

**Students' Perception toward the Effects of Social  
Networking Sites on Academic Performance:  
Faculty of Communication and Media  
Studies, EMU**

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## **ABSTRACT**

The Internet has gone through rapid enhancement, with the compelling importance of socializing as well as the mechanism of communication concepts. Social media could be referred to as a platform of interaction with people where which they create, exchange and share variable information and ideas in effective networks and communities. In this research, the purpose of this investigation is the students' perception using of social networks (SN) on their academic performance. The research is also aimed to evaluate the negative and positive effects of such sites on students' academic performance. In this research, a total 70 questionnaires were prepared which is composed of two parts: Part 1 contains personal data of the participants such as age, gender, grade and whether they have registered any online class before or not. In addition, Part 2 contains questions on the subject of the students' perception regarding to the impact of social networking sites in education and shared with the faculty of Communication and Media Studies' students of Eastern Mediterranean University.

After collecting data, SPSS Software was used for the analysis, i.e. Mean, standard deviation, one-way ANOVA, and t-test to show the interrelationship between variables. The study showed that most of the students engage in the use of social networking sites primarily for socialization activities rather than for academic purposes. However, most of the students think that social networking sites have more positive impact on their academic performance.

The research also explores the significant relationship between grades, age, gender, and the effects on the negative and positive concepts of SNS on student's overall academic performance. Therefore, there is a significant relationship between the age and gender of students, but also the positive and negative effects on their academic perceptions with social networks.

**Keywords:** Social Networking, Social Media, Academic Performance, Perception

## ÖZ

İnternet, sosyalleşmenin yanı sıra iletişim kavramlarının mekanizması üzerinde de büyük önem taşıyan hızlı bir gelişim geçirdi. Sosyal medya, kişilerin birbirleri ile etkili ağlar ve topluluklarda değişken bilgi ve fikirlerin oluşturulduğu, paylaşıldığı bir etkileşim platformu olarak ifade edilebilir. Bu araştırmada amaç, öğrencilerin akademik performansları üzerindeki algılarını incelemektir. Araştırma ayrıca sosyal paylaşım sitelerinin öğrencilerin akademik performansı üzerindeki olumlu ve olumsuz etkilerini değerlendirmeyi amaçlamıştır. Bu araştırmada toplam 70 soru hazırlanmış ve bu sorular iki bölümden oluşmaktadır: 1. Bölümde katılımcıların yaş, cinsiyet, sınıf ve çevrimiçi sınıf gibi kişisel verileri yer almaktadır. Bölüm 2'de ise, sosyal ağ sitelerinin öğrencilerin eğitimdeki etkilerine ilişkin algılarını öğrenmek ve sosyal ağların akademik performansına etkilerini incelemek üzere, bu sorular Doğu Akdeniz Üniversitesi İletişim ve Medya Fakültesi öğrencileri ile paylaşılmıştır. Veri toplandıktan sonra değişkenler arasındaki ilişkiyi göstermek için SPSS kullanılarak ortalama, standart sapma, tek yönlü ANOVA ve t-test analizi yapılmıştır. Araştırma, öğrencilerin çoğunun, sosyal amaçlı sitelerin öncelikli olarak akademik amaçlı değil, sosyalleşme faaliyetleri için kullanıldığını tespit etmiştir. Bununla birlikte, öğrencilerin çoğu sosyal ağ sitelerinin akademik performansları üzerinde daha olumlu etkiye sahip olduğunu düşünmektedir. Araştırma ayrıca not ortalamaları, yaş, cinsiyet ve fakülte eğitmenleri ile SNS'nin öğrencinin genel akademik performansı üzerindeki olumsuz ve olumlu kavramlarına yönelik algıları arasındaki anlamlı ilişkiyi araştırmıştır. Çalışma, öğrencilerin yaş ve cinsiyetleri arasında, SNS'nin öğrencilerin olumlu ve olumsuz algıları arasında anlamlı bir ilişki olduğunu göstermektedir.

**Anahtar Kelimeler:** Sosyal Ağ Siteleri (SNS), Sosyal Medya, Akademik Performans

## **DEDICATION**

To God almighty who gave me life and health to attain this level, my parents, particularly my lovely mum Ndeye Seye for her prayers and everything , my grand mothers Ndeukeu Mbaye and Amy Sene . To my lovely wife Fatou binetou Sylla Ndoye for always cheering and reminding me that I am a warrior, and a fighter, my siblings Oumar Ndoye, Ibrahima Ndiaye, Mame Gaye Ndoye who have held my hands up high. To my uncle's Seny Seye, Saliou Seye, my relatives Mamadou Diakite, Elhadj Imam Mor Mbaye, Moussa Fall, Amy Sow , Rougi Sow, my friends Arona Fall, Aliou Niang, Abdoulaye Badji, Amadou Ka, Mamadou Sow, Mamadou Gaye, Christopher Haruna, for all their supports everywhere and every time, I am very grateful.

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# Chapter 1

## INTRODUCTION

Technology is very integral to the various sectors of society. Its integration into education poses a huge potential for students, especially with the incorporation of educational technology to deliver assistance to students, which offers them a better position to interact with the new platform of learning with technology. Alongside with the technology, education offers increased effectiveness and efficiency on both the instructors and students (Rifkin, 2009) .

Both students and instructors should embrace technology in order for them to boost interest in the classroom and should be open whilst introducing technology in the class in order to improve and give the entire teaching and learning process innovation. In the classroom, the instructors have the sole responsibility set of facilitating instruction and incorporating it in the curriculum, however many school administrators tend to make reference to technology adoption training. Technology in education could be levered to improve learning in different aspects in which students get many ways to learn concepts and have access to other information outside of the book. The assessing students' performance can do instantly and are able to collaborate with their classmates through with the use of technology in education (Tyler Wantulok, 2015). The instructors should be encouraged to distinguish learning objectives and differentiate need of their students, learnt how to keep them engaged and become better track to understand the students' grasp of the subject. The role and

impact of Information Communication Technology (ICT) in education about learning outcomes have positive effects. The introduction promotes many opportunities for the students and facilitates their learning by saving time and increasing abilities such as motivation for engagement, learning through engagement, parental engagement, students and staff presence and punctuality. (Wheeler, 2008). The transition to digital learning in the education system creates a platform for new opportunities for students and instructors. The role of the instructors also changes; thus becoming a presenter with these educational materials via digital techniques in education, establishing a facilitating role in an increasing collaborative learning environment (i.e. Flipped classroom).

Social networking sites (SNS's) such as Facebook, MySpace, Twitter, Bebo, YouTube etc, cater for a specific audience to provide interest and different topics for users. Millions of users use and view these sites in their daily lives, as if there are a wide range of interest and practices through never equating to those sites that support them. Thus, their introduction into education is an important contribution for the development of students.

Today, with the uses of social media, students' communication have increased and become easier to communicate online. That's one of the reasons for integrating video mode into the classroom during lecture and sometimes there can be a break with the technology and students are allowed to communicate with each other. So, social media should be used as supportive in the educational system activities but not once or only method of instructional for delivery. According to Lederek (2012), he argues that with social media, including the concentration and persistence, it is necessary for critical thinking and intellectual development.

However, the introduction of new technologies into the educational system positively and negatively affects students' performance.

The lack of motivation affects students adversely, so there is a reduction in students' learning and research capabilities.

### **1.1 Problem Statement**

Social networks are major instruments in the establishment and the preservation of social network relationships, i.e. Facebook. Using social networking in education can cause the lack of motivation to students towards learning in schools or universities, because students spend their time chatting or making friends online instead of studying, and this might definitely have an influence on their academic performance. SNSs have a negative effect between the times that students use or spend to connect online for social networking and their academic performance (Abdulahi et al. 2014).

