The University, Social Networks Media Sites, and Integration of Students' Most Popular

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Social Networks Media Sites (SNMS) are becoming prevalent and the number of users is increasing rapidly. Nowadays, SNMS are offering so many features to fulfil the needs of the users. Its users consist of individuals and companies. The university also use SNMS to recruit new potential students. With the increasing number of students enrolled in higher education intuitions every year, universities are starting to realize that their facilities are am important feature and that they need to stand out amongst the crowd, both online and off. They need a strategy to attract and recruit new students in both real and virtual worlds. In the university environment, SNMS can be incredibly useful when it comes to reaching out, and engaging with students. It's a great tool when it comes to interacting with students since it's something they are so familiar with as they are using these sites frequently throughout daily life. This study focuses on the three most popular SNMS in Malaysia, Facebook, Instagram, and Twitter. In Malaysia, almost all higher education intuitions are equipped with and providing Wi-Fi networks to their students. With many features available on SNMS, their functionality can be leveraged to enhance the academic environment for students. This research focuses on students' most popular activity.

Key words: *Social Network Media, Mobile Social Networks, University, Higher Education Institutions, Students.*

Introduction

Social media is a term that includes technologies that enable people to communicate and interact with each other. Social media also includes social networking sites, such as Facebook and Twitter, and other information-sharing sites, such as Instagram, that allow users to interact via the Internet (Corbeil and Maria, 2011). These sites offer a new way of communication and collaboration in multiple fields: social, political, and educational. In Malaysia, almost all the higher education institutions are equipped with a Wi-Fi network to the students to access the internet on campus (Thestar.com.my, 2017). The SNMS such as Facebook provide features allows user to upload their pictures, chatting, write post, react to an others post, playing online games and etc. (Alt, 2015).

Meanwhile, Twitter is the site that allow users to submit short written entries, which can include links to product and service sites, as well as links to other social media sites. These are then posted on the 'walls' of everyone who has subscribed to that user's account (SEOPressor, 2011). The most popular photo and video-sharing social networking service is Instagram, a mobile social network that allows users to edit and share photos as well as videos. With roughly 800 million active users, the microblog for photos and videos Instagram is one of the most popular social networks currently on the market. Moreover, while it is possible to share pictures and videos with Facebook. Meanwhile Instagram has its own unique dynamic that is focusing on pictures. The app offers countless photo editing features. Entries are categorized by the use of hashtags (Statista, 2017).

Literature Review

A Literature Review of the available research was conducted to examine the use of social media sites by university library staff to facilitate undergraduate students. More specifically, in this research, the academic needs of undergraduate students were investigated [**Athanasia Ntaka et al**]. In this research, she refers to the term "academic needs" as the mean of students' need for access to valuable academic resources, seminars, and conferences which are useful for their academic knowledge. The purpose of this study was to discover how this could best be done by asking the students themselves. The social network media focused on this research is Facebook. This research used a method called the Three Cs of Data Analysis: Codes, Categories, and Concepts for data analysis (Ntaka, 2017).

Figure 1. Three Cs of Data Analysis: Codes, Categories, And Concepts
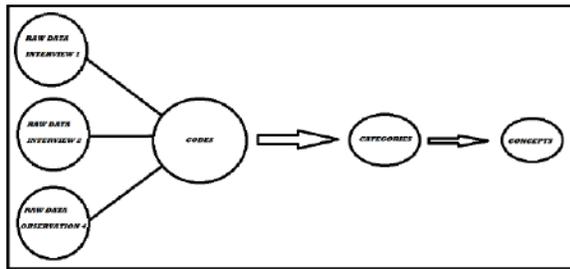
The figure above depicts the three Cs of Data Analysis according to Lichtman (2013) and shows the raw data gathering either from interviews or from observations and then finds the codes. After finding the codes, it converts data into categories and finally, through the categories, the concepts are recognized (Ntaka, 2017).

This study helps us to understand the importance of the existence of social media and specifically Facebook in libraries and in students' educational life. It revealed the benefits of using library Facebook pages according to students' perceptions and not from the librarians' point of view as has been done in other studies (Ntaka, 2017). In this research, possible changes were found that libraries could make to their Facebook pages, which had not been found in other studies. When libraries improve, then new students will use the libraries' services and this will help them in their studies. So, this study not only shows that libraries have to change if they want to be effective and useful but it also shows where they have to start and suggests solutions.

Shannon M. Gallagher el.at, conducted research to study self-esteem among teenagers. The purpose of the research paper was to conclude whether there is a relationship between social media and self-esteem, especially among teenagers. A total of 130 participants from two high schools completed two different surveys: one to assess their social media use and the second to measure their self-esteem. Data was collected using all of the participants for one set and excluded participants who did not have social media for the second set. There were 19 participants who did not have social media, leaving 111 participants including 79 girls and 32 boys, 14 freshmen, 20 sophomores, 19 juniors, and 58 seniors (Ntaka, 2017).

The significance of this study was to determine whether a relationship exists between self-esteem and social media use. With this knowledge, people would be aware of the potential negative effects of social media and adjust their social media use accordingly. Teenagers are very impressionable during their adolescent developmental period and their self-esteem may be very fragile (Seo, 2014).

