The Prevalence of Social Networking among Grade 10 Learners: Are There Any Academic Benefits?

Fhatuwani Ravhuhali[1], Miringo S. Baloyi[2], Humbelani N. Mutshaeni[3] and Takalani S. Mashau[4]

University of Venda, South Africa

ABSTRACT As the world continues to experience globalisation and technological innovation, social networking sites are becoming the main communication tools to everyone, including the learners. Even though social networking sites have excellent educational benefits such as accessing information for any school-related activities, it is their addiction, which seem to be a serious problem for the learners. The aim of this paper was to investigate the prevalence of social networking among learners and how it is benefiting the learners as well as providing recommendations pertaining to the findings thereof. This quantitative survey design utilised simple random sampling procedure to select 100 Grade 10 (Further Education and Training Band) learners in three secondary schools. One hundred (100) close-ended questionnaires were completed, and the data were analysed through SPSS V22. The finding of this paper reveal that learners are addicted to social networking and that social networking is disturbing them when studying since they spend most of their time chatting to friends. The paper concludes that despite the valuable benefits that come through social networks, learners are not benefiting from them at all, rather, such social networks are distracting them from their studies. Proper guidance should be provided to learners on correct and effective ways of utilising social networking.

INTRODUCTION

There is rapidly contuinuing growth of the users of social networking websites by the day as more and more people are spending most of their times on social networking sites such as Facebook and Twitter, and many other available social network sites (Miah et al. 2012). This is due to the nature of social media which is pervasive and impacting the entire social fabrics of societies as it continues to change and revolutionise the way people communicate, interact and socialise with each other (Al-Sharqi et al. 2015). Jenkins (2009) states that nowadays, teenager is a unique population of social network sites (SNS) users as they are among the first to have grown up entirely surrounded by communication technologies. For students, social networking has since become popular connection route between friends within and outside the schools (Ogundijo 2014). Using social networking and media, students learn in new ways, so it is important that educators should embrace these new platforms (Jenkins 2006). However, some school districts tend to block access to SNS as parents remain fearful about safety and effects on their children's social development (Lemke 2009).

Beger et al. (2012) indicate that South Africa as one of the leading highest users of mobile technology and mobile social networking on the continent, has seen the the majority of adolescents and youth being the first adopters of mobile technology. It is very rare to find a 15 years child without a phone or who might not have owned one. Gadgets with features where one can access social networking sites are cheaper, which makes it easier for low income families to afford buying them for their children. It is estimated that 72 percent of 15 to 24 year olds are having cell phones that enable them to access social networking sites (Beger et al. 2012). Research done by Viacom International (VIMN) has shown that among 6200 children aged 9 to 14, 74 percent of South African kids, own or use their cell phones as compared with 57 percent of kids internationally (Pillay 2014). This is of great concern as there can be some effects caused by cellphones on the lifestyle of the child. If children can access the internet without boundaries, it can be harmful as there are a lot of offences that they can be exposed to, even though there are those who are mature and can use it for educational purposes only. Smit (2015) highlights

Address for correspondence:
Ravhuhali Fhatuwani.
University of Venda
P/Bag 5050 Thohoyandou 0950
E-mail: rasglennie@yahoo.com.

the danger of cyberbullying which is now prevalent in South Africa where learners are in most cases subjected to this kind of practices through internet, email, smartphones, tablets and many other sources of both data and voice messages. The incidents of cyber bullying which include activities such as cyber stalking and cyber harassment that normally occurs on Facebook and other social network sites have been highlighted by Ogundijo (2014). Smit (2015) states that the effect of cyber bullying goes beyond the bullied individual, but the need to tackle such a problem need a careful legislative considerations in balancing individulas (learners)'s constitutional rights of speech and expression and the rights of the victims to such acts.

Ahmed and Qazi (2011) state that it is unfortunate that the majority of learners or children are paying more attention towards social networking activities rather than utilising this time for their studies, something that might affect their academic performance adversely. A study done by Mayayise (2008) in Gauteng shows that learners are not only amongst various people who make use of internet on a daily basis, but are also amongst the heavy users of SNS.

