Social Networking and Academic Performance among Filipino Students

[1*]Rose Marie Teves-Pinili, [2]Chizanne S. Ridad

ABSTRACT

Social networking sites have tremendously grown since their emergence in society and have increasingly attracted so many visitors especially students. The effect of social networking on the education of the young has also yielded varied opinions from people. Thus, this study attempted to find out the experiences and effects of social networking on college students, as well as its potential contribution in improving their academic performance. Frequency count, ranking, percentages, weighted means, and chi-square (X2) test of association, as well as contingency coefficient, were the statistical treatments used to quantify the data. Findings reveal that social networking has exposed students to both positive and negative experiences. Interestingly, a significant association between grades in school and social networking is evident. The results of this study indicate that social networking may have a significant contribution in improving the grades of students in school if utilized responsibly. The use of social networking for academic-related activities is therefore recommended to enrich students' educational experience.

Keywords: social networking, engagement, academic performance, general point average.

INTRODUCTION

The communication landscape is considerably changing. With the advent of computing technology, space is virtually cut but amazingly kept close due to social networking. Interesting features can hook anyone who engages in any of them. Games, videos, photos, movies, and a lot more are either commercially packaged or personally created. Chen and Marcus' study (2012) attests to the fact that the number of those who are hooked with social networking sites has soared. Sites such as *Facebook, LinkedIn, YouTube, Twitter,* and other social media platforms are showing huge figures of users.

With the power of social networking to attract web users, the researcher assumes that social networking is a vehicle for knowledge acquisition and a potential contributor to improving the students' academic performance.

Social networking sites have both educational and psychosocial benefits. There are social networking sites that cater to students, teachers, learning institutions, sharing of

educational resources, and organization of study groups. Wheeldon (2010) relates that students and teachers can share links and reviews that can be considered as essential tools in providing educational information. This virtual classroom communication allows interaction for students to learn and share skills. It also develops healthy relationships between teachers and students making learning more significant and timely. The search for one's identity, social support, and maturation process can also be facilitated through social networking.

This study attempts to find out the experiences and effects of social networking on college students and its potential contribution in improving their academic performance. Furthermore, it sought to determine whether these experiences led them to become cautious or trusting in their social networking engagements.

LITERATURE REVIEW

The study of Greenhow (2008, cited in Stenger, 2013) entitled "Educational Benefits of Social Networking Sites Uncovered" unveiled that students are developing a positive attitude towards using technology systems, editing, and customizing content and thinking about online design and layout. They are also sharing original creative work like poetry and film and practicing safe and responsible use of information and technology. Together with the other researchers, she found out that the students identified acquisition of technology skills, creativity, openness to new and diverse views and development of communication skills as among those that they have acquired from social networking engagement.

Social support is a psychosocial benefit that gives importance to social networks interaction. Tynes (2007b) shared that there are times when adolescents struggle with social and emotional concerns; online spaces may serve as their principal or only source of social support. Recent research has shown that the brain's frontal lobe which allows a person to prioritize thoughts, think abstract, anticipate consequences, plan, and control impulses, is not fully developed in adolescents (Ortiz, 2003). Thus, it is the part of the brain that maturation processes are still developing during the stage of adolescence. As a result, Tynes argued that the internet provides a space for teens to try out ideas and enhance their decision- making skills. Romantic topics are also discussed in social networking (Suzuki &Calzo, 2004; Tynes, 2007b). Park, Kee, and Valenzuela (2009) also revealed that underclassmen students who are actively and purposively using *Facebook* Groups have more civic and political inclinations offline.

Social networking sites are avenues for sharing interests, activities, entertainment, and educational opportunities. Boyd and Ellison (2007) disclosed that *Facebook, MySpace, Twitter,* and other sites strengthen relationships and connect people based on shared interest and political views. Their finding validates Wheeldon's (2010) conclusion that social networking sites are used to interact, provide an update, keep in touch with existing friends and relatives, or start new relationships using personal profiles. Tynes (2007b) furthered that adolescents who construct profiles, create videos and post them on YouTube, or chat are in the process of continually creating, recreating, and honing their identities. These processes are similar to learning experiences that transpire in the classroom when the students encounter different personalities. They learn how to deal with different people. In a 2007a study, Tynes also discussed that perspective-taking skills could improve as a result of computer-mediated interaction with people from different backgrounds.