Therefore, any aspects of their lives that might affect their self-esteem should be recognized and openly discussed. The hypothesis of the study is that social media influences self-esteem. To test

this hypothesis, two surveys were given to several classes in two different high schools: one self-esteem survey and one survey that assessed social media use (Ntaka, 2017).

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Degrees of Freedom
Self-Esteem Score	130	6.00	30.00	22.00	5.68	128
How Often Post	130	.00	300.00	15.60	40.45	128
Hours Spend	130	.00	20.00	2.97	2.50	128
Number of Friends	130	.00	31600.00	930.94	2782.49	128
Accounts	130	.00	13.00	3.78	1.81	128
How Often Check	130	.00	200.00	13.40	30.12	128
How Much Time Edit Pictures	130	.00	30.00	4.00	5.38	128
How Many Pictures	130	.00	100.00	9.58	16.67	128
Negative Comments	130	.00	10.00	.29	1.32	128
Positive Comments	130	.00	200.00	7.58	20.23	128
Bother if No Likes	130	1	5	2.28	1.06	128
How Long Wait After Posting	130	.00	180.00	25.73	38.07	128
Likes on Selfie	130	.00	6922.00	203.71	607.86	128
Likes Usually on Selfie	130	.00	6000.00	186.88	528.61	128
Gender	130	1.00	2.00	1.70	1.70	128
Valid N (listwise)	130					

Table 1 shows results from a sampling of 130 students from two high schools

The self-esteem survey produced a self-esteem score, to which the researcher used to determine if there was a correlation between the participants' self-esteem scores and 13 social media variables. Two sets of data were produced: one including all of the participants and one that excluded participants without social media to determine if correlations still existed including those with social media. However, participants who did not have social media could not answer some of the questions, and for some of the questions, it would not make sense conceptually to put those answers as zeroes, which is why a second data set was created, excluding those participants. The conclusion of the current study is that a relationship exists between social media and self-esteem (Ntaka, 2017).

Table 2: Descriptive Statistics

|	N	Minimum	Maximum	Mean	Std. Deviation	Degrees of Freedom
Self-esteem score	111	6.00	30.00	21.86	5.68	109
How Often Post	111	1.00	300.00	17.35	43.42	109
Hours Spend	111	1.00	20.00	3.03	1.93	109
Number of Friends	111	10.00	31600.00	989.28	2973.04	109
Accounts	111	1.00	13.00	4.17	1.62	109
How Often Check	111	.00	200.00	14.98	32.21	109
How Much Time Edit	111	.00	30.00	4.52	5.58	109
How Many Pictures	111	.00	100.00	10.46	17.58	109
Bother if No Likes	111	1.00	5.00	2.41	1.04	109
How Long Wait	111	.00	180.00	27.42	38.93	109
Negative Comments	111	.00	10.00	.36	1.47	109
Positive Comments	111	.00	200.00	7.42	19.86	109
Likes on Selfie	111	.00	6922.00	221.70	654.73	109
Likes Usually on Selfie	111	.00	6000.00	199.32	567.97	109
Gender	111	1.00	2.00	1.71	.46	109
Valid N (listwise)	111					

Table 2 shows the results are from a sampling of 111 students from two high schools. Self-esteem score and if the participants were bothered if they did not receive as many "likes" or "retweets" as they expected to receive on a post were compared and a correlation was found, r (128)= -.573, p < .01, displaying a negative linear trend as shown in Figure 1 below (Ntaka, 2017).

Figure 1. Self-Esteem Score and Bother If No Likes on Posts 130 participants
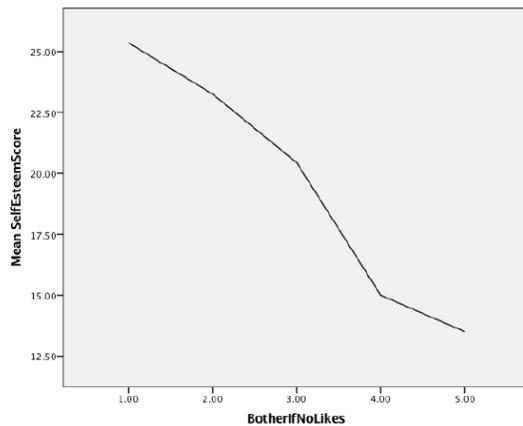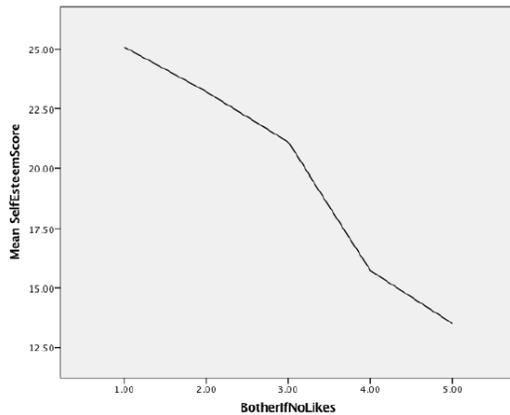
Self-esteem score and the amount of time (in minutes) the participants waited to check their social media after they have posted something also showed a correlation: r (128) = .242, p < .01, showing a positive linear trend in Figure 2 below (Ntaka, 2017).