Positive Effects of Social Networking

Social networking has a significant influence on the academic performance of students, and its impact is determined by the type of internet usage (Mehmood and Taswir 2013; Ahmed and Qazi 2011). One such an example is if they are being used to improve the academic performance of students (Mehmood and Taswir 2013). Mehmood and Taswir (2013) state that students are positively affected by the informative use of the internet while at the same time, there can be a drastic impact on recreational use of internet on them. Mozee (2012) outlines several benefits of SNS which include encouraging greater social interaction via electronic mediums; providing greater access to information and information sources; encouraging creativity among and between individuals and groups; creating a sense of belonging among users of common social media tools, as well as increasing the technological competency levels of frequent users of social media. Nikbakht and Boshrabadi (2015) found that social networking sites play positive roles as instructional tools that are helpful in enhancing students' level of languages due to

their strengths in enhancing the retention of news words especially in an interactional environment. A study by Qarajeh and Abdolmanafi-Rokni (2015) also points to similar results as it was found that SNS 'had positive impact on Iranian English Fisrt Language (EFL) students' ability to speak. The same can be said of the findings of a study by Asogwa and Onoja (2015) which even though it was focused on students at tertiary institutions, it revealed that the use of Facebook had positive influence on and limited danger on students' academic performance. This would indicate that if SNS are being utilised effectively, their positive effects in helping and advancing learners' language proficiency abilities are immeasurable. Other benefits of social networking include affording individuals to share valuable information and ideas and improvement of reading skills (Mingle and Musah 2015).

Negative Effects Caused by Social Networking

Flad (2010) states that social networking sites, as well as other new forms of communication technology, are also a concern to many people, especially learners due to the level of distraction they create within the school. Young (2013) notes that entertainment-oriented internet usage affect academic performance negatively, while learning-oriented usage is unrelated to achievement. Tarawneh (2014) notes that other SNSs like Facebook have bad influences such as addiction and wasting time, which results in poor performance of learners academically. Many learners spend most of their time on it without focusing on education issues. In addition, a lot of content on the internet has no influence on the academic performance of the learners even though they consider it to be an important part of their everyday life (Young 2013). This is evident in instances where inspite of some strict schools' rules that are meant to forbid the use of cellphones and any other forms of electronic media during class or school hours, a vast number of adolescents are still found connecting to the internet as much as they please. This kind of activities are found to be causing a lot of distractions during instructional time, and impact negatively on their learning (Flad 2010). Valcke et al. (2008) state that the introduction from the internet at schools and homes has often raised concerns around the issues of safety,

privacy and abuse; due to its ability to provide information that is not regulated and which can cause self-harm to individuals such as viewing unsafe content unintentionally (Tam 2007).

Objectives

The research paper was aimed at exploring the benefits of social networking sites (SNS)'s usage on educational performance of the learners in rural South Africa.

METHODOLOGY

This research paper employed quantitative survey design in which simple random sampling procedure was used to select 100 Grade 10 Further Education and Training (FET Band) learners in three secondary schools in Dzindi Circuit which is located in Vhembe District, Limpopo Province. The sampled learners completed one hundred close-ended questionnaires which were developed to assess the benefits of SNS usage in learners in the selected schools

RESULTS AND DISCUSSION

The results are presented in the form of tables.

Biographical Information of Respondents

The following is biographical information about respondents which includes the age, gender and number of years registered in Grade 10.