On the other hand, despite the definite

advantages of social networking sites, bullying is a great disadvantage. In the words of Whitney and Smith (1993) and Olwens (1999), as cited in the article of Beran and Li (2005), bullying is an aggressive, intentional act or behavior that is repeatedly carried out usually inside the school premises by a group or an individual against a helpless victim. Aricak et al. (2008) defined school bullying as the victimization of a student by being repeatedly exposed to physical or verbal manipulation and humiliation. Bullying has expanded to the cyberspace; hence the term cyberbullying.

Cyberbullying is intentional virtual aggression by peers using modern-day technology. For instance, Katz (2001) emphasized that adolescents exposed to the internet have experienced sexual harassment. Victims of virtual aggression tend to be emotional and experience feelings of discomfort. Beran and Li (2005) further cited that several victims of bullying in cyberspace indicated feelings of sadness, anger, anxiety, and fear that may have impaired their ability to concentrate and succeed academically. Some concerned groups and individuals are working hard to curb cyberbullying. In the Philippines, Republic Act 10175, also known as the "Cybercrime Prevention Act of 2012", looks at how individuals using the internet can be protected. Koo wrote in the Philippine Daily Inquirer (August 21, 2011) that schools should teach "cyber ethics" in values education classes.

Abdulahi, Samadi, and Sharleghi (2014) in their article titled "A Study on the Negative Effects of Social Networking Sites Such as Facebook among Asia Pacific University Scholars in Malaysia" disclosed that with frequent visits to a social networking site is the decrease in the academic performance of the students. They said that excessive exposure to the internet would affect the performance of the students; thus, the researchers recommended that social networking

sites such as Facebook should be blocked and be opened only during lunch breaks. In a related study, Indian researchers Sidiqui and Singh (2016) discussed both the positive and negative effects of social media on education and concluded that in order to avoid addiction, its use must be limited. However, in their study which focuses on the use of social networks for academic purposes, Nández and Borrego (2013) revealed that users generally complain about the lack of institutional support for the use of these tools. Similarly, academics value social media since this where they share materials and follow other researchers' activities. As a result, it was recommended that schools must delineate who is responsible for the management of social media and strategically use such media in the academic environment.

A recent study of Mushtaq and Benragdha (2018) and El-Badawy and Hashem (2015) saw the potential of social media in improving learning. It revealed that social media appeared to be a handy tool for students in their lessons as they use them to enhance their learning process, i.e., to communicate effectively with each other, receive university-related issues and get the additional necessary information. They asserted that undergraduates in Afghanistan seem to use social media as their new tools for learning. They further recommended that educators use social media, especially *Facebook,* to disseminate issues that help enhance students' knowledge.

Social media enables students to enhance their learning by collaborating with groups in the form of knowledge sharing and project-making (O'Keefee & Clarke-Pearson, 2011, cited in El-Badawy & Hashem, 2015). El-Badawy and Hashem (2015) also revealed that 92% of the respondents used the internet in their studies. Some students claimed that they search Google equations for their Math homework using social media platforms. Despite spending hours on social media, the study showed that most of the

students did not neglect their studies, so they still have better school performance.

While some researchers dwelt on the negative effects of social networking, others looked into both the positive and negative aspects; other researchers highlighted the need to make use of social media strategically and purposively and shared the need to have those in the academe work out some measures to harness the positive aspects. Still, others pursued research endeavors that specifically center on social media as they relate with academic performance and improvement of relational skills.

Oye et al.'s (2012) study sought the opinion of the respondents pertaining to the influence of social networking sites on their academic performance. The results revealed that the majority of the younger students are exposed to social networking for socialization rather than for educational purposes. Some students, however, felt that social networking have a more positive impact on their academic performance.

In a related study, Paul, Baker, and Cochran (2012) examined the impact of online social networking on the academic performance of the business students enrolled in a state university using the Structural Equation Modeling System (SEM). The results indicated that academic competence and performance correlate positively although indirectly. Managing one's time well can improve academic performance, but the students do not believe that online social networking can enhance their academic performance. Students who know how to budget their time wisely have marked improvement in their academic performance.

Junco (2011) examined the multiple measures of frequency of *Facebook* use, participation in *Facebook* activities, and time spent on preparing for class and actual overall GPA. He concluded that other variables, aside from *Facebook* usage, may be examined, as these might be strongly related to GPA (general point average) and time spent in class. This conclusion was made after the results of his research displayed that time spent on Facebook was strongly negatively related to overall GPA, while only weakly related to time spent for class preparation.