The time spent on social networking sites is heavily influenced by the attention span of the students. Students could easily be sidetracked from an assignment and it could be very difficult for instructors tell who is paying attention or not during lecture. Although, SNSs have some negative effects on students' performance, still a number of universities are using social networking to market programs and communicate with current, prospective students and alumni.

However, the use of online social networking influences also the commitment of studies by the learners. Several instructors are starting to use social networking sites in the hopes of positively influencing the effectiveness of class discussions, project collaboration and improved learning outcomes through better communication between students in the classroom. Improper use of social media in the classroom

when students are not closely monitored, it will be very hard to track if the students are using it properly during a lecture in the classroom (Lusk, 2010).

## **1.2 Aim of the Study**

The purpose of this research is to find out the faculty of Communication and Media Studies students' perceptions at Eastern Mediterranean University (EMU) towards the effects of SNS usage of their academic performance while using SNS.

## **1.3 Research Questions**

The thesis is trying to answer the following questions:

- 1 What are the student's perceptions towards the effects of SNSs on their academic performance?
- 2 What extent does SNSs assign the student's academic performance regarding to their grades?
- 3 To what extent do social networking sites assign the student's academic performance as regards to their gender?
- 4 To what extent do social networking sites influence the student's academic performance regarding to online course?
- 5 To what extent do social networking sites affects the student's academic performance regarding to their aim of usage?

## **1.4 Significance of the Study**

The study reveals that with the introduction of social networking in the system of education, there is allowance for different actors like students and instructors to communicate more inside and outside the classroom. Learning or teaching is easier with a few social media like Facebook and Twitter. Moreover, Facebook groups are facilitated by students, instead of dealing with the cumbersome challenge of frequent distant meeting over minor projects, can hold real-time meetings and work together

on their projects and not have to take the time to meet in person all the time and everywhere as the projects progress. Instead, the instructor can communicate with students online to share or discuss with them on topics, easily make announcements and improve collaboration between actors of education. So, social networking in education plays an important role for people who are using this method to study or teach.

### **1.5 Limitation**

This study was conducted in Eastern Mediterranean University with a sample of 70 students only at the Faculty of Communication and Media Studies (FCMS). A survey was made among the university students who are doing the course with social media during fall semester 2017-2018.



## **Chapter 2**

### **LITERATURE REVIEW**

Social networking sites are virtual communities' platform for people who meet to communicate in different ways that include video conference calls; chat, voice messages, and etc. There are numerous SNS's, such as Facebook, MySpace, Twitter, YouTube and etc each catering to a particular audience and topic of interest in which the usage differs according to the purpose of communications (Gao, 2013); (Lockyer & Patterson, 2008); (Murray, 2008). The Social networking site can contribute to critical thinking by young people, development of basic skills and social skills. One on the famous SNS's is Facebook. These are specific sites that allow users to present themselves in an individual online profile, in which they are used to accumulate friends, post and share pictures each other's and posts. It's worth to mention that, SNSs is an appropriate means of pedagogical work and claims that students are motivated when they connect online with instructors who provide information about them (Brydolf, 2007).

#### **2.1 Social Networking Sites in Education**

Defining social networking is considerate of view that can be seen as social tool which allows communication between students and instructors, employees and organizations. Social networking promotes interaction among students and instructors in which there is a positive argue about the impact of learning outcomes in education settings as perceived learning, grade and quality assessment. Social networking is being a fundamental tool in education which motivates students toward

their studies (Stefan Hrastinski & Naghmeh M.Aghaee, 2012). It has a particularly important effect because students and instructors have more opportunities to acquire skills, and can learn more by improving the circumstances in which educational activities are undertaken, improving practices qualitatively and quantitatively, students can exchange support and coordinate their studies by collaboration and sharing files, through SNSs. In addition, it helps students to adapt college or university life and can also help their professional career development through tools such as LinkedIn and Facebook (Preece & Shneiderman, 2009). Despite of using the social networking site platform, in education such as school website, can cause distraction, waste time and deconcentrate on students' task and assignment. It has been observed that they are chatting with friends or families during lecture most of the time instead of reading or practicing their studies. In fact, this platform causes a lot of problems of communication for students tending to change communication rather than having face to face for conversation so it can lead to students to be an introvert.(Kumar et al,2012).

## **2.2 Advantages and Disadvantages of Social Networking in Education**

On social networking sites teenagers and young people constitute the most and first users according to emerging studies, they have proven that they spent a considerable part of their lives on social media interaction daily. Coyle and Vaughn (2008) believe in social networking is as a way for people to communicate in society and building relationship among others. The relationship between people on social networking sites allow individuals to build knowledge in this new era.

Indeed, social media is significantly faster than writing a lesson and more convenient transforming process of communication and social interaction. In education, social media are generally used to describe collaboration in media creation and allow sharing our thoughts, opinions and tastes. Importantly, the advantages of using social media depend on good quality of internet and media to learn more new things and perform daily tasks and work better (Lowdahl, 2011).

In addition, the strong sense of belonging to the community and social networking sites has the potential to promote study. It was analyzed by Hamid et al. (2015), that social networking in education is like the use of appropriate social technologies and collaborated facilitating a range of teaching and learning activities. Using social networking students can access to many modern and free courses online by relying on the group discussion between students from different universities and disciplines. According to Zaidieh (2012), using social networking has a lot of benefits and obstacles as an education tool. Privacy and true friendship, time-consuming, problems are the most important challenges of education through social networks. Flexibility and repeatability, perfection and accessibility have a vital influence on the usages of social networks in education system.

Moreover, according to Hrastinski et al. (2011), the usage of social networking has benefits of students, because they use social networking to facilitate collaborative learning, exchange and creation, discussion of the question answers coordination of work and at the same time retrieval of information and learning from each other. Students can divide tasks, share file and create group studies.

It was mentioned by Kaitlin Flad (2010) social media increase students' collaboration on various team projects and communicate about the projects and share ideas. It gives the promises of keeping the conversation open and interesting for the system of education, better participations, and rich content resources and useful for team projects. Otherwise, social networking sites, allow to view debates or discussions and to determine if everyone participates in the team work.

Moreover, social networking sites provide students and institutions with multiple advantages to improve learning system. It was mentioned by Al-Rahmi and Shahizan (2010), social media has the potential to influence and make decisions in a short time, regardless of distance. Collaborative learning, improve student's academic performance with interaction between students, instructors and engagement.

In this order, students developed a feeling about social connectedness and experiences favorable, feeling regarding to their learning experiences in the classroom with utilization of social networking as supplementary tool. In addition, according to Ana (2017), social media constitutes a platform which connects students together far and near and get access information as quick as possible.

According to Jacobsen et al. (2011), the usage of social networking sites can have both negative and positive effects in education for the students. It depends the ability and willingness of the concerned individuals. Using social networking in education among students has some degree of informal to learn through informal communication and support for collaboration on feedback through independent space time. Students and instructors can work collectively through social media to create an understanding of a specific issue instead of an approach about stress separate

contribution of knowledge. During that activity of collaboration students and instructors can become or equal participant in the knowledge when they are sharing process. It was mentioned by Raut and Patil (2016), that social networking site creates impacts positive and heavy rise in the education system and improved students' ability to absorb information. With the involvement of social networking; students and instructors found awareness of solving problems, students are able to get instant feedback from the instructors and classmates of their assignment.

According to Neil Selwyn (2012), he argues that social networking is changing the nature of learners' relationship, information and getting knowledge by connectivity and collectively, but also more flexibility, fluid and accelerate the ways being the students study. Today students learn and instructors teach differently through social media by comparing for decades with using social networking sites. The instructors and students who are using networking can work collaboratively and at the same time they execute tasks immediately and acquire knowledge with SNS's.