The results in Table 1 show that the respondents in this study were learners in Grade 10. The majority of those learners 55 percent were males. At least 52 percent of them were between the ages 17-18 years. Furthermore, the results show that the majority of the respondents 63 percent was doing Grade 10 for the first time. Looking at the results in Table 1, 37 percent of

respondents is repeating Grade 10 more than once. One could speculate that this is attributed to their addiction to social networks. Ages of respondents suggest that the respondents are at the adolescence stage, which is the stage between 12 and 19. Bastable et al. (2007) note that at this stage, adolescents tend to think about themselves and the world significantly influences many of their social interactions and their health. It is at this stage that teenagers become obsessed with what they think as well as what others are thinking about them, demand personal space, control, privacy and confidentiality (Bastable et al. 2007). Elkind (1984) notes that when learners are at the age of adolescence, they can identify health behaviours, but may reject to practice them, which is something that is labelled 'personal fable'. Most worrying is that adolescents may begin to get involved in risk-taking behaviours due to social pressures they receive from peers as well as their feelings of invincibility (Bastable et al. 2007). In their study on 'effects of electronic media on gender socialisation', Dzimiri and Chigombe (2015) found that mobile phones have the potential to expose learners to uncensored materials that are easily accessible from the internet, and that in turn ultimately contribute to promiscuous behaviours especially on girls.

The majority of respondents 52 percent in Table 2 show that respondents agree and strongly agree that they are addicted to social networking. Australian Psychological Society (2010) notes that social networking is addictive and wastes time as many people spend much time accessing it, and most seriously to your privacy, people you do not want to see your information may gain access to it and use it against you. The results in Table 2 are supported by Tarawneh (2014) and Raise Smartkid (2015), both of which indicate that social networking sites like Facebook have bad influences such as addiction which is triggered by constant check-

Table 1: Class, age, gender and number of years registered in Grade 10 of respondents

Class	Age	N	Gender	N	Number of years registered in Grade 10	
Grade 10	14 years	1	Male	55	1 year	63
	15-16 years	42	Female	45	2 years	26
	17-18 years	52			3 years	5
	19 years and above	5			4 years	6
Total						100

ing of any available social media updates. Raise Smartkid (2015) notes that for kids, such addiction can hamper worthwhile activities such as concentrating in their schoolwork, reading as well as engagements on several activities. Despite this, young people, especially students, prefer such online communication which they favour more as it is efficient and better than the olden days communication modes which was dominated by post office mails. Being addicted to social networking could mean that students are spending more time on non-academic activities than studying, which in turn have detrimental effects on their school performances.

Table 2: Addiction to social networking

	Frequency	Percent
Strongly agree	19	19.0
Agree	33	33.0
Disagree	32	32.0
Strongly disagree	16	16.0
Total	100	100.0

The results in Table 3 show that that 58 percent of the respondents agree and strongly agree that they spend most of their time on social networking. The results correlate with the findings in Table 2 where the majority of learners indicated that they are addicted to social networking. Muhingi et al. (2015) and Akbiyik (2013) found that the negative effects of social networking among students to include wasting time that is supposed to be used for studying or doing assignments chatting with friends or checking the latest updates. The results support Jones et al. (2009) who note that it is no secret that all most all adolescents use social media in large numbers to such an extent thatan estimated 73 percent of online teenagers use social networking in the USA, something which shows a considerable increase from 55 percent three years earlier (Jones et al. 2009).

Table 3: I spending a lot of time on social networking

	Frequency	Percent
Strongly agree	15	15.0
Agree	43	43.0
Disagree	23	23.0
Strongly disagree	19	19.0
Total	100	100.0

Table 4: Social networking disturbs my studies

	Frequency	Percent
Strongly agree	14	14.0
Agree	39	39.0
Disagree	23	23.0
Strongly disagree	24	24.0
Total	100	100.0