**Figure 2.** Self-Esteem Score and How Long Wait, 130 participants,
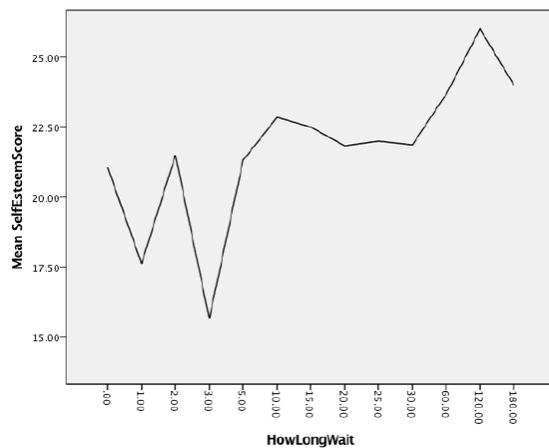
Self-esteem and if the participants were bothered if they did not receive the number of likes they thought they were going to on a post was calculated at r (109)= -.517, p < .01. A negative linear trend is shown in Figure 3 below (Ntaka, 2017).

Figure 3. Self-Esteem Score and Bother if No Likes on Posts 111 participants

Self-esteem and the amount of time (in minutes) the participants waited before they checked their social media after they posted something was significant at r (109) = .242, p < .05, displaying a positive linear trend in Figure 4 below (Ntaka, 2017).

**Figure 4.** Self-Esteem Score and How Long Wait, 111 participants,
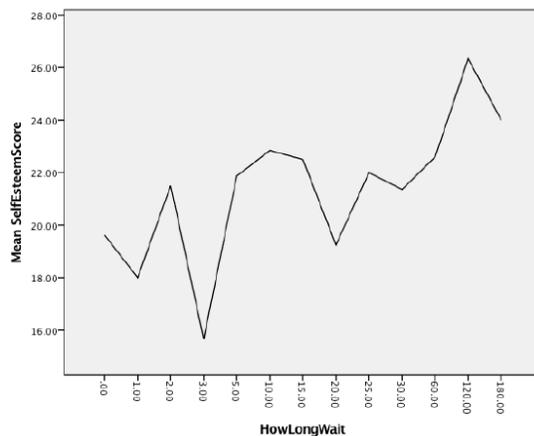
Self-esteem and the number of likes the participants received on their last selfie calculated to be r (109) = .189, p < .05, displaying a positive linear trend in Figure 5 below (Ntaka, 2017).

Figure 5. Self-Esteem Score and Likes on Last Selfie 111 participants
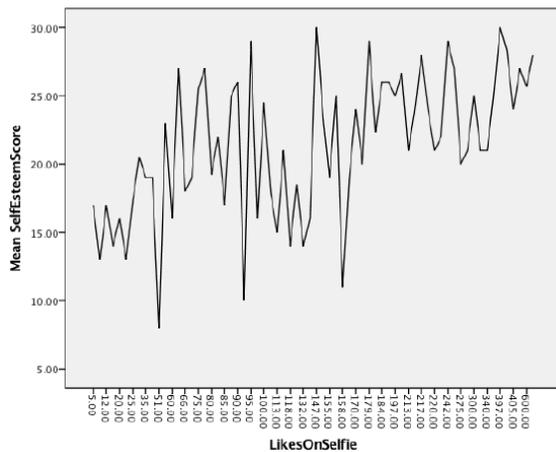
Self-esteem and the usual amount of likes the participants receive on their selfies was significant r (109) = .191, p < .05, depicting a positive linear trend in Figure 6 below (Ntaka, 2017).

Figure 6. Self-Esteem Score and Likes Usually Received on Selfie 111 participants
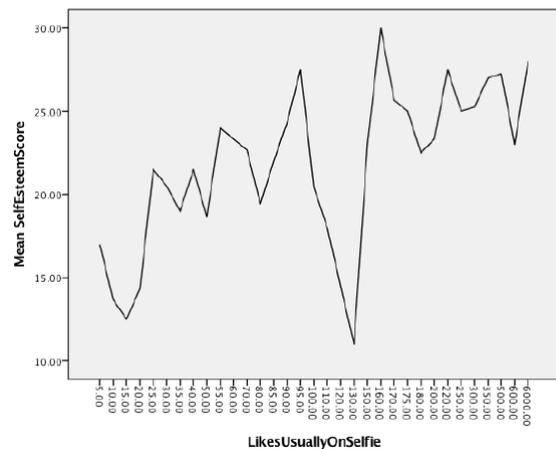
Self-esteem and several variables of social media use were found to be correlational. Two correlations were found when using all 130 participants and four correlations were found when the people without social media were excluded, leaving 111 participants (Ntaka, 2017).

Osharive Peter el.at, conducted research to examine the influence of Social Media and Academic Performance Of students in University. This study investigated social media and academic performance of the students. The results showed that Students' addictiveness to the social network has a significant influence on their academic performance. There is a significant influence on student's usages of social media network by age (Peter, 2015). This proved that, though SNMS have negative effects on teenagers such as lack of privacy, distracting students

from their academic work, taking most of their productive time, and such like, they also have benefits and can be used appropriately. The findings of this study showed some noteworthy results. The first independent variable influencing the academic performance of students, that is, social media participation was negatively related to students' outcome, while the other independent variables were positively related to students' outcome (Peter, 2015).