It was analysed by J.A Paul et al. (2012), that although online social networks are very important in everyday life, surveys have been shown to reveal negative effects on the academic performance of students who use SNSs regularly. In education, the use of social networks can have a negative effect on the performance of students who will use it as an entertainment at the expense of learning. Students get distracted during the lesson and focused on chatting or making friends. However, using social networking to promote a decrease in productivity of students as they become lazy. Consequently, it makes a lack of effectiveness of verbal communication skills, reduces ability to learn and research capacity, multitasking and reducing direct contact. Even though companies like Facebook and Instagram are trying to minimize

privacy issues there will always be gaps allowing hackers or malicious people i.e. during exam or midterm, to have access to one's information.

Moreover by J.A Paul et al. (2002), mentioned that the attention of academic activities increases as more time is spent on social networking services. With social networking students' academic performance like grades were influenced by time spent online. In the classroom, it's very common to see students using devices during lecture; so they lose focus chatting and texting with friends.

Abdulahi et al. (2014), argue that social networking sites, such as Facebook, students awake or misunderstand the risk how their academic performance decreases daily. The vast majority of students spent time online than studying or doing their assignment. Once they are connected online for study or search, they will get attracted to social network to kill boredom in their time, and do not pay attention from their work so their academic performance is seen deteriorate.

Karpinsky et al. (2013), said that the using of SNSs decreases in the academic setting, efficiency and productivity and reveals that the multitasking impact between the use of SNS and the cumulative grade point average (GPA) of US and European university students.

In addition, Junco et al. (2011), showed that students and instructors were both engaged in the learning process in order to transcend traditional classroom activities. It can be used as an educational tool to help students and instructors to engage in a more active and participatory role.

It was mentioned by Tolga (2016), the usages of social networks have a negative impact on the studies and habits of students. The majority of students spent more time on social networking instead of study academic courses. In his study, the most of the students were female who uses social networking to call friends with 90%, texting with 70%, listening to music 75 % and to watch with video with 70%. The only few percentage of students (10%) are using social networking for study. Always according to his finding, approximately 60% of the students do not have time for reading books or study at home. These students prefer to spend their time more than three hours chatting or browsing with friends. 70 % of students do not have time too for studying science and social courses its watch to mention that in that, in that group 80% were female and 65 % are male.

Vurale (2015) argued that social networking sites are an important terms in education because it had attempted to propose the learning model to remove traditional leaning for online learning. Negative beliefs are grouped together as direct effects on students and their academic performance, such as wasting time, distraction, addiction, unreliable and writing mistakes. According the findings, 90% of the students waste their time with social networking and 40% are also using it for distraction and disturbance.

### **2.3 Related Research**

According to Henderson et al. (2015), that social networking constitutes a platform that shapes students engagement and show more variation during utilization by students. According to their findings, females have a higher proportion than male and the ration is double of the participants' gender with 66.6% female and 33.4% male.

According to the academic performance, the distinction has the highest proportion with frequency 643 and a percentage of 46.6 % the rest of mentions with grade of, Credit (410) , High Distinction(236),Pass(or lower(91)) are 29.7% , 17.1% and 6.6 % , respectively .

On the other hand, the participants whose their age are between [20 or at entry less] with 1119 participants are many with 79, 5% than the other participants whose are between [21 or more at entry] with 288 participants with 20.5%.

Moreover, according to Elham et al. (2014), social networking sites are tools to enable students to interact for further explanations or clarification. The usage of social networking sites strengthens and enhances the instructors in traditional classroom and keeps students in touch with their classmates and instructors in which these tools help and become accessible to all students at any time and everywhere. Students better learning opportunities to enhance their education, performance academic and find ways of learning by changing method and also get more potential to provide styles of learning by shifting from traditional to online learning. Higher percentages of students now are affected by the use of social networking tools which gave them to enhance their own environmental learning and share their knowledge with others such as texting and voice. The finding of the participants' profile shows that 56% were female and 44% were male and there are divided into groups of 19 to 25years olds(96%) and 25 to 35years olds(4%).

According to the study there are two types of schools in 21% students were schooling at private school and 79 % at the public school. Mainly 75% of students were Bachelors and Diploma students were 24 %.In addition, the flexibility and



availability positive impact on 84% of the students, moreover, 88% confirmed that their skills are increasing since they are using social networking. Therefore the most of the students suggested that the ways of teaching and learning should change with the using of social networking (78%) and for that 63% were favourable to implement these tools in educational system. The most of students 68% were affected by the use of social networking positively in their learning styles and 51% found that they could get better help from their classmates and friends.

Social networking sites are a popular internet based technology and people use to communicate and interact with each others with 89.96% and, 72.72% for sharing documents. Social networking is an attraction for a great deal of scholarly attention and have been used as an education as a tool to create course content and materials. So, the participating members of faculty do not know a lot of methods or systems to gainfully use social network their courses. Social networking sites make possible to contact students everywhere and anytime via mobile devices by 8.55% (Akçayır, 2017).

According to Apeanti and Danso (2014), students say that it is important to be more fun with their instructors in their class and that academic performance with the use of social networks would be better to keep in touch with their colleagues and instructors through social media. The use of social networking by instructors during class hours allows students to have more vocabulary and writing skills, but also the opportunity to express them through discussion.

According to Brady and Kevin (2010), surveyed graduates students enrolled in distance education course using in education they suggested that educational-base

social networking sites can be used most effectively in distance educational as a technological tool to improve online communication between learners in the distance learning course. There are few benefits from using SNSs including sharing information and ideas, improving reading skills etc. According to Linda et al. (2006), they argued that the association between the use of internet and SNSs has positive effect on academic performance who are using internet frequently which in term higher scores on reading skills test and higher grades as well. As stated by Katz et al. (1974), SNSs chosen for academic performance and for the attention of students. Thus, it is the responsibility of learners to make good decisions about the use of social networks. Schools should encourage and support instructors to integrate social media into their classroom, to provide them with applications that can help students through group work or homework and create discussion ideas.

On the other hand, according to Powers et al. (2012), the use of social media has a remarkable influence on school performance especially to the students. Students are able to help each other. If they are interested in using SNS for learning purposes, they can gain direct benefits in terms of academic performance. The performance will depend on the intention to use social media for the purpose of being connected. School performance is not observed .The skills will be spent time in their homework and chatting with relatives. The advanced and improved usages social networking like Facebook has become a global phenomenon for quite some time.

It was highlighted in the finding of Karpinski (2009) that online social networks have a negative association with the academic performance of students .He argued that there is much more than the derived benefits for the use of social networks in education, students typically spend less of time to their studies that not subsequently

have lower grade (GPA). In the same way Young (2006), argued that the consequence of internet and using online social networking sites on students' academic performance "growth" a study because students are more dependent on access information than on their academic life and entertainment. Always according to Young, internet however, takes a lot of time, and has less impact on the studies.

It was analyzed by Kuppuswamy and Shankar (2010) that social networking sites capture the total intent and concentration of students; they also divert them to unethical and inappropriate activities such as useless chatting with friends, wasting time instead of concentration on doing their homework. Students prefer to use social networking sites for fun. According to Arnold and Paulus (2010), they argued that students incorporate technology into their lives in a manner different from the intent of course instructors such as non-academic discussions, off topic online. Consequently, it can affect GPA students as well as the time they spend preparing for their course.

It was mentioned by Lewis et al. (2008), that the influence of the SNSs is important because it continues to become more and more persuasive, making real and virtual realities almost indistinguishable. Students give more Importance to SNSs activities rather than using their time to study as a consequence this lack of attention affects their academic performance.