The results in Table 4 show that the majority of the respondents 53 percent agree that social networking disturbs them when studying. These results may be linked to the findings in Table 2 which show that respondents are addicted to social networking while Table 3 shows that respondents spend most of their time on social networking. A study by Mingle and Musah (2015) found that high school students constantly use Whatsapp and Facebook for making friends and chatting and such the majority of them were experiencing poor grammar and spelling errors. Other notable negative effects of social networking include late submission of assignments, less study time as well as poor academic performances (Mingle and Musah 2015). This might have serious implications on their performances given that instead of using their time to study they are spending that on SNS chatting. This not suprising as Bastable et al. (2007) indicate that learners are only concerned with their present and their present is social networking even though they know it disturbs their studies. Khan (2013) states that social networks grabs the total attention and concentration of students and diverts it towards non-educational, unethical and inappropriate actions such as useless chatting, time killing by random searching, and not doing their academic tasks. Dunn (2011) states that learners or students who try to do multi-tasking such as checking social media sites while studying, show reduced academic performance. Such multi-tasking between chatting and studying tends to impede their ability to concentrate on their studies fully (Dunn 2011). That may lead to poor performance by students, which may cause them to drop-out from school.

Table 5: The language usage of social networking helps to improve writing skills

	Frequency	Percent
Strongly agree	16	16.0
Agree	12	12.0
Not sure	1	1.0
Disagree	31	31.0
Strongly disagree	40	40.0
Total	100	100.0

The results in Table 5 shows that 71 percent of the respondents disagree that social networks improve their writing skills. These results show that learners are not improving their writing skills while on social networking, and this could affect their performance as the ability to write well can enhance their overall performance in class. These results are in line with Almansa et al. (2012) who articulate that teenagers communicate through social networking using new codes of writing that ignore grammar and spelling rules. The language that they use differs from the one which is used in writing at school. Silas et al. (2013) indicate that the use of abbreviations and slangs in the text messages and charts on mobile phone hamper good sentence construction in academic work. Riman (2014) states that the ability to retain information has decreased, and the willingness to spend more time researching and looking up good information has reduced, and the attention to pronunciation and grammar has declined drastically due to the fact that most of the communication that happens online is not proper. In most cases, the users of social networking utilise grammar incorrectly because of their slang words. These results are also supported by Dunn (2014) who states that the popularity and speed at which information is published in social media has created a lax attitude towards proper spelling grammar and reduces a student's ability to effectively write without relying on a computer's spell check feature. These results suggest that instead of enhancing their writing skills through social networking, students tend to learn the abbreviated language which is of no benefit to their studies. Most of this newly learnt language tends to interfere with students' spelling abilities.

Table 6: My school performance is improving since I started using social networking

	Frequency	Percent
Strongly agree	9	9.0
Agree	19	19.0
Not sure	2	2.0
Disagree	37	37.0
Strongly disagree	33	33.0
Total	100	100.0

The results in Table 6 show that the majority of the respondents 70 percent disagree or strongly disagree that their performance is improving because of the use of social networks. These results are supported by the findings in Table 4 which shows that even though respon-

dents are addicted to social networking, their writing skills are not improving. Khan (2013) states that social networks grab the total attention and concentration of students and divert it towards non-educational activities. Asemah et al. (2013) indicate that the majority of students is affected negatively with regards to their academic performance due to exposure to social media as they spend most of their time chatting and making friends through social media than studying. Rouis et al. (2011) note that extensive use of Facebook by students with extroverted personalities leads to poor academic performance, while self-control and performance goal orientations characterize students who are more in control of their social activity and limits the negative effect on their academic performance.

Table 7: If social network were to be stopped, I would improve on my school performance

	Frequency	Percent
Strongly agree	51	51.0
Agree	15	15.0
Disagree	23	23.0
Strongly disagree	11	11.0
Total	100	100.0

The results in Table 7 show that the majority of the respondents 66 percent agree that if a social network was to be stopped, they would improve on their school performance. These results may suggest that respondents are aware of the distractions caused by social networking and know very well that if they can stop or limit their engagement to such sites, it could help them to improve their school performances. Flad (2010) states that social networking causes distractions during instruction time and has had a negative impact on the learning environment. This is mainly due to the fact that some students tend to be online even when they are in class. Ijeoma et al. (2013) indicate that most of the learners who use social networking sites during formal class time are unable to concentrate academically. Silas et al. (2013) state that social network and browsing have negative effects on students' performance at secondary schools which include the wasteful use of valuable study time in socialising on social networks. This is the case where some students may be on social networking until the early hours, when they are supposed to get enough sleep, and hence the inability to stay alert and awake in class due to being tired. In order to improve the

results of the learners, intervention strategies for using social networks effectively need to be implemented to ensure that learners get the best of social networking sites, which, in turn, can be beneficial to their studies.