The study of Chen and Marcus (2012) sought to find out whether the variables of personality and culture have something to do with how students present themselves in social networking. It revealed that those who disclosed the least via online were low in extraversion. Chen and Marcus presented the need to maintain the personal relationship as the primary reason why students are engaged in social networking. Chen and Marcus also suggested that collaboration has to be entered into by both the faculty and the students to safeguard the students from potential risks involved in disclosure, like privacy. Moreover, Cheung, Chiu and Lee (2011) presented the idea of encouraging the students to develop their sense of collaboration and working together to sustain their desire to be connected via online social networking. They explored different factors that motivate the students to engage in social networking. The study revealed that people use *Facebook* as a channel to communicate and connect with friends. Group norms and similarities in terms of the valuing process determine the people's intention to sustain their online social networking.

Some related studies and literature further revealed that social networking could influence academic performance, but others negated this idea. Attention span, socio-demographic factors, and study habits are said to be contributing to academic performance rather than the use of social networking. Personality factors also play a significant role in the utilization of online social networking sites and academic achievement. Nonetheless, the social networking space which provides teachers, students, and

educational institutions with the opportunities for collaboration and strengthening relationships is an area that this researcher claims a potential ground for academic enhancement. It is presumed that when trust is present, and the atmosphere is relaxing, there is a possibility that learning takes place.

Social networking alongside psychosocial benefits can be further explored as channels in determining academic performance. After all, learners are expected to assess technology and its effects on their growth and development. With the guidance of an adult, specifically, a teacher, students can maximize the use of technology for their advantage.

Four theories underpin this study. First is the Uses and Gratification Theory (Bhronler & Katz, 1974) which deals with the free will of the individual to choose from the vast array of social media. Second, the Media-Dependency Theory (Ball-Rokeach, 1976-1989 & Baran Davis, 2009) which highlights that the more a media consumer adheres to a kind of media source for his/her needs to be fulfilled by it, the more he/she will spend time on it, and the probability of his/her being influenced by whatever it brings will be higher (understanding the social world (current events), conforming to social norms (trends, pop culture), and fantasy-escape from social reality (entertainment) are some examples of needs that could be met). The third theory is Connectivism (Siemens, 2004); it deals with the link that one makes with the present state of knowledge that he/she possesses. This theory recognizes the fact that not everything associated with the changing system and changing world can be within one's control. Learning can take place continuously, and maintaining a method of assessing new knowledge is an important skill that every learner needs to have. Connectivism, in essence, provides learners with insight into the learning skills and tasks required to flourish in a digital era. Finally,

the Theory of Constructivism (Driscoll, 2000) that deals with the idea that learners constantly create meaning with the experience that they go through in life.

METHODOLOGY

This research is descriptive-evaluative and aimed to describe and evaluate the existing condition of the social networking engagement among selected students of Negros Oriental State University who are enrolled within the first semester of the school year 2013-2014. Specifically, it attempted to determine whether such engagement has contributed to the enhancement of their academic performance or not. Also, the study sought to determine whether these same respondents have experienced unpleasant encounters in their social networking engagements.

The study utilized a validated researcher-made questionnaire. The validation involved five heterogeneous sections of college students enrolled in the same school year in either English or Literature classes. These students were not included as actual respondents. Confidentiality of the responses was stipulated on each questionnaire and emphasized during the actual distribution of the same. The respondents were all enrolled in 8 different colleges of the university under the College of Arts and Sciences at the time of this study.

To uphold research ethics, the researcher sought from the Registrar's Office the GPAs of the 966 respondents through a letter of request; only the GPAs were furnished to maintain anonymity.

The sample size was determined using the Slovin formula with a margin of error of .05 percent allowance for non-precision of data because of the use of samples instead of the total population. The statistical treatment used included the frequency count, percentages,

ranking, chi-square (X2) test of association as well as contingency coefficient were used to determine whether social networking has a significant contribution in improving the grades of the students in school. Weighted means were used to determine the academic performance of the students. All data were treated using the Statistical Package for the Social Sciences (SPSS Version 17.0).

RESULTS

Majority of the respondents are second-year college students, spread across eight (8) different colleges, within the 18-20 age-bracket, and generally female. The family income is within Php5, 000.00 and below and which is mostly derived from the parents' occupations. Their jobs are low-paying and are often seasonal in nature (farmers, drivers, businessman-self-employed, laborer, and carpenter). Fifty percent of the mothers are housewives who are not at all contributing to the combined family income. The rest (vendors, farmers, businesswomen /self-employed) do not have regular pay checks, except the teachers (53, 5.49%).