## **Chapter 3**

### **METHODOLOGY**

This part of the research explains methodology such as data collection, method and design of the research. The study was conducted from the perspective of students in order to analyze the perceptions of students on social networking sites. The finding of this study will provide useful information to students and instructors who are using SNSs for their teaching/learning process about the effect of adopting such sites for their classroom activities.

#### **3.1 Research Design**

Quantitative research is one of the mechanisms that will enhance more effort online social networking sites toward education. The quantitative research is the data collected at the end and numeric variable is measured of the value through quantitative of methods, accentuates on objective measurement and numerical analysis of data which are generated to the collective questionnaires. The purpose of the data collection in this study was to conduct research on how social networking sites affect the academic performance of students.

Students were invited to provide information about experiences and the impact of the social networking sites usage regarding their academic performance and collaborative learning. Quantitative approaches give the students and the questionnaires were used to draw the data for the study from students. It was mentioned by Patton (2002) the reliability approach and validity approach qualitative

and quantitative research can explain through the collection of numerical data that are then interpreted on the basis of mathematical statistical method to determine the strength, reliability and credibility of any quantitative research. This study used quantitative research, with an anonymous questionnaire devoted to data collection.

Quantitative data is chosen here in terms of objectives and explanatory study, to provide different outcomes and often used to obtain a complete picture of the population it can be collected from the same unit of data to get more details from students.

### **3.2 Research Group**

The study population consisted from the students of (EMU) North Cyprus in the academic year 2017-2018 Fall Semester. In this study, the total number of questionnaires was 83, however the usable questionnaires were 70. According to the correspondence of gender, males (n=37) with 52%, and females (n=33) with 47.1% were involved in this survey and 100 percent of the participants are from the EMU. The participants ages ranged from 18-20 years old, 21-25 years old and 26-30 years old, who are using social networking during their study. The participants were selected regardless of gender, age and average level. There are four different perspectives in this research including advantages, disadvantages or uncertainties. However, other variables have been tried to reduce the impact on the findings.

Table 1: Information of Participants Demographics

		Frequency	Percentage
Gender	Female	33	47.1
	Male	37	52.9
	Total	70	100
Age	18-20	19	27.1
	21-25	40	57.1
	26-30	11	15.7
	Total	70	100

In this part, the study shows the information of participants' demographics regarding to their gender and age.

On the other hand, the ages of participants are between 21-25 with 40%, 26-30 with 11% and 18-20 with 19%.

Table 2: Information on students 'performance

		Frequency	Percentage
Average GPA	Between 2 and 2.5	14	20.0
	Between 2.51 and 3.00	24	34.4
	Above 3	32	45.7
	Total	70	100
	Yes	31	44.3
Online Course	No	39	55.7
	Total	70	100
	[ A,A-]	19	27.1
Grade	[B,B-]	11	15.7
	[C,C-]	1	1.4
	No course	39	57.7
	Total	70	100

As it can be in seen Table2, the participants in this study were faculty of Communication and Media Studies at EMU, the number of participants who their average is [Above 3.00], highest with a frequency of 32 and a percentage of 45.7% than the rest of participants whose their average are [below 2.00] and [between 2.51 and 3.00] with 20% and 34.43% respectively.

For online courses, the number of students who took it was lower than those who took it, with a number of 31 with a percentage of 44.3%, unlike 39 participants who had not taken that with a percentage of 55.7%.

For the grade, the number of participants who their grade is [A, A-] with 19 is highest with a percentage of 27.1% than the rest of participants who their grade are [B, B-] and [C, C-] with respectively 15.7% and 1.4%.

### **3.3 Data collection Tools and Techniques**

The data were collected from the students of East Mediterranean University at faculty of Communication and Media Studies during the academic year of 2017-2018 Fall semester. The research included a constructive dialog between the researcher and students throughout questionnaires which examined the students' academic performance about using social networking sites in education.

The research was set up November-December, 2017 on students from the faculty of Communications and Media Studies at Eastern Mediterranean University EMU. The collection data of the research was done through two (2) pages questionnaires writing by J.A Paul et al. (2012). In this research, a total 70 questionnaires were prepared, and composed of two parts: Part 1 contains the personal data of the interviewees data such as age, gender, grade and online class. In addition, Part 2 contains questions on the subjects students' perception regarding impact of social networking sites in education and shared with the students to investigate the impact of the students' perceptions towards the effects of social networking sites on their academic performance.



### 3.4 Data Analysis

The total number of 70 respondents was analysed with SPSS for the analysis after collecting data and calculated as, frequency, mean and standard deviation to support qualitative data. One-way ANOVA test is also done for the analysing.

### 3.5 Reliability and Validity

The collaborative of this research is highlighting the methodology and times spend in collecting data from students and rarity of information. The research when further to adhere using of quantitative survey that will permit every participant spread it opinion through the use of questioner. Via this survey, participant also contributes to energies the researcher on how important is social networking site in education.

Table 3: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.882	.884	42

The Cronbach's Alpha value is 0.882 which shows the excellent reliability of the scale used for the test.

## Chapter 4

### RESULTS AND DISCUSSIONS

According to J.A Paul et al. (2012), most students use social networking sites for academic practices and attitudes, also the difference between male and female is according to their respondent.

According to the results from students, social networking sites are of great importance to them. The results and discussion in this chapter are interpreted the relationship on social networking sites between the study and previous academic like students' perception regarding their grade, the idea is that according to difference between male and female , their daily life and their aim of usage.

#### 4.1 Students Perception

The questionnaire was distributed to 70 students of which 33% were females and 37 were male. The participants students were divided into group ages of 18-20 years old (19%), 21-25 years old (40%) and 26-30 years old (11%). Regarding to the level of the average attended, 20.0% of the students had [Between 2 and 2.5], 34.4 % had [Between 2.51 and 3.00] and 45.7 % had Above 3.

Regarding to the grade attended 27.1 % were [A, A-], 15.7% [B-, B] and 1.4% were [C, C-] and no course 57.7 %. As shown in table 6.

Table 4: Descriptive students' profile

variable	Subgroups	Percent (%)
Gender	Male	37
	Female	33
Age	18-20	19
	21-25	40
	26-30	11
Average GPA	Between 2 and 2.50	27.1
	Between 2.51 and 3.00	15.7
	Above 3	45.7
Online Course	Yes	44.3
	No	55.7
Grade	[A,A-]	27.1
	[B,B-]	15.7
	[C,C-]	1.4
	No course	57.7

#### 4.1.1 Students Perceptions on SNSs toward the Effect of Academic Performance

In this sub-section, it shows the academic through social networks students and their frequency of study in these sites to support their studies. The use of social networking in education demonstrates that it is positive for students because it allows students to provide flexibility in learning, stimulate innovate ideas, and among instructors and students, it increase their relationship interpersonal. The results show that most of the students are agree to the use of social networking for the study and have influence to their academic performance and constitute a motivation during the academic school.

Table 5: Students ‘perceptions towards SNS on the effects of their academic performance

	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Mean	Std deviation
OSNS provide an effective mechanism for communication about courses topics with my classmates	21	29	18	1	1	3,97	,868
I feel that I am capable enough to use OSNS to do what I want to do	22	26	14	3	5	3,81	1,146
I intend to improve my academics performance over the next year by effectively using OSNS as a study tool	18	29	18	2	2	3,86	,944

In table 5 the students expressed their feelings towards OSNS providing an effective mechanism for communication about courses topics with their classmates and being capable enough to use OSNS to do what they want as “agree” whereas intending to

improve their academic performance over the next year by effectively using as a study tool. From the analysis of the students' responses, the highest mean score 3.97 the question of "OSNS provide an effective mechanism for communication about courses topics with my classmates". As shown in Table 4, Raut and Patil (2016), obtained the same results as argue that social networking site creates positive impact heavy rise in the education system, and improve students' ability to absorb information. The uses of social networking sites is helping students using their tools for their studies, spending much time working and develop more familiarities with the technologies tools.