The study suggests that lecturers should come up with a template on how their students can maximize the benefits of Social media, that school management should incorporate rules and regulations on the use of social media in the school and, that the government should put in place adequate control measures to regulate their use among students and lecturers.

Table 1: Distribution of respondents according to Faculty.

Faculty	Frequency	Percent (%)
Arts	74	23
Education	55	17
Social Sciences	52	16
Business Administration	72	22
Environmental science	71	22
Total	**324**	**100.00**

The table shows the distribution of students from the selected faculties as follows: Arts 74 (%), Education 55 (17%), Social Sciences 52 (16%), Business Administration 72 (22%) and Environmental science 71 (22%) (Peter, 2015).

Table 2: Presentation of Demographic Data.

Sex	Frequency	Percent (%)
Male	140	43
Female	184	57

Age	Frequency	Percent (%)
16-20 years	126	39
21-25 years	56	17
26 years and above	142	44

Level	Frequency	Percent (%)
100	55	17
200	59	18
300	83	26
400	30	9
500	97	30

The table shows the demographic data of the participants: 140 of Male representing (43%) and 184 of Female representing (57%); 126 which represents (29%) of the respondents were between 16-20 years, 56 which represents (17%) were between 21-25 years, and 142 which represents (44%) were between 26 years and above; 55 (17%) of the respondents are from 100 level, 59 (18%) from 200 level, 83 (26%) from 300 level, 30 (9%) from 400 level and 97 (30%) are from 500 level (Peter, 2015).

Table 3: Students Addictiveness to Social Network and Academic Performance.

S/N	Statement	SA	A	D	SD	Total
1	Addiction to online social networks is a problematic issue that affects my academic life	197 (61%)	86 (27%)	27 (8%)	14 (4%)	324 (100%)
2	Online social networks distract me from my studies.	149 (46%)	101 (31%)	74 (23%)	- (-)	324 (100%)
3	Hours spent online can never be compared to the number of hours I spend reading.	182 (56%)	75 (23%)	55 (17%)	12 (4%)	324 (100%)
4	There is no improvement in my grades since I became engaged into these social networking sites.	69 (21%)	50 (15%)	106 (33%)	99 (31%)	324 (100%)
Total		597	312	262	125	1296
Percentage %		(46 %)	(24%)	(20 %)	(10%)	(100%)

Table 3 shows that 597 (46%) Strongly Agree that Students' addictiveness to the social network has a significant influence on their academic performance, 312 (24%) Agree, 262 (20%) Disagree, while 125 (10%) Strongly Disagree (Peter, 2015).

Table 4: Exposure of Students to Social Media Network and Their Academic Performance.

S/N	Statement	SA	A	D	SD	Total
1	I usually have unlimited access to Facebook and this has affected my academic performance negatively.	79 (24%)	207 (64%)	15 (5%)	23 (7%)	324 (100%)
2	I engage in academic discussions on twitter and this has improved my academic performance.	177 (55%)	53 (16%)	59 (18%)	35 (11%)	324 (100%)
3	I make use of whatsapp to disseminate knowledge to my class mate.	88 (27%)	153 (47%)	78 (24%)	5 (2%)	324 (100%)
4	I Solely rely on information gotten from Wikipedia to do my assignments without consulting other sources.	237 (73%)	48 (15%)	14 (4%)	25 (8%)	324 (100%)
Total		581	461	166	88	1296
Percentage %		(45)	(36)	(13)	(6)	(100%)

Table 4 shows that 581 (45%) Strongly Agree that Student's exposure to social media network has a significant influence on students' academic performance, 461 (36%) Agree, 166 (13%) Disagree, while 88 (6%) Strongly Disagree (Peter, 2015).

Whitney Sue Thoene el at. Conducted research to study and examines the effect of social media, particularly Facebook and Twitter, on the purchasing habits of college students by testing for correlations between recommendations on social media and consumption patterns.

The research also examines the role of gender and social media usage frequency on consumption patterns. This also revealed the SNMS are being used to collect sales information and promotions. Furthermore, gender has an impact on both social networking sites. The results of this study indicate that students receive and use the promotions they receive through social media sites Facebook and Twitter (Thoene, 2012).

Table 1: Gender of Sample

Gender	Number of respondents	Percentage	Valid Percentage
Male	82	29.8%	34.2%
Female	158	57.5%	65.8%
No response	35	12.7%	
Total	275	100.0%	100.0%

Table 1 shows the gender demographics found in the survey are proportional to the demographics of the overall college (Thoene, 2012).

Table 2: Age of Sample

Age	Number of respondents	Percentage	Valid Percentage
18-19	78	28.4%	32.6%
20-21	41	14.9%	17.2%
22-23	12	4.4%	5.0%
24-25	18	6.5%	7.5%
26-30	24	8.7%	10.0%
31-40	34	12.4%	14.2%
41-50	21	7.6%	8.8%
51-60	5	1.8%	2.1%
Over 60	6	2.2%	2.5%
No response	36	13.1%	---
Total	275	100.0%	100.0%

As shown in Table 2, almost half of the respondents were between the ages of 18 and 21. In addition, 36 students (13.1%) did not provide an age in the survey (Thoene, 2012).