Nine hundred forty-five respondents

(97.83%) frequently visit Facebook. Generally, the respondents spend an hour per day/night on social networking; that is, 592 or 61.28% of the respondents frequently stay in the internet cafés while 304 or 31.47% stay in their households because they have their own computer units. Likewise, 156 or 16.15% frequently use the school's internet system.

As shown, 451 students or 46.69% frequently visit social networking sites to connect with their teachers about assignments/projects to be done; 246 or 25.47% connect with their friends for academic-related or school-related assignments, projects, and information; and 183 or 18.94% connect with friends for entertainment/relaxation purposes. Data indicates that the majority of the respondents are making use of this technology as an avenue for improving their scholastic performance. Furthermore, the results show that the respondents do not usually spend their time in social networking beyond what they think is necessary and what they could afford. Table 1 shows a mixture of both the positive and negative experiences the students were exposed to in social networking.

The respondents have very good experiences while engaging in social networking. There

Table 1. *Respondents' Social Networking Experiences (n=966)*

Experiences	Frequency	Percent
Admired for my skills in communicating	355	36.75
Invited as a friend because of my social skills	329	34.06
Asked for any form of advice	160	16.56
Asked to help in the academic-related problem of a friend	66	6.83
Appreciated	55	5.69
Harassed/harmed/threatened/blackmailed/	43	4.45
Humiliated/embarrassed	21	2.17
Received sexual remarks/sexual invitations	45	4.66
Received hate, cruel messages or images	13	1.35
Someone used my account when I forgot to log out	23	2.38
Bullied	16	1.66

are about 355 (36.75%) respondents who were admired because of their communication skills; 329 (34.06) respondents were invited as friends because of their social skills; 160 (16.56%) respondents were asked for a piece of advice; 66 (6.83%) respondents were asked to help in academic-related problems; and 55 (5.69%) respondents were appreciated. However, combining all the negative experiences can amount to 161 (16.67%) respondents. The results show that social networking exposes the respondents to both positive and negative experiences.

The results of the research also include a disclosure about the respondents' feelings about their positive experiences while engaging in social networking; that is, 625 (64.70%) felt good about their social networking experience; 122 (12.63%) thought that they became more confident in dealing with friends and managing their studies; and 118 (12.22%) felt inspired to do well with their studies. These are manifestations of positive emotions.

There are also multiple reasons to feel concerned about their negative experiences. The most obvious is getting hurt with 505 (52.28%) respondents, 144 (14.91%) became helpless, and 135 (13.98%) respondents' studies were affected. The negative emotions are apparent manifestations of the nature of the adolescents at this stage tend to act upon impulse often brought about by poor judgment (Tynes, 2007b). Likewise, those who become victims of virtual aggression (Katz, 2001) tend to experience emotional discomfort.

Table 2. Responses as to whether social networking contributed positively to performance in school (n=966)

Responses	Frequency	Percent
Yes	680	70.39
No	286	29.61
Total	966	100.00

A little over 70% of the students responded that social networking had contributed positively to how well they are performing in school. In all likelihood, those who responded with a yes, were the same respondents who indicated that they use social networking mostly for academic-related activities (697, 72.16%). Thus, their engagement in social networking with a clear purpose has contributed to an improvement in their school performance.

Table 3. Respondents' Grades in School (n=680)

Grade Distribution	Frequency	Percent	Verbal Description
95-100	21	3.09	Excellent
90-94	85	12.50	Very Good
80-89	501	73.68	Good
75-79	73	10.74	Fair
Total	680	100.00	

Table 3 shows that 501 respondents (73.68%) had a GPA within the 80-89 grade distribution bracket which is interpreted as Good. They are followed by those whose GPAs are within the 90-94 grade distribution bracket and interpreted as Very Good. The findings may indicate the positive effect of engaging in social networking since the majority of the respondents use the technology for course-related activities.

Table 4. . Chi-Square Results for Social Networking and Grades in School at 5% Level of Significance

Variables Associated: Social Networking and Grades in School

Hypotheses:
  Ho: There is no significant association between grades in school and social networking.
  Ha: There is a significant association between grades in school and social networking.

Decision:
  Reject Ho because p-value is less than the α value.
  Ha is accepted.

The chi-square result shows that there is a significant association between grades in school and social networking. This result dovetails with the reasons why the respondents go into social networking; that is, 46.69% visit social networking sites to connect with their teachers, and 25.47% connect with their friends for school-related assignments, projects, and information. Social networking therefore in this context is generally utilized for educational purposes.