The total participants 70 (n= 33 female, n = 37 male), the mean of helping their study is 3.97, approximately 4, means that most of the students are agree about using social networking for the study because it improve their academic performance.

#### **4.1.2 SNSs Effect on the Students' Academic Performance Regarding to their Grade**

The use of social networking sites in education has an influence regarding to the students grade and academic performance, but according to the study, students who have taken online course before responded that they did not experience any improvement in their grade.

Table 6: SNSs effect on the students' academic performance regarding to their grade

	<b>Grade</b>	<b>n</b>	<b>Mean</b>	<b>Std deviation</b>	<b>Sig. diff</b>
Q1	Between 2.00 and 2.50	14	4.00	.784	.881
	Between 2.51 and 3.00	24	4.13	.612	
	Above 3.00	32	4.09	.818	
Q2	Between 2.00 and 2.50	14	3.79	.802	.295
	Between 2.51 and 3.00	24	4.13	.850	
	Above 3.00	32	4.19	.780	
Q3	Between 2.00 and 2.50	14	3.79	.802	.433
	Between 2.51 and 3.00	24	3.92	.929	
	Above 3.00	32	4.09	.641	
Q4	Between 2.00 and 2.50	14	3.79	.802	.142
	Between 2.51 and 3.00	24	4.13	.850	
	Above 3	32	4.19	.780	
Q5	Between 2.00 and 2.50	14	3.79	.802	.457
	Between 2.51 and 3.00	24	3.92	.929	
	Above 3.00	32	4.09	.641	
Q6	Between 2.00 and 2.50	14	3.57	1.016	.158
	Between 2.51 and 3.00	24	3.17	1.308	
	Above 3.00	32	3.75	.916	
Q7	Between 2.00 and 2.50	14	4.36	4.97	.288
	Between 2.51 and 3.00	24	3.96	.955	
	Above 3.00	32	3.94	.914	
	Between 2.00 and 2.50	14	3.79	.893	.855

Q8	Between 2.51 and 3.00	24	3.67	.917	
	Above 3.00	32	3.59	1.241	
Q9	Between 2.00 and 2.50	14	3.86	.663	.420
	Between 2.51 and 3.00	24	3.67	.702	
	Above 3.00	32	3.94	.840	
Q10	Between 2.00 and 2.50	14	3.79	.802	.586
	Between 2.51 and 3.00	24	3.75	.897	
	Above 3.00	32	3.53	1.016	
Q11	Between 2.00 and 2.50	14	3.79	1.051	.789
	Between 2.51 and 3.00	24	3.54	1.141	
	Above	32	3.66	1.004	
Q12	Between 2.00 and 2.50	14	3.07	1.269	.623
	Between 2.51 and 3.00	24	3.38	1.245	
	Above 3.00	32	3.06	1.268	
Q13	Between 2.00 and 2.50	14	4.14	.770	.102
	Between 2.51 and 3.00	24	4.00	1.142	
	Above 3.00	32	3.44	1.366	
Q14	Between 2.00 and 2.50	14	3.71	.825	.268
	Between 2.51 and 3.00	24	3.21	.932	
	Above 3.00	32	3.16	1.298	
Q15	Between 2.00 and 2.50	14	4.13	.643	<b>.098</b>
	Between 2.51 and 3.00	24	4.00	.885	
	Above 3.00	32	3.78	1.039	
Q16	Between 2.00 and 2.50	14	4.07	.730	.535
	Between 2.51 and 3.00	24	4.08	.776	

	Above 3.00	32	3.84	.987	
Q17	Between 2.00 and 2.50	14	3.79	1.122	.824
	Between 2.51 and 3.00	24	3.57	.945	
	Above 3.00	32	3.63	1.100	
Q18	Between 2.00 and 2.50	14	4.14	.864	.554
	Between 2.51 and 3.00	24	3.88	1.076	
	Above 3.00	32	3.78	1.070	
Q19	Between 2.00 and 2.50	14	3.36	1.499	.960
	Between 2.51 and 3.00	24	3.33	1.274	
	Above 3.00	32	3.25	1.391	
Q20	Between 2.00 and 2.50	14	3.86	.949	.172
	Between 2.51 and 3.00	24	3.50	1.063	
	Above 3.00	32	3.25	.984	
Q21	Between 2.00 and 2.50	14	3.71	.941	.203
	Between 2.51 and 3.00	24	3.50	.780	
	Above 3.00	32	3.25	.842	
Q22	Between 2.00 and 2.50	14	4.14	.864	.289
	Between 2.51 and 3.00	24	3.63	1.013	
	Above 3.00	32	3.66	1.153	
Q23	Between 2.00 and 2.51	14	4.00	1.301	.648
	Between 2.51 and 3.00	24	3.83	1.090	
	Above 3.00	32	3.66	1.208	
Q24	Between 2.00 and 2.50	14	3.86	.949	.363
	Between 2.51 and 3.00	24	3.71	1.042	
	Above 3.00	32	3.41	1.160	



Q25	Between 2.00 and 2.50	14	4.14	.523	<b>.028</b>
	Between 2.51 and 3.00	24	3.33	.963	
	Above 3.00	32	3.69	.931	
Q26	Between 2.00 and 2.50	14	4.07	.917	.231
	Between 2.51 and 3.00	24	3.79	.884	
	Above 3.00	32	3.53	1.107	
Q27	Between 2.00 and 2.50	14	3.07	1.385	.729
	Between 2.51 and 3.00	24	3.50	.780	
	Above 3.00	32	3.44	1.045	
Q28	Between 2.00 and 2.50	14	3.64	.633	.531
	Between 2.51 and 3.00	24	3.92	.929	
	Above 3.00	32	3.97	.999	
Q29	Between 2.00 and 2.50	14	3.64	1.008	.742
	Between 2.51 and 3.00	24	3.88	.992	
	Above 3.00	32	3.88	1.008	
Q30	Between 2.00 and 2.50	14	3.71	1.490	.905
	Between 2.51 and 3.00	24	3.79	1.021	
	Above 3.00	32	3.88	1.100	
Q31	Between 2.00 and 2.50	14	3.07	1.385	.445
	Between 2.51 and 3.00	24	3.50	.780	
	Above 3.00	32	3.44	1.045	
Q32	Between 2.00 and 2.50	14	3.71	.994	.996
	Between 2.51 and 3.00	24	3.71	1.083	
	Above 3.00	32	3.69	1.203	
	Between 2.00 and 2.50	14	4.07	.730	.891

Q33	Between 2.51 and 3.00	24	3.92	.881	
	Above 3.00	32	3.97	1.092	
Q34	Between 2.00 and 2.50	14	3.50	.941	.306
	Between 2.51 and 3.00	24	4.00	1.022	
	Above 3.00	32	3.75	.950	
Q35	Between 2.00 and 2.50	14	3.64	1.008	.828
	Between 2.51 and 3.00	24	3.83	1.007	
	Above 3.00	32	3.72	.924	
Q36	Between 2.00 and 2.50	14	3.29	.994	.727
	Between 2.51 and 3.00	24	3.46	1.351	
	Above 3.00	32	3.56	.878	
Q37	Between 2.00 and 2.50	14	3.64	1.082	.844
	Between 2.51 and 3.00	24	3.46	1.215	
	Above 3.00	32	3.59	.911	
Q38	Between 2.00 and 2.50	14	3.64	1.082	.560
	Between 2.51 and 3.00	24	3.86	1.292	
	Above 3.00	32	3.46	1.103	
Q39	Between 2.00 and 2.50	14	3.50	1.164	.543
	Between 2.51 and 3.00	24	3.25	1.152	
	Above 3.00	32	3.16	1.167	
Q40	Between 2.00 and 2.50	14	4.29	.914	.035
	Between 2.51 and 3.00	24	3.29	1.233	
	Above 3.00	32	3.66	1.096	
Q41	Between 2.00 and 2.50	14	3.86	1.027	.731
	Between 2.51 and 3.00	24	3.83	.963	

	Above 3.00	32	3.66	.971	
Q42	Between 2.00 and 2.50	14	3.57	1.158	.114
	Between 2.51 and 3.00	24	4.17	.761	
	Above 3.00	32	3.74	.930	

The level of significance difference has 9.8% chance to be true (see Table 6, Q15). This value is considerably higher than the confidence level of 5%. The significance difference is accepted. That is that students consider OSNS to be a good study tool. At the same time with Q25 sig. diff is greater than the significance level of 5% with respectively 2.8% and 3.5%. It is therefore obvious that the use of OSNS facilitate the communication between professors and students. Moreover, it also improves and facilitates the application on education.