Table 3: Student Status of Sample

Status	Number of respondents	Percentage	Valid Percentage
Full-time	183	66.5%	83.6%
Part-time	36	13.1%	16.4%
No response	56	20.4%	
Total	275	100.0%	100.0%

Respondents were also asked about their current employment status (Thoene, 2012).

Table 4: Employment Status of Sample

Employment Status	Number of respondents	Percentage	Valid Percentage
Full-time job	70	25.5%	29.3%
Part-time job	87	31.6%	36.4%
No current employment	82	29.8%	34.3%
No response	36	13.1%	
Total	275	100.0%	100.0%

As shown in Table 4, 29.3% held a full-time job, while 36.4% held a part-time job and 34.3% did not have a job at the time of the survey (Thoene, 2012).

Table 5: Marital Status of Sample

Marital Status	Number of respondents	Percentage	Valid Percentage
Single	190	69.1%	79.5%
Married	49	17.8%	20.5%
No response	36	13.1%	
Total	275	100.0%	100.0%

As shown in Table 5, 69.1% reported being single. 17.8% of respondents were married and 13.1% did not provide a response. When eliminating these nonresponses, 79.5% of respondents were single, whereas 20.5% were married (Thoene, 2012).

Daria Krylova et.al, conducted research to study the relationship between social media use and depression. There are multiple factors related to social media use that can potentially contribute to their level of depression. Among these factors was social media envy, there are additional contributing factors that arise from the use of social media that need to be considered. Social media envy was found to be the highest reported cause for sadness by both males and females (Krylova, 2017).

This research showed that social media does have an impact on the mental state of an individual, which could potentially lead to depression.

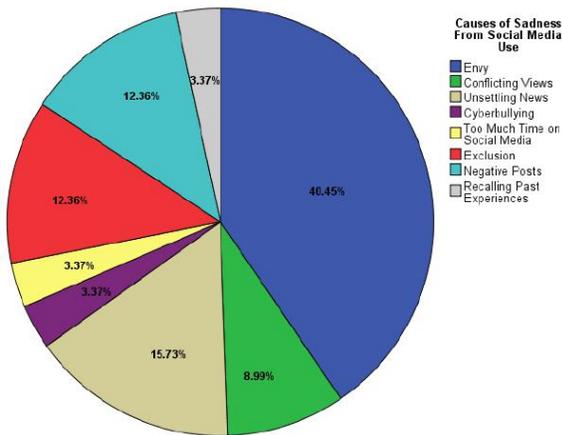**Figure 1.** Causes of Sadness From Social Media Use

Figure 1 shows the percentage of causes of sadness from social media use (Krylova, 2017).
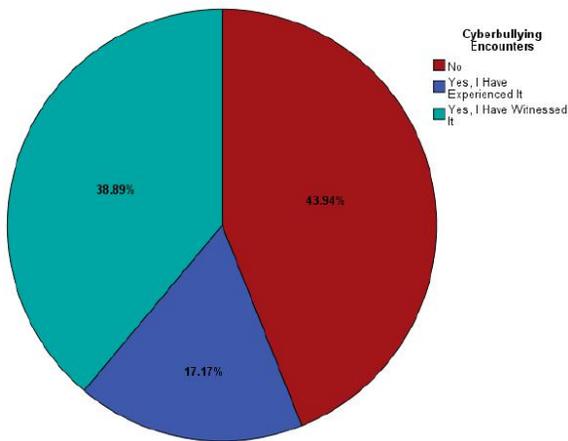**Figure 2.** Cyberbullying Encounter

Figure 2 shows that a total of 111 (56.06%) encountering cyberbullying on social media, while 87 (43.94%) no encounters of cyberbullying. 34 (17.17%) experienced cyberbullying on social media and 77 (38.89%) witnessed the occurrence of cyberbullying on social media. 20 (58.82%) experienced cyberbullying and 39 (50.65%) witnessed cyberbullying have also reported feelings of sadness resulting from the use of social media (See Table 1) (Krylova, 2017).

Table 1: Comparison of if cyberbullying has been encountered on social media and if feelings of sadness have ever been experienced resulting from the use of social media

| | | Have you ever experienced feelings of sadness as a result of using social media? | | | Total |
		No	Yes	I Don't Know	
Have you ever encountered cyberbullying on social media?	No	41	30	16	87
	Yes, I Have Experienced It	9	20	5	34
	Yes, I Have Witnessed It	23	39	15	77
Total		73	89	36	198

Table 2: Comparison of gender and if feelings of sadness have ever been experienced resulting from the use of social media

| | | What is your gender? | | Total |
		Male	Female	
Have you ever experienced feelings of sadness as a result of using social media?	No	40	33	73
	Yes	32	57	89
	I Don't Know	15	21	36
Total		87	111	198

As shown in Table 2, 32 (36.78%) males and 57 (51.35%) females reported that they have experienced feelings of sadness resulting from social media use. A Chi-Square test resulted in χ^2 (2) = 5.871, p = .053 between genders and if feelings of sadness have ever been experienced resulting from the use of social media (see Table 3) (Krylova, 2017).