Other responses indicate that social networking has contributed to the improvement of the students' communication skills. These are in written English (638, 66.05%), spelling words and writing sentences (135, 13.98%), and the corrections made by their friends and chat mates (89, 9.21%). The results affirm Greenhow's study (2008) which discusses the tremendous educational potential offered by websites.

The respondents recommend social networking since it can make them gain more friends (494, 51.14%); they can have access to information that they need from friends, teachers, and members of their clubs/organizations 302, 31.26%); and think that their academic performance is enhanced by social networking (86, 8.90%). These findings tie-up with Oye et al.'s findings (2012) that students engaged in social networking for socialization purposes but also felt that that social networking has a positive impact on their academic performance.

Only 131 respondents do not recommend social networking since it is a waste of time (49, 5.07%); it can make them a victim of cyberbullying (43, 4.45%); and it can destroy their study habits (24, 2.48%). The studies ofKatz (2001), and Beran and Li (2005) prove that negative experiences are sources of emotional discomfort and impediments in academic success.

Finally, the respondents commented that social networking is an excellent help in school, in job placements, and in enhancing communication skills (256, 26.50%). It also strengthens family ties and friendly relationships (196, 20.29%). A good number though sees the technology as neither good nor bad, but must be studied well before using (207, 21.43%).

DISCUSSION

The respondents of this study are generally female, 18-20 years old, enrolled in the eight different colleges of NORSU main campuses 1 and 2 and are in the second year of their college education. Most of the respondents' families are living below the poverty line which is in all likelihood the reason why the respondents who frequently visit the Facebook site spend only an hour per day/night usually in the internet cafés. They regularly visit the website for academic-related or school-related assignments and projects. Thus, this is an indication that the students exercise their free will in choosing the social networking site they wish to visit armed with a positive purpose. The observance of the Uses and Gratifications Theory and Connectivism are evident in this context.

The respondents mostly have good experiences while using the social networking site. These pleasant experiences make them more confident in dealing with their friends and serve as their inspiration in their studies. Thus, they are recommending the use of social networking sites to gain more friends and be assisted in academic-related activities. The mere fact that the students are supporting the sites is a reason to believe that they trust that social networking can fulfill their educational quest. Hence, these findings validate the Media-Dependency Theory.

On the other hand, some respondents got hurt, became helpless, and were affected in their studies when they encountered unpleasant experiences from social networking. These same respondents think that social networking can be

an avenue for cyberbullying and is also a waste of time since it cannot help them with their studies. Others, however, see it as neither good nor bad.

The researchers' claim that social networking is a potential contributor to the students' academic performance is positively affirmed on the merit that the students obtained good grades and that they have been helped in their academic-related concerns. The result indicates that social networking can be one of the factors that may contribute to improving the grades of the students if the students use social networking for educational purposes. The chi-square results for social networking and grades in school at 5% level of significance in this study further exhibited that there is a significant association between grades in school and social networking. There is a reason to believe that the result is significantly affected by the purpose of the respondents in using social networking. The result is limited though to only 680 out of 966 students respondents since the general point average of the rest of the respondents were not available yet during the conduct of this study.

The researchers agree with Junco (2011) that other factors, aside from *Facebook* use, may be examined in determining the overall general point average. Kirschner and Karpinski (2010, as cited in Junco) also noted in their study that those who were using Facebook spent only fewer hours in studying per week; thus, a factor that can be further examined. However, the potential of social networking as an avenue for improving academic performance cannot be ignored. Maintaining personal relationship presented by Chen and Marcus (2012) and development of collaboration by Cheung, Chiu and Lee (2011) can serve as springboards in sustaining purposive on-line social networking.

CONCLUSION

The study shows that social networking can be of great help in enhancing the academic performance of the students when the purpose for doing so is aligned with school-related matters and advancement of knowledge and skills. The good experiences, as well as the primary goal why students are engaged in social networking, may be considered facilitative factors in improving their grades. Thus, faculty members are encouraged to make use of social networking inside the classroom, in the university's internet research station, and in the Blended Learning method. With social networking used as the channel to deliver instruction, the potential for academic performance is within reach despite the physical distance. It is also a positive stance in the management of modern-day technology as an aid in the media-mediated educational process.

Similarly, social networking sites are excellent avenues for the development of critical thinking skills and creative skills of the students, as well as for the promotion of essential values with emphasis on cyber ethics. In this manner, unpleasant encounters in social networking may be minimized, if not eliminated.

Aware of the financial status of the respondents, the university may study the possibility of improving the service delivery of the Internet Research Station. Moreover, faculty members will have to train the students in maximizing the full potential of social media platforms.

