249	.339
SNS have been effective in supporting my progress toward graduation?	2.421	.121	-1.329	407	.185
			-1.330	406.933	.184
University SNS groups and pages are engaging and beneficial to students	1.520	.218	-.715	407	.475
			-.716	406.952	.475
My addiction to SNS negatively influence my academics	.001	.974	-1.698	407	.090
			-1.697	405.252	.090
	.215	.643	-.821	407	.412

	F	Sig.	t	df	Sig.
My lecturers encourage me to use SNS for assignments and Project			-.821	406.575	.412
Time on SNS can never be compared to the time spent on my studies.	.082	.774	.441	407	.660
			.441	406.281	.660
There is no improvement in my grades since I became engaged in these SNS	1.133	.288	-.282	407	.778
			-.282	406.700	.778
There has been an improvement in my grades since I became engaged in these SNS	.408	.523	.927	407	.354
			.928	406.983	.354
Online materials has brought about an improvement on my academic grades	.117	.733	.679	407	.497
			.679	406.031	.497
SNS materials complement what I have been taught in class	.044	.835	-1.232	407	.219
			-1.231	405.705	.219
To improve my academic perfoprmance, I engage in online discussions through SNS	.090	.764	-.183	407	.855
			-.183	405.842	.855
With regards to my academics, I get involved in as many online discussions as possible.	.336	.563	-.440	407	.660
			-.440	406.483	.660
Using SNS increased my productivity in my academics	.572	.450	.488	407	.626
			.488	404.229	.626
I use WhatsApp to get information about my coursework	.667	.414	.431	407	.666
			.431	404.500	.667
I use Facebook to get information about my coursework	1.885	.171	.658	407	.511
			.657	404.047	.512
I use Instagram to get information about my coursework	3.850	.050	-.423	407	.673
			-.422	399.020	.673
I use twitter to get information about my coursework	.693	.406	1.148	407	.252
			1.147	404.537	.252
I use YouTube to get information about my coursework	.040	.841	.753	407	.452
			.753	406.459	.452

Table 48 Chi Square measuring statistical relationship between students in the Communication and Media Studies Faculty (FCMS) and Faculty of Engineering whom SNS use influence their academic performance, interestingly, findings indicate that there is statistically significant relationship between the two Faculties that were compared. This result may be due largely to the fact that, SNS platform has a universal way of affecting students regardless of gender, age, race or Faculty.

Chapter 5

CONCLUSION

This part of the research draws up a conclusion consisting of three parts. Firstly, a summary of the research is drawn, then information about the process of conducting the research which includes the sample size and process of data analysis. Secondly, the conclusions drawn from the research is presented which helps in answering the research questions and provide a through explanation to the research findings. Thirdly, I provide recommendations on how further research could be carried out and provide more in depth findings.

5.1 Summary of the Study

This research is a quantitative inquiry into the uses and influence of SNS like Facebook, Instagram, Snapchat, and Twitter on academic performance of university students. The study carries out the research using a quantitative methodology and more specifically survey approach to measure how and the extent at which SNS affects university students. The study further conducts a comparison between students of the Communication and Media Studies Faculty and Faculty of Engineering to find out if there is any significant difference in the use and influence of these SNS on their academic performance. 410 students filled the questionnaires distributed and the findings are analyzed using the statistical package for social sciences SPSS.

5.2 Conclusions Drawn from the Study

This study has been able to make interesting findings about the roles and effects of SNS use on academic performance of university students using EMU students and

more specifically students of the Communication and Media Studies Faculty and Faculty of Engineering as a case study. The findings are presented below to answer the questions.

RQ 1. What is the exposure level of students in EMU to SNS? Findings in this research indicate that EMU students are highly exposed to social media. This indicate that a majority of the students use SNS for more than four hours in a day. As such, there is a tendency that SNS will have a strong effect on them most especially if they do not control their use of apply caution in its use. This high level of use also applies to all the nationalities and categories of students that are studied in this research. This may be due to the fact that they are all categorized significantly as young adults and also are able to use SNS at any time of the day.