Table 3: Chi-Square tests between gender and if feelings of sadness were experienced resulting from the use of social media

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.871ᵃ	2	.053
Likelihood Ratio	5.879	2	.053
Linear-by-Linear Association	3.024	1	.082
N of Valid Cases	198		

Table 3 showed the results of Chi-Square test.

Gina Mowafy et.al, Conducted research to investigate the effect of social media usage on university undergraduate students, the primary objective of this study was to examine if there is a relationship between social media usage and students' major, academic status and gender, and to

what extent are the students using social media in an academic-related purposes and how are they perceiving the effect of their social media usage on their academic performance.

The results show that the relationship between social media use and academic performance depends on the students' usage of social media (Mowafy, 2018). This explains the negative correlation between the students' academic GPA and the time they spend on social media, which can be addressed by increasing the students' awareness of social media addiction effects.

Table 1: Responses on the students' usage of social media for academic-related purposes

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I engage in academic discussions on social media platforms	13.50% 57	19% 80	37.40% 158	17.10% 72	13% 55
I make use of WhatsApp or alternatives to share information with my classmates	49.30% 208	23.20% 98	11.10% 47	8.80% 37	7.60% 32
I follow the latest developments in my field through social media	28.70% 121	23.20% 98	27% 114	13.50% 57	7.60% 32
I solely rely on information gotten from social media to do my assignments without consulting other sources	9% 38	14.50% 61	25.60% 108	24.60% 104	26.30% 111
Engaging in academic forums on social media confuses me	8.10% 34	10.20% 43	38.40% 162	22.70% 96	20.60% 87
Sometimes I use social media to understand what I have been taught in class	27.30% 115	20.90% 88	25.80% 109	11.80% 50	14.20% 60
Social media is encouraged by professors as part of class assignments	12.60% 53	18% 76	35.50% 150	19.40% 82	14.50% 61
We have a social media group for some of my courses	52.10% 220	22% 93	13.70% 58	4.70% 20	7.30% 31
I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations	21.10% 89	24.40% 103	30.60% 129	15.20% 64	8.80% 37
I communicate with the professor through social media	16.80% 71	19.90% 84	25.80% 109	17.50% 74	19.90% 84

Table 1 shows that the majority have chosen "agree to strongly agree" for two statements (Mowafy, 2018).

Table 2: Responses on the impact of social media on the students' academic engagement and performance

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The time I spend online on social networks takes away from my time studying	15.20% 64	21.80% 92	34.10% 144	19.20% 81	9.70% 41
Online social networks distract me from my studies	13.50% 57	23.20% 98	32.50% 137	21.60% 91	9.20% 39
The hours I spend online on social media are more than the hours I spend reading university stated content	32.70% 138	22.50% 95	21.10% 89	11.80% 50	11.80% 50
My unlimited access to social media through my cell phone distracts me in class	10% 42	13.70% 58	21.10% 89	23.50% 99	31.80% 134
Social media have impacted my GPA positively	11.40% 48	15.20% 64	42.20% 178	22.30% 94	9% 38
Social media have impacted my GPA negatively	7.60% 32	17.80% 75	27.30% 115	26.30% 111	21.10% 89
The usage of social media for class related research has helped improve my grades	16.80% 71	19.40% 82	36.50% 154	18.70% 79	8.50% 36
Social media has negatively impacted my writing skills	12.30% 52	10% 42	17.80% 75	22.30% 94	37.70% 159
I will not perform well in my academics even if I stop using social media	14.20% 60	13.50% 57	28.90% 122	19.20% 81	24.20% 102
Social media has improved my communication skills	28% 118	24.40% 103	26.30% 111	10% 42	11.40% 48
Once I interrupt my study time with social media, I lose concentration	27% 114	23.20% 98	27.70% 117	13.50% 57	8.50% 36

A high proportion from the participants in Table 2 selected the categories "disagree" and "strongly disagree". For instance, the percentage of "Social media have impacted my GPA negatively" is (47.4%), "Social media have impacted my GPA positively" is 26.6% (Mowafy, 2018).

The below three tables show the categorization of the three variables: GPA, number of study hours per week and number of hours on social media per day.

Table 3: GPA Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<2.5	108	25.6	26.7	26.7
	2.6-3	88	20.9	21.7	48.4
	3.1-3.5	107	25.4	26.4	74.8
	3.6-4	102	24.2	25.2	100
	Total	405	96	100	
Missing	System	17	4.0		
Total		422	100		

Table 4: Social Media Hours Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<=4.00	160	37.9	38	38
	4.01-8.00	146	34.6	34.7	72.7
	8.01+	115	27.3	27.3	100
	Total	421	99.8	100	
Missing	System	1	.2		
Total		422	100		

Table 5: Number of Hours on Social Media Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<=8.00	142	33.6	33.6	33.6
	8.01-14.00	154	36.5	36.5	70.1
	14.01+	126	29.9	29.9	100
	Total	422	100	100	

Furthermore, Table 5 below shows descriptive statistics of the three variables GPA, number of study hours per week and number of hours on social media per day (Mowafy, 2018).