Finally, other studies that focus on the adverse effects of social networking and the kind and content of posts done by those engaged in social networking can be proposed to determine whether their proficiency in the use of the English language and other languages have deteriorated or not.

Acknowledgement

References

Abdulahi, A., Samadi, B., & Gharleghi, B. (2014). A study on the negative effects of social networking sites such as facebook among asia pacific university scholars in Malaysia. *International Journal of Business and Social Science, 5*(10).

Aricak, T., Siyahhan, S., Uzunhasanoglu, A., Saribeyoglu, S., Ciplak, S., Yilmaz, N., & Memmedov, C. (2008). Cyberbullying among Turkish adolescents. C*yberpsychology & behavior, 11*(3), 253-261. Doi:10.1089/cpb.2007.0016.

Beran, T., & Li, Q. (2005). Cyber-harassment: A study of a new method for an old behavior. *Journal of educational computing research, 32*(3), 265-277.

Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of computer-mediated Communication, 13*(1), 210-230.

Chen, B., & Marcus, J. (2012). Students' self-presentation on Facebook: An examination of personality and self-construal factors. *Computers in Human Behavior, 28*(6), 2091-2099.

Cheung, C. M., Chiu, P. Y., & Lee, M. K. (2011). Online social networks: Why do students use facebook?. *Computers in Human Behavior, 27*(4), 1337-1343.

Greenhow, Christine (2008). Educational benefits of social networking sites. University of Minnesota website.

El-Badawy, T. A., & Hashem, Y. (2015). The impact of social media on the academic development of school students. *International Journal of Business Administration, 6*(1), 46.

Junco, R. (2011). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers in human behavior, 28*(1), 187-198.

Katz, G. (2001). Adolescents and young adults with developmental disabilities interface the Internet: Six case reports of dangerous liaisons. *Mental Health Aspects of Developmental Disabilities, 4,* 77-84.

Mushtaq, A. J. (2018). The Effects of Social Media on the Undergraduate Students' Academic Performances. Library Philosophy and Practice (e-journal). 1779. University of Nebraska-Lincoln. Retrieved from https://digitalcommons.unl.edu/libphilprac/1779

Ortiz, A. (2003). Adolescent brain development and legal culpability. Washington, DC: American Bar Association, Juvenile Justice Center.

Nández, G., & Borrego, Á. (2013). Use of social networks for academic purposes: a case study. T*he electronic library, 31*(6), 781-791.

Oye, Nathaniel et al. (2012). Students' perception on social networking sites influence on Academic performance. Retrieved from www.iaesjournal.com/online/index/php / Vircom/Article.

Park, N., Kee, K. F., & Valenzuela, S. (2009). Being immersed in social networking environment: Facebook groups, uses and gratifications, and social outcomes. *CyberPsychology & Behavior, 12*(6), 729-733.

Paul, J. A., Baker, H. M., & Cochran, J. D. (2012). Effect of online social networking on student academic performance. *Computers in Human Behavior, 28*(6), 2117-2127.

Siemens, G. (2004). Connectivism. *A Learning Theory for the Digital Age. In eLearnSpace.* Retrieved from http:// www.connectivism.ca

Siddiqui, S., & Singh, T. (2016). Social media its impact with positive and negative aspects. *International Journal of Computer Applications Technology and Research, 5*(2), 071-075.

Suzuki, L. K., & Calzo, J. P. (2004). The search for peer advice in cyberspace: An examination of online teen bulletin boards about health and sexuality. *Journal of Applied Developmental Psychology, 25*(6), 685-698.

Tynes, B. M. (2007a). Role taking in online" classrooms": What adolescents are learning about race and ethnicity. *Developmental Psychology, 43*(6), 1312.

Tynes, B. M. (2007b). Internet safety gone wild? Sacrificing the educational and psychosocial benefits of online social environments. *Journal of Adolescent Research, 22*(6), 575-584.

University of Minnesota (2008, June 21). Educational benefits of social networking sites uncovered. *Science Daily*. Retrieved from http://www.sciencedaily.com-/releases/2008/06/080620133907.htm

Top 20 most popular social networking websites. (2010). Retrieved from http://www.ebizmba.com/aricles/social-networking-websites

Wheeldon, E. (2010, April). A social society: The positive effects of communicating through social networking sites. In *Paper retrieved from Online Conference on Networks and Communities website: http:// networkconference.netstudies.org/2010/04/ a-social-society-the-positive-effects-of-communicating-through-social-networking-sites.*