Table 8: We discuss educational matters on social networks

	Frequency	Percent
Strongly agree	8	8.0
Agree	29	29.0
Disagree	44	44.0
Strongly disagree	19	19.0
Total	100	100.0

The results in Table 8 show that the majority of the respondents 63 percent disagree that they discuss educational matters on social networks. Although they spend lots of time on social networking, they use it as a socialising tool. Tayseer et al. (2014) state that in most cases, when learners are on social networks, it is not to share information about lectures and homework. In addition, according to Tayseer et al. (2014) and more than half of the respondents do not even look for college-related information through social networks. The majority of learners regard social networking sites as part of socialising than learning. This is supported by Vahlberg (2010) who states that teenagers do spend plenty of their time online commenting on friends' pictures on social network, commenting on friends' pages or walls, sending private messages on social networks, getting news about current events and politics, sharing content, searching for information about health, diet and fitness information, remixing content, blogging, and using virtual worlds. Al-Sharqi et al. (2015) highlight some serious issues of concerns regarding the use of social media which is in part social networking. These include students indulging themselves on physical inactivity, exposing themselves to negative ideas and bad people as well as unproductive and distractions, sometimes even introversion and mental dullness.

The results in Table 9 show that the majority of respondents 79 percent disagrees that they are able to abstain from checking destructive information from social networks. Their desire to check every information that they can be able to access might lead them to wrong network sites. Guan et al. (2009) indicate that online risks

Table 9: I am able to abstain from checking destructive information from social networks.

	Frequency	Percent
Strongly agree	9	9.0
Agree	12	12.0
Disagree	35	35.0
Strongly disagree	44	44.0
Total	100	100.0

facing young people include exposure to sexual explicit material and online victimisation. Daily Mail (2014) indicates that children are gaining access to social media sites at a younger age, which could expose them to content, people or situations that are out of their depth and which they are not emotionally prepared for. However, O'Keeffe et al. (2011) indicate that the biggest threats to young people on social media sites is the fact that they always post inappropriate messages, pictures and videos without understanding that what goes online stays online and future jobs and college acceptance may be put into jeopardy by inexperience. Daily Mail (2014) reports that children can become vulnerable, and compulsive online sharing can lead to danger. Dunn (2011) adds that the degree to which private information is available online and the anonymity on the internet seems to provide has made students forget the need to filter the information they post.

The results in Table 10 show that the majority of respondents 77 percent disagree or strongly disagree that they should be supervised by parents on how to use social networks. It might be an indication that most parents might not be staying with their children as they might be working or that their relationship might not be good, are illiterate or the children might be staying with guardian. The Child Development Institute (2014) indicates that the majority of social network users use false identities, which makes it difficult for someone to see who is at the other end of the computer. There are also internet predators that target children, and thissomething which is very dangerous for many children and teenagers; their parents cannot establish who is an internet predator until it is too late, like when the predators try to approach your child or contact them in person. A lot of people are not aware that not all the information is private, so they might end up posting information that can be damaging or they can access information which

is not suitable for children's viewing (Child Development Institute 2014). The Daily Mail reporter (2014) notes that while 63 percent of parents check their children's internet activity at least once a week, more than a fifth, that is 21 percent, are not aware that they can install parental controls, and just under a half 46 percent admit to not being confident or aware of the school's internet policy. Muhingi et al. (2015) advise that students' access to social be monitored and supervised closely to ensure that students are able to concentrate on their school work.