Table 6: Means and standard deviations of the GPA, number of study hours and number of hours on social media.

	N	Mean	Std. Deviation
What is your current GPA? Please use the traditional U.S. numerical format (Examples: 3.0, 3.4, 2.5)	418	3.029	0.662
How many hours do you spend studying per week? (Examples: 10, 15, 11.5. Numerical answer only)	422	11.698	8.798
How many hours do you spend on social media daily? (Examples: 10, 15, 11.5. Numerical answer only)	421	6.711	5.154

Measures of central tendency were computed to summarize the data for the three variables. The following are the results of this analysis for the three variables; (GPA) N=418, M=3.02, SD=0.66, (Hours spend studying per week) N=422, M=11.69, SD=8.79, (Hours spent on social

media per day) N=421, M=6.711, SD=5.154.". The above data demonstrates that the average hours spent on social media is more than the average hours spend studying; given that the hours spent on social media is by day and the hours spent studying is by week it is not expected to influence the statistical analysis (Mowafy, 2018).

Donnie Adams et.at, conducted research on students' readiness for a blended learning model of instruction in a leading Malaysian higher education institution. The aim is to identify whether students are ready for blended learning. The definition of blended learning is the combination of both online learning and face-to-face instruction (Azizan, 2010). The total 366 participants consist of 235 undergraduate (64.21%) and 131 postgraduate (35.79%) students from various fields of study were selected from a public higher education institution in Kuala Lumpur, Malaysia (Donnie et al., 2018).

The results showed that most students are ready for e-learning, they also had the required skills in technology. It also revealed a moderate level of e-learning readiness, this showed it's important to encourage students' awareness of the technology in e-learning and the availability of technological resources.

Table 1: Results of Students' Readiness for Blended Learning

	Mean	Std. Deviation
Readiness for Blended Learning (overall)	2.32	1.79
Technology Skills	3.63	2.36
Attitude	2.59	2.32
Technology Availability	2.47	1.80
Computer and Internet Efficacy	2.38	1.93
Technology Usage	2.16	1.65
Self-directed Learning	1.25	1.55

Table 1 showed that overall students were ready for the blended learning model of instruction as the overall mean score of +2.32 logit (SD = 1.79) was higher than zero logits.
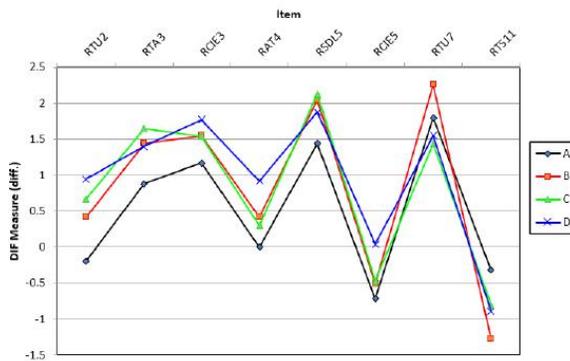
Figure 1. Person DIF plot based on Age.
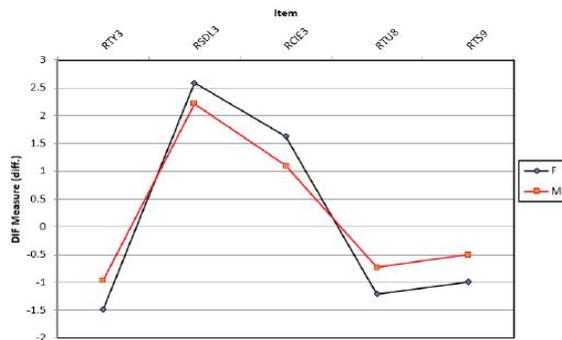
Note: F = Female, M = Male

The figure above shows the Differential Item Functioning (DIF) based on gender (Donnie et al., 2018).

Figure 2. Person DIF plot based on Field of Study.

Note: A = Social Sciences, B = Sciences, C = Engineering, D = Medicine

Figure 2 showed that engineering students used the LMS system more frequently compared to students in other fields of study (Donnie et al., 2018).

Aida Abdulahi et.al, conducted research to identify the negative effects of social network sites such as Facebook among Asia Pacific University scholars. Total of 152 students participated in this study through the Random Sampling method.

Table 1: Extracted Information from SPSS for the Respondent Profile

Characteristics		Counts	%
Gender	Male	76	50
	Female	76	50
Age Group	16-20	44	28.9
	20-25	72	47.4
	25-30	28	18.4
	30 and above	8	5.3
Level of education	Foundation	38	25
	Diploma	38	25
	Degree	38	25
	Master	38	25
Country of origin	Middle East	35	23
	Europe	23	15.1
	Asia	59	38.8
	Africa	29	19.1
	Others	6	3.9

Table 1 shows the total information of the respondents. Due to Random Sampling, the researcher chose to distribute equally on gender and level of education (Aida et al., 2014).

Table 2: Correlation Result Extracted From SPSS.