RQ 2. What do Students in EMU use SNS for? This study has shown that university students, most especially EMU students use SNS for different gratification purposes. However, this research has been able to find out that the main purposes of using SNS include entertainment, communication, education, and in many cases surfing the web. They also use SNS at any point or circumstance even when in class. Quite interestingly, the study has been able to find out that almost all the SNS platforms are being used by university students. This may be due to the fact that the platforms serve different purposes for their use. For example, Instagram may be used more for viewing and uploading pictures, Facebook for all purpose, while snapchat may be more of fun activities.

RQ 3. Which factors motivate Students in EMU to use SNS? Because SNS serves as a platform for entertainment, education and socialization, students have been greatly

influenced by the platforms. As such, it is important to state that students are motivated to use SNS because it serves as a means of entertainment, education, information and knowledge sharing.

RQ 4. What is the correlation between SNS use and the academic performance of the students? This study was able to find out that there is a significant relationship in the use of SNS platforms and academic performance of EMU students. For example, the study found out that the more students use SNS, the higher their chances of being distracted while in class as well as during their study hours. This in most cases affect their academic performance because they would neither be able to concentrate in class nor will they be able to concentrate during their study hours.

In addition, the study found out that using materials from SNS like Wikipedia for research has helped improve students improve their grades, as the materials they obtain from SNS have been able to complement what they are being thought in class. Also SNS has been able to alow the students engage in academic forums online which in many cases increases their understanding of topics discussed in class.

The study also found out that using SNS increased students' productivity in their academics however, when they use SNS for non academic activities there is usually no improvement in their grades.

RQ 5. Is there any statistical significance relationship between the students in the Communication and Media Studies Faculty and Faculty of Engineering whom SNS influence their academic performance? Quite interestingly, the study found out that there was no statistical significance between the students in the Communication and

Media Studies Faculty and Faculty of Engineering whom SNS influence   their academic performance. This infers that SNS use influence these categories of students almost at the same level. This may be because these students are significantly in the same age level as well as generally categorized as university students.

5.3 Recommendations for Further Research

This research has been able to make quite a number of interesting findings one of which is that there is no significant difference between students of Communication and Media Studies Faculty and Faculty of Engineering who SNS use influence their academic performance. As such, SNS may be said to have a somewhat universal influence on university students based on their level of use.

It is hereby recommended that further research should conduct a comparison between the influence of SNS among students of various universities in North Cyprus. Also further research may find out if there is any difference between graduate and undergraduate students whom SNS use influence their academic performance. Conclusively, future research may conduct a focus group interview on the influence of SNS on the students' academic performance.

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APPENDICES

Appendix A: Application for Ethics

Reference No: ETK00-2018-0275
Subject: Application for Ethics.

15.10.2018

RE: Miriam Nyashi Willams
Faculty of Communication

To Whom It May Concern:

On the date of **15.10.2018**, (Meeting number *2018/60-24)*, EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Miriam Nyashi Willams, from the Department of Foreign Languages Education, to pursue with her Ms. thesis work **"A comparative study on the impact of social media on students' academic performance among students of EMU, CIU and NEU"** under the supervision of Assoc. Prof. Dr. Bahire Özad**.** This decision has been taken by the majority of votes.

Regards,

Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Commitee

ŞT/ba.

Appendix B: Questionnaire

Questionnaire

Dear student:

I am a graduate student of communication and media studies department, Eastern Mediterranean University. I am conducting a research on Influence of Social Networking Sites on Academic Performance of University Students the Media Studies. This questionnaire is for my thesis research and all information will be used for research purposes only. Please take your time to answer the questions carefully and do respond to all survey items accurately. Thank you.

Demographic Questions:

1. What is your Nationality?

(a) Turkey (b) Iranian (c) Nigerian (d) Cypriot (e) Other (please specify_____

2. What is your age?

(a)16-19 (b) 20-25 (c) 26-30 (d) 31-35 (e) 35- and above

3. What is your gender?

(a)Male (b) Female

4. Marital Status

(a) Single (b) Married (c) Divorced (d) I do not want to mention

5. Where do you reside in North Cyprus?

(a) Lefkosa (b) Magusa (c) Girne (d) Other (please specify) _____

6. What is your Occupation
(a) Student (b) Full-time employee (c) Part-time employee (d) Unemployed (e) other (please specify) _____