Moreover, according to Elham et al. (2014), social networking sites are tools to enable students to interaction for further explanations or clarification. The usage of social networking sites strengthens and enhances the instructors in traditional classroom and keeps students in touch with their classmates and instructors in which these tools help and become accessible to all students at anytime and everywhere.

The study students who have taken online course responded that they did not experience any improvement in their grade and they are independent.

### 4.1.3 SNSs Effect on the Students' Academic Performance Regarding to their Gender

The study shows that with the use of social networks at the educational level that there is no significant relationship between the designation and the gender of faculty members and their positive concepts of SNS on students' performance. Except for the questions Q5, Q16 and Q24 as showing table 6 below.

Table 7: Students 'perceptions towards SNS on the effects of their academic performance regarding to their gender

	Gender	n	Mean	Std deviation	Sig. diff
Q1	Female	33	4.24	.708	.093
	Male	37	3.95	.743	
Q2	Female	33	4.03	.918	.593
	Male	37	4.14	.713	
Q3	Female	33	3.97	.810	.986
	Male	37	3.97	.763	
Q4	Female	33	3.64	1.168	.384
	Male	37	3.41	1.040	
Q5	Female	33	4.36	.603	<b>.045</b>
	Male	37	3.95	1.026	
Q6	Female	33	3.70	1.159	.558
	Male	37	3.84	.834	
Q7	Female	33	3.97	.984	.596
	Male	37	4.08	.759	
Q8	Female	33	3.61	1.116	.707
	Male	37	3.70	1.024	
Q9	Female	33	3.70	.810	.173
	Male	37	3.95	.705	
Q10	Female	33	3.48	1.034	.145
	Male	37	3.81	.811	
Q11	Female	33	3.73	1.232	.529
	Male	37	3.57	.867	

Q12	Female	33	3.09	1.234	.615
	Male	37	3.24	1.278	
Q13	Female	33	3.85	1.149	.621
	Male	37	3.70	1.288	
Q14	Female	33	3.58	.969	.037
	Male	37	3.03	1.166	
Q15	Female	33	4.24	.792	.030
	Male	37	3.76	1.011	
Q16	Female	33	4.15	.755	<b>.101</b>
	Male	37	3.81	.938	
Q17	Female	33	3.64	1.084	.992
	Male	37	3.64	1.018	
Q18	Female	33	3.94	.899	.683
	Male	37	3.84	1.143	
Q19	Female	33	3.33	1.407	.848
	Male	37	3.27	1.326	
Q20	Female	33	3.45	1.121	.984
	Male	37	3.46	.913	
Q21	Female	33	3.55	.869	.277
	Male	37	3.32	.818	
Q22	Female	33	3.91	1.071	.217
	Male	37	3.59	1.040	
Q23	Female	33	3.88	1.083	.536
	Male	37	3.70	1.266	
Q24	Female	33	4.00	.791	<b>.003</b>
	Male	37	3.24	1.188	
Q25	Female	33	3.82	.846	.166
	Male	37	3.51	.961	
Q26	Female	33	3.88	.992	.241
	Male	37	3.59	1.013	
Q27	Female	33	3.79	1.193	.904
	Male	37	3.76	.955	
Q28	Female	33	3.91	.914	.841
	Male	37	3.86	.918	
	Female	33	3.73	.944	.424

Q29	Male	37	3.92	1.038	
Q30	Female	33	3.70	1.237	.422
	Male	37	3.92	1.064	
Q31	Female	33	3.30	1.045	.534
	Male	37	3.46	1.043	
Q32	Female	33	3.97	.883	.054
	Male	37	3.46	1.238	
Q33	Female	33	4.09	.879	.323
	Male	37	3.86	1.004	
Q34	Female	33	3.94	.899	.216
	Male	37	3.65	1.033	
Q35	Female	33	3.79	.857	.713
	Male	37	3.70	1.051	
Q36	Female	33	3.39	1.171	.572
	Male	37	3.54	.989	
Q37	Female	33	3.67	1.021	.411
	Male	37	3.46	1.070	
Q38	Female	33	3.52	1.253	.778
	Male	37	3.59	1.092	
Q39	Female	33	3.52	1.176	.099
	Male	37	3.05	1.129	
Q40	Female	33	3.97	1.132	.031
	Male	37	3.38	1.114	
Q41	Female	33	3.88	.927	.325
	Male	37	3.65	1.006	
Q42	Female	33	3.85	.1093	.956
	Male	37	3.86	.798	

The level of significance difference is 4% sure of Ho (see Table 7, Q5), moreover 4% <5%, We accept Ha; that is male and female put different effort level to understand the material and female put more effort than male. From Q24, the significance of the test shows that, girls take more online courses than boys.

We are at least 10% sure (see Table 7, Q16) that  $H_0$  is true; “ $0.05 < 0.101$ ” accept  $H_0$ . In this same order of ideas. Neil Selwyn (2012), he argued that social networking is changing the nature of learner’ relationship, information and getting knowledge by connectivity and collectively but also more flexibility, fluid and accelerate the ways being the students study. Today students learn and instructors teach differently through social media by comparing for decades with using social networking sites. Both of students and instructors are using networking can work collaboratively and at the same time they execute tasks immediately and acquire knowledge too with SNS’s.

#### 4.1.4 Students perceptions on academic performance regarding to online course

The finding suggested that a higher attention is related to an increased with time spent on SNSs. The finding has demonstrated a positive impact on the use of academic performance, students feel fit and comfortable in their ability to use the SNSs for academic and have the desire or willingness to do anything they want for their amusement.

Table 8: Students ‘perceptions towards SNS on the effects of their academic performance regarding to the usage online course

	Gender	n	Mean	Std deviation	Sig. diff
Q1	Yes	31	4.16	.802	.448
	No	39	4.03	.668	
Q2	Yes	31	4.32	.653	<b>.028</b>
	No	39	3.90	.882	
Q3	Yes	31	4.16	.735	.069
	No	39	3.82	.790	
Q4	Yes	31	3.61	1.256	.508
	No	39	3.44	.968	
Q5	Yes	31	4.16	.820	.876
	No	39	4.13	.923	