Correlations		FB	AP
FB	Pearson Correlation	1	-.365**
	Sig. (2-tailed)		.000
	N	152	152
AP	Pearson Correlation	-.365**	1
	Sig. (2-tailed)	.000	
	N	152	152

**. Correlation is significant at the 0.01 level (2-tailed).

This table shows that there is a negative relationship between the dependent variable and the independent variable. It shows when students spent too much time on the social network, it affects their academic performance. However, because the relationship is low, the social network is not the only factor that affects students' academic performance. Thus, the researcher can conclude the social network can have an impact on the students' academic performance (Aida et al., 2014).

Table 3: Correlation Result Extracted from SPSS

Correlations

		HT	FB
HT	Pearson Correlation	1	.343**
	Sig. (2-tailed)		.000
	N	152	152
FB	Pearson Correlation	.343**	1
	Sig. (2-tailed)	.000	
	N	152	152

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the positive relationship between the dependent variable and independent variable. This outcome indicates the social network sites could damage the students' health. Especially the students might get addicted to the internet and social network sites (Aida et al., 2014).
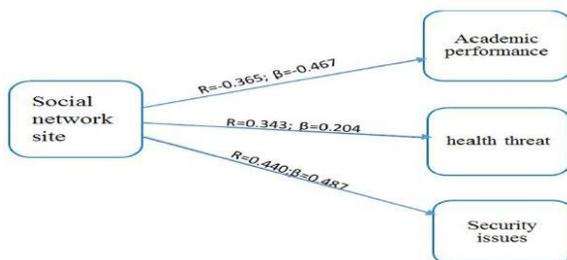
The results of this research indicate that social network sites such as Facebook affect the students. As more time is spent on social network sites increases, the students' academic performance is seen to decrease (Aida et al., 2014).

Comparative analysis

Author	Proposed work	Advantages	Drawbacks/Limitation
Aida Abdulahi	A Study on the Negative Effects of Social Networking Sites Such as Facebook among Asia Pacific University Scholars in Malaysia	This research answer the question whether the social network sites might affects the students' academic performance. The results conclude that as more time spent on social network sites increases, the students' academic performance is seen to decrease.	Overall this is very good research, but it will be better if the sampling size is bigger.
Donnie Adams	E-Learning Readiness Among Students Of Diverse Backgrounds In A Leading Malaysian Higher Education Institution	This research indicated that the students were ready for blended learning which is the combination both online learning and face-to-face instruction.	The study concentrated only on one public higher education institution in Kuala Lumpur, Malaysia
Shannon M. Gallagher	The Influence Of Social Media On Teens' Self-Esteem	Determine if a relationship exists between self-esteem and social media use. With this knowledge, people would be aware of the potential negative effects of social media and adjust their social media use accordingly.	There were a few limitations of this study including the sample size, the question ambiguity of one survey, and a lack of diversity of the high schools' populations. There were also greater amounts of females in this population compared to males.
Daria Krylova	The Impact Of Social Media On Depression In 18-	The purpose of this study was to better understand the relationship between social	This study only looked at gender and did not differentiate participants by various age

	34-Year-Olds In The United States	media use and depression. This can potentially lower the rate of depression as well as prevent potential suicides from occurring.	groups or race.
Gina Mowafy	The Effects Of Social Media On The Academic Performance Of Nile University Students	The findings of the study explains the perception of university students of social media effects on their academic performance, and to what extend do they use social media for academic related purposes, and it explores the effect of the different academic majors, academic statues and gender on the social media usage perception and usage.	Not all participants completed the survey properly. Thus, this could affected the outcome of the study.
Athanasia Ntaka	The Use of Social Media Sites by University Library Staff to Facilitate Undergraduate Students	Give suggestions how the libraries can improves their Facebook' page.	Only cover one social network media.
Osharive Peter	Social Media And Academic Performance Of Students In University Of Lagos.	The result from the findings of this study showed that, both negative and positive effects of social network media sites.	Did not state specifically the name of social network media used in this research.
Whitney Sue Thoene	The Impact of Social Networking Sites on College Students' Consumption Patterns	Study and examines the effect of social media, particularly Facebook and Twitter, on the students' trend of spending by testing for correlations between recommendations on social media and consumption	Could be better if used more social network media.

		patterns.	

Conclusion

Social Network Media Sites (SNMS) basically entail any human communication or sharing information on the internet that occurs through the medium of a computer, tablet or mobile. There are numerous websites and apps that make it possible. SNMS are now emerging as a powerful tool of communication and its users increasing exponetially every day. Social media enables you to share ideas, content and information, etc. at a much faster speed. In the last few years, social media has grown tremendously, at an unexpectedly fast rate and has captured millions of users around the world.

There are more advantages to social media use; however, there are always disadvantages that need consideration. As social media is too convenient for people, most users no longer have to 'speak out' to communicate with people and ultimately will lose their communication skills. The more serious problem is that many people have utilized the power of social media to bully someone, in the sense, the power of social media is the same as in real life. A small number of users used social media to do things which are against the law, which is foolish behavior. Social media has changed our life so much. Our life became more convenient because social media is a very useful tool for us in the 21st century and while it can help us to improve our life, we have to aware of how to use it. If use social media is used smartly, it is a good change medium.

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