7. **Your educational level?**

(a) Undergraduate (b) Postgraduate (c) Master's Degree (d) PhD (e) Other (please specify) _____

8. **What is your faculty?**

(a) Communication and Media Studies (b) Engineering

SNS Questions:

9. Do you belong to any SNS?

(a) Yes (b) No

10. Which SNS do you use?

(a) Facebook (b) WhatsApp (c) Instagram (d) YouTube (e) all the above (f)others (please specify) _____

11. I first had my SNS account when I was?

(a) 10 - 12 (b) 13 -15 (c) 16 - 18 (d) 19 and above

12. How much time do you spend daily on SNS?

(a) Less than an hour (b) 2- 6 hours per day (c) 7- 13 hours per day (d) 13- 24 hours

13. When you use SNS who are you interacting with? (Choose all that apply)

(a) Close Friends (b) Classmates (c) Professors/Teachers (c) Family (d) Boyfriend or Girlfriend/Spouse/Significant Other (e) Co-workers (f) Other (please specify) _____

14. Which is the most preferred medium through which you access these SNS?

(a) Smartphone (b) Tablet (c) Laptop or PC (d) Smartwatches
(e) Other (please specify) _____

15. **What is your main purpose for using SNS?**

(a) Entertainment (b) Communication (c) Education (d) Browsing (e) Other please specify _____

16. How much time do you spend studying per day?

(a) 1 hour or less (b) 2-3 hours (c) 4-5 hours (d) 6 hours above

17. **In what format have you taken college courses?**

(a)Online only (b) Face-to-face only (c) Mixture of online and face-to-face

(d) Other (please specify) _____

PLEASE ANSWER THE FOLLOWING QUESTIONS BELOW USING THE KEY:

1: Strongly agree 2: Agree   3: Disagree   4: Strongly disagree 5. Undecided

NO.	*QUESTIONS*	Strongly Agree	A	D	SD	U
1.	**I use SNS for my assignments**	1	2	3	4	5
2.	**I find myself distracted by SNS while completing my assignments**	1	2	3	4	5
3.	**I check SNS while studying for my exams**	1	2	3	4	5
4.	**I check SNS while studying for my quizzes**	1	2	3	4	5
5.	**I find myself distracted by SNS while studying for my exams**	1	2	3	4	5
6.	**I find myself distracted by SNS while studying for my quizzes**	1	2	3	4	5
7.	**My GPA showed a decrease due to the amount of time spent on SNS s**	1	2	3	4	5
8.	**My GPA showed an increase due to the amount of time spent on SNS**	1	2	3	4	5
9.	**SNS are an effective tool for e-learning (i.e. for interacting with other students on a particular subject and sharing ideas)**	1	2	3	4	5
10.	**SNS are helpful to my academics in getting educational materials for assignments in my class**	1	2	3	4	5
11.	**SNS have been effective in supporting my progress toward graduation?**	1	2	3	4	5
12.	**university SNS groups and pages are engaging and beneficial to students**	1	2	3	4	5
13.	**My addiction to SNS negatively influence my academics**	1	2	3	4	5
14.	**My lectures encourage me to use SNS for assignments and Project**	1	2	3	4	5
15.	**The number of time I invest on my studies is incomperable with that spent on SNS**	1	2	3	4	5

16.	There is no improvement in my grades since I became engaged in these SNS s	1		2	3	4	5
17.	There has been an improvement in my grades since I became engaged in these SNS s	1		2	3	4	5
18.	Online materials has brought about an improvement on my academic grades	1		2	3	4	5
19.	SNS materials complement what I have been taught in class	1		2	3	4	5
20.	To improve my academic perfoprmance, I engage in online discussions through SNS	1		2	3	4	5
21.	With regards to my academics, I get involved in as many online discussions as possible.	1		2	3	4	5
22.	Using SNS increased my productivity in my Academics	1		2	3	4	5
23.	I use WhatsApp to get information about my coursework	1		2	3	4	5
24.	I use Facebook to get information about my coursework	1		2	3	4	5
25.	I use Instagram to get information about my coursework	1		2	3	4	5
26.	I use twitter to get information about my coursework	1		2	3	4	5
27.	I use YouTube to get information about my coursework	1		2	3	4	5