Q6	Yes	31	4.10	.978	.014
	No	39	3.51	.942	
Q7	Yes	31	4.13	.846	.392
	No	39	3.95	.887	
Q8	Yes	31	3.81	1.078	.298
	No	39	3.54	1.047	
Q9	Yes	31	3.87	.846	.681
	No	39	3.79	.695	
Q10	Yes	31	3.77	.805	.352
	No	39	3.56	1.021	
Q11	Yes	31	3.90	.978	.064
	No	39	3.44	1.071	
Q12	Yes	31	3.26	1.237	.609
	No	39	3.10	1.273	
Q13	Yes	31	3.90	1.375	.424
	No	39	3.67	1.084	
Q14	Yes	31	3.35	1.253	.644
	No	39	3.23	.986	
Q15	Yes	31	4.19	.980	.099
	No	39	3.82	.885	
Q16	Yes	31	4.06	.998	.428
	No	39	3.90	.754	
Q17	Yes	31	3.84	1.128	.149
	No	39	3.47	.951	
Q18	Yes	31	4.00	.966	.411
	No	39	3.79	1.080	
Q19	Yes	31	3.32	1.351	.902
	No	39	3.28	1.376	
Q20	Yes	31	3.58	.992	.369
	No	39	3.36	1.038	
Q21	Yes	31	3.52	.851	.443
	No	39	3.36	.843	
Q22	Yes	31	3.84	.898	.504
	No	39	3.67	1.177	



Q23	Yes	31	3.84	1.293	.740
	No	39	3.74	1.093	
Q24	Yes	31	3.71	1.071	.454
	No	39	3.51	1.097	
Q25	Yes	31	3.65	1.018	.923
	No	39	3.67	.838	
Q26	Yes	31	3.58	.958	.276
	No	39	3.85	1.040	
Q27	Yes	31	3.87	.885	.490
	No	39	3.69	1.195	
Q28	Yes	31	4.13	.670	.045
	No	39	3.69	1.030	
Q29	Yes	31	4.00	.931	.200
	No	39	3.69	1.030	
Q30	Yes	31	3.94	1.181	.434
	No	39	3.72	1.123	
Q31	Yes	31	3.39	1.116	.992
	No	39	3.38	.990	
Q32	Yes	31	3.74	1.237	.780
	No	39	3.67	1.009	
Q33	Yes	31	3.90	1.044	.595
	No	39	4.03	.873	
Q34	Yes	31	4.06	.814	.032
	No	39	3.56	1.046	
Q35	Yes	31	3.97	.912	.080
	No	39	3.56	.968	
Q36	Yes	31	3.48	1.029	.932
	No	39	3.46	1.120	
Q37	Yes	31	3.77	.990	.122
	No	39	3.38	1.067	
Q38	Yes	31	3.68	1.107	.444
	No	39	3.46	1.211	
Q39	Yes	31	3.32	1.194	.746
	No	39	3.23	1.158	
Q40	Yes	31	3.97	.948	.044
	No	39	3.41	1.251	

Q41	Yes	31	4.00	.816	.061
	No	39	3.56	1.046	
Q42	Yes	31	4.10	.759	.058
	No	39	3.67	1.034	

2.8% sure of the significance difference (see Table 8,Q2). So we reject  $H_0$  and accept  $H_a$ . That is there is a difference level of understanding. Moreover the students are more able to understand the material. It was also mentioned by Henderson et al.(2015), that social networking constitutes a platform shaping students engagement and show more variation during utilisation by students.2.9% sure of  $H_0$ .  $H_0$ . So we reject  $H_0$  and accept  $H_a$ . That is there is a difference level of checking. Moreover the students are more able to social networking sites to learn their courses. On the same footing it is supported by Ana (2017) social media constitutes a platform which connects students together far and near and get access information as quicker as possible. Students have facilitate to learn through various online available and enhance students academic and increase their studies, get more knowledge.

The finding means that most of the students are agree about using social networking for studies, because it improves their communication between friends enabling their accessibility everywhere and any time which constitutes a motivation during their academic. As seen in Table8.

#### **4.1.5 Students perceptions on academic performance regarding to their aim of usage**

The relation between students' academic performance and their aim of usage show different types of communication occur at the same time .The current generation of students lives in a very paced and advanced technology on SNS.

Table 9: SNSs effect on the students' academic performance regarding to their Age

	Age	n	Mean	Std deviation	Sig. diff
Q1	18-20	19	4.11	.737	.867
	21-25	40	4.05	.783	
	26-30	11	4.18	.603	
Q2	18-20	19	3.95	.911	.676
	21-25	40	4.15	.802	
	26-30	11	4.09	.701	
Q3	18-25	19	3.84	.688	.665
	21-25	40	4.00	.816	
	26-30	11	4.09	.831	
Q4	18-20	19	3.84	.765	<b>.080</b>
	21-25	40	3.53	1.062	
	26-30	11	2.91	1.514	
Q5	18-20	19	4.00	.577	.335
	21-25	40	4.28	.877	
	26-30	11	3.91	1.221	
Q6	18-20	19	4.00	1.106	.503
	21-25	40	3.68	.997	
	26-30	11	3.73	.786	
Q7	18-20	19	4.00	.816	.820
	21-25	40	4.00	.934	
	26-30	11	4.18	.751	
Q8	18-20	19	3.68	1.204	.653
	21-25	40	3.58	1.107	
	26-30	11	3.91	.539	
Q9	18-20	19	3.95	.848	.723
	21-25	40	3.78	.768	
	26-30	11	3.82	.603	.354
Q10	18-20	19	3.89	.737	.933
	21-25	40	3.53	1.012	
	26-30	11	3.73	.905	

Q11	18-20	19	3.58	1.261	<b>0.50</b>
	21-25	40	3.65	1.001	
	26-30	11	3.73	.905	
Q12	18-20	19	2.58	1.346	.436
	21-25	40	3.38	1.148	
	26-30	11	3.45	1.214	
Q13	18-20	19	3.47	1.389	.184
	21-25	40	3.85	1.145	
	26-30	11	4.00	1.183	
Q14	18-20	19	3.16	.958	.481
	21-25	40	3.48	1.086	
	26-30	11	2.82	1.328	
Q15	18-20	19	3.79	.976	.887
	21-25	40	4.10	1.008	
	26-30	11	3.91	.539	
Q16	18-20	19	4.05	.705	.329
	21-25	40	3.95	.904	
	26-30	11	3.91	1.044	
Q17	18-20	19	3.94	.998	.302
	21-25	40	3.50	1.038	
	26-30	11	3.64	1.120	
Q18	18-20	19	3.89	.875	.365
	21-25	40	4.00	.934	
	26-30	11	3.45	1.508	
Q19	18-20	19	3.05	1.224	.538
	21-25	40	3.50	1.377	
	26-30	11	3.00	1.483	
Q20	18-20	19	3.32	1.003	.548
	21-25	40	3.58	.958	
	26-30	11	3.27	1.272	
Q21	18-20	19	3.42	.838	.954
	21-25	40	3.50	.816	
	26-30	11	3.18	.982	

Q22	18-20	19	3.68	1.157	.621
	21-25	40	3.90	1.074	
	26-30	11	3.55	1.368	
Q23	18-20	19	3.68	1.336	.109
	21-25	40	3.90	1.057	
	26-30	11	3.55	1.368	
Q24	18-20	19	3.84	.958	.273
	21-25	40	3.65	1.075	
	26-30	11	3.00	1.183	
Q25	18-25	19	3.63	.895	.639
	21-25	40	3.78	.891	
	26-30	11	3.27	1.009	
Q26	18-25	19	3.89	.875	.639
	21-25	40	3.70	.992	
	26-30	11	3.55	1.293	
Q27	19	18-20	3.63	1.012	.769
	40	21-25	3.80	1.181	
	11	26-30	3.91	.701	
Q28	19	18-20	3.84	.765	.723
	40	21-25	3.85	1.027	
	11	26-30	4.09	.701	
Q29	19	18-20	3.74	1.098	.840
	40	21-25	3.91	.921	
	11	26-30	3.83	1.136	
Q30	19	18-20	3.68	1.293	840
	40	21-25	3.85	1.075	
	11	26-30	3.91	1.221	
Q31	19	18-20	3.11	1.150	.385
	40	21-25	3.48	.933	
	11	26-30	3.55	1.214	
Q32	19	18-20	3.53	1.172	.183
	40	21-25	3.90	1.033	
	11	26-30	3.27	1.191	
Q33	19	18-20	4.00	.667	.977
	40	21-25	3.95	1.108	
	11	26-30	4.00	.775	