Table 10 : My parents should supervise me on how to use social networks effectively

	Frequency	*Percent*
Strongly agree	5	5.0
Agree	18	18.0
Disagree	33	33.0
Strongly disagree	44	44.0
Total	100	100.0

The results in Table 11 show that 54 percent of the respondents agree that learners should not use smartphones as they always disturb them. Excessive use of smartphones may be an indication that most of the students might be using them in a harmful way. Lee et al. (2014) note that smartphones cause the disruption of social interactions, and their overuse contributes to poor mental health such as sleep deprivation and attention deficits. Features that are found in smartphones such as interactive characteristics contain inducing and reinforcing features that promote excessive usage behaviours which tend to be disturbing to students (LaRose 2011). This indicates that smartphones should not be bought for children or learners as such gadgets are proving to be problematic.

Table 11: Learners should not use smartphones as they disturb them

	Frequency	*Percent*
Strongly agree	24	24.0
Agree	30	30.0
Disagree	28	28.0
Strongly disagree	18	18.0
Total	100	100.0

The results in Table 12 show that the majority of respondents 74 percent agree that there

Table 12: There should be an age restriction on the use of social networking

	Frequency	*Percent*
Strongly agree	58	58.0
Agree	16	16.0
Disagree	12	12.0
Strongly disagree	14	14.0
Total	100	100.0

should be an age restriction on the use of social networking. Some learners cannot restrict themselves from checking destructive information as indicated in Table 9. Daily Mail (2014) reports that Facebook tops the list of sites that children sign up to under-age, with 52 percent of 8 to 16-year-olds admitting they had ignored the official age limit. Subrahmanyam et al. (2008) state that the majority of girls that are on social network pretend to be older because of self-exploration (to observe others' reaction), social compensation (to make up for shyness), and social facilitation (to form relationships).

CONCLUSION

The study found that learners are addicted to social networking, and they do not discuss educational matters on social networks. Being addicted to social networking could mean that learners no longer have much time to study, and that is having detrimental effects on their academic performance. This is mainly due to the fact that they are unable to abstain from checking destructive information from social networks. Learners desire to check every information that they can be able to access might lead them to wrong network sites. The study also found that learners spend most of their time on social networking and their academic performance is not improving at all due to distractions. It was also revealed that social networking is disturbing them when studying. The study shows that learners are not improving their writing skills while on social networking, and that could affect their performance as the ability to write well can enhance their overall performance in class. The study concludes that learners thought that if a social network was to be stopped, they would improve on their school performance. The study also found that learners had to be supervised by parents on how to use social networks. The study concludes that

despite the valuable benefits that comes to social networks, learners are not benefiting from them at all, rather, such social networks are disturbing them from their studies. That is the reason why there are students or learners who are repeating their grades twice or thrice.

RECOMMENDATIONS

The paper recommends that learners should be guided on the correct ways of utilising social networking. Parents should not buy learners smartphones as they are disturbing them while studying. Parents should only buy phones with no internet features, but can be used only for making phone calls. There should be age restrictions on the use of social networking. It is also recommended that parents should not buy their children smart phones as they are the ones that have direct and easy access to social networking. Learners should set times on how to use the social networking and should be disciplined at all times. The study also recommends that learners should abstain from accessing destructive information from social networking sites.

REFERENCES

Ahmed I, Qazi TF 2011. A look out for academic impacts of Social Networking Sites (SNSs): A student based perspective. *African Journal of Business Management*, 5(12): 5022-5031.

Akbiyik C 2013. Effects of Social Networks on Social Life of Undergraduate Students. Middle Eastern and African Journal of Educational Research, Issue 6. From <http://www.majersite.org/issue6/1akbiyik.pdf> (Retrieved on 2 November 2014).

Al-Sharqi L, Hashim K, Kutbi I 2015. Perceptions of social media impact on students' social behavior: A comparison between arts and science students. *International Journal of Education and Social Science,* 2(4):122-213.

Asogwa CE, Ojih EU, Onoja IB 2015. Use of social networking sites and academic performance among students of selected tertiary institutions in Kogi State. *International Journal of African