Q34	19	18-20	4.11	.658	.249
	40	21-25	3.68	1.118	
	11	26-30	3.64	.809	
Q35	19	18-20	3.84	.834	.794
	40	21-25	3.68	.971	
	11	26-30	3.82	1.168	
Q36	19	18-20	3.26	1.046	.390
	40	21-25	3.63	1.079	
	11	26-30	3.27	1.104	
Q37	19	18-20	3.47	1.124	.672
	40	21-25	3.65	.975	
	11	26-30	3.36	1.206	
Q38	19	18-20	3.37	1.383	.501
	40	21-25	3.70	1.027	
	11	26-30	3.36	1.383	
Q39	19	18-20	2.89	1.410	.151
	40	21-25	3.50	1.086	
	11	26-30	3.09	.831	
Q40	19	18-20	3.68	1.157	.656
	40	21-25	3.73	1.154	
	11	26-30	3.36	1.206	
Q41	19	18-20	3.79	1.032	.532
	40	21-25	3.83	.958	
	11	26-30	3.45	.934	
Q42	19	18-20	3.74	.806	.757
	40	21-25	3.87	1.056	
	11	26-30	4.00	.775	

The sig. diff has 8% chances to be true (see Table 9,Q4). This value is considerably higher than the confidence level of 5%. The sig diff is accepted. This means that about the curriculum students are enjoying all of the classes offered. At the same time with Q11 the null hypothesis is equal compare to the level of 50%. It is confirm that OSNS helps students to be productive in their study time.

According to Zaidieh (2012), using social networking has a lot of benefits and obstacles as an education tool. Privacy and true friendship, time-consuming, problems are the most important challenges of education through social networks. Flexibility and repeatability, perfection and accessibility have a vital influence on the usages of social networks in education system.

From Q11, the significance of the test shows that, we are 50% sure that there homogeneity of students' grade with respect to their ages. That is student's performance doesn't depend on their ages.

## **Chapter 5**

### **CONCLUSION**

The purpose of this research was to investigate the perception of the faculty of social networking sites (SNS) on students' academic performance. The research also aimed to evaluate the negative and positive effects of the social networking sites on students' academic performance. It also went further to illustrate the major train of social networking site in education that bring about easy communication between the school instructors and the students. It also went through enhancing the ability to understand the major site and importance of social networking site. The research suggested that using social networking sites in education can improve students' academic performance by collaborative learning among students with peers, interactivity with the instructors and engagement.

Social networking is attractive; it's also providing students a good way to release pressure affecting them and their grade through academic performance. Cited by (Tufekci, 2008) who believes that Social networking sites are important for students via communication with people most especially with their fellow students. School counselors must build up the positive attributes that these sites like Facebook, Whatsapp, and YouTube etc. About the ability for students to join students groups or to meet other friends at school. Social networking sites are not always the best option as an educational tool for adolescents, as many students join simply because of peer influence. However, in using social networking sites as educational tool to



analyze students 'academic performance (Boyd, 2007). One way to do this would be a classroom presentation on the risk or benefits of social networking sites, highlighting the problematic behaviours associated with these sites but also educating or teaching students on how social networking sites can improve their lives socially and academic performance.

The most important aspects in social networking sites in education are privacy, real friendship, taking time and miscommunication and it constitutes challenges facing education through social networking sites, however, the flexibility, repeatability, convenience and accessibility constitute an important influence on the use of social networking in education

In the finding acquired, it may be concluded that social networking facilitates the academic experience with the majority of the participants but need to be controlled and manage their time. The Cronbach's Alpha value is 0.882 which shows the excellent reliability of the scale used for the test.

Instructors will play an important role in supporting learners when they use social networking sites to support brief question/ answers and also in coordinating, using these media for collaborative learning when appropriate. Otherwise there will be a negative effect with the use of social networking sites on the academic performance of students.

## **Recommendation and Future Suggestions**

At the future, the use of social networking sites will provide students and instructors with amazing and engaging content that is essential for learning and teaching. It will provide content that our instructors will find a difficult to provide (update quickly) or teach in a manner to the students who will provide additional content to enhance teaching, learning and instruction as a whole. SNS will provide opportunities for discovery and engagement for students and instructors who will benefit from the benefits and experiences of serendipity to wander the library and suffer the web for research and study. SNS will offer new types of learning experiences, opportunities for new types of students and instructors, as well as opportunities for the communication and community building.

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## **APPENDIX**

## Questionnaire

Dear Participant,

Instructions:

Please answer the following question by selecting the appropriate level of agreement on the following statements.

**Strongly Agree = 5, Agree = 4, Neutral = 1, Strongly Disagree = 3, Disagree = 2,**

Demographic

Age: (18- 20)  (21- 25)  (26 -30)

Gender: Female  Male

Have you ever taken an online class before?  Yes;  No

If yes my grade for that online course was

A, A-  B, B-  C, C-  D, D-  F, F-

My average GPA from last semester was

Below 2.00;  Between 2.00 and 2.50;  Between 2.51 and 3.00;  Above 3.00



s/n	Statements	Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
1	I am able to manage my course load without any difficulty during semester					
2	I can easily understand the material					
3	I find the courses taught interesting					
4	I am enjoying all of the classes offered in the curriculum					
5	I always do my best to understand the course material					
6	I think that OSNS(online social network site) provide me enjoyment					
7	I think that OSNS are useful					
8	I think that it is important that I check my social networking site often					
9	I think OSNS usage will be of benefit to my social life					
10	I think that OSNS usage will result in a positive opinion about me					
11	OSNS helps me be productive in my study time					
12	I find OSNS to be a distraction from my school work					
13	At times, I have “turned” off my Facebook account to allow me to					

	focus on school work.					
14	OSNS helps me to manage my time more effectively					
15	I consider OSNS to be a good study tool					
16	OSNS provide an effective mechanism for communication about courses topics with my classmates					
17	OSNS provide an effective mechanism for communication about courses topics with my professors					
18	I feel that I will miss out on useful course information if I do not engage in OSNS communication with classmates and /or my professors					
19	I find it frustrating when my classmates do not use to communicate information about the course topics					
20	People that are important to me recommend and/or encourage OSNS					
21	If I use an OSNS people that are important to me would improve					
22	Others feel that I am more accessible because I use an OSNS					
23	Most people I know use OSNS					
24	My classmates uses OSNS as a study tool					
25	My professors expect me to use OSNS to communicate with them about course topics					

26	My classmates expect me to communicate with them about course topics via OSNS					
27	I think my use of OSNS is typical for people in my age group					
28	For me , participating in OSNS easy					
29	I feel competent enough to use all the function in an OSNS					
30	I feel that I am capable enough to use OSNS to do what I want to do					
31	I rarely encounter problems that cannot be resolved when using an OSNS					
32	I know how to use OSNS					
33	I feel comfortable using OSNS to communicate with my classmates and professors					
34	I know how to use OSNS as an effective study tool					
35	In the future I intend to continue using OSNS as often as I do now					
36	I plan to log on to an OSNS sometime within the next week					
37	I believe I will be using OSNS as much or more this time next year					
38	I plan to communicate with others OSNS users in the next week					
39	I intend to post more content on an OSNS for others to view in the next week (e.g upload photo, send message, etc)					

40	In the future ,I plan to use OSNS more communication with my classmates and professors					
41	I plan to use OSNS to more effectively manage my study time					
42	I intend to improve my academics performance over the next year by effectively using OSNS as a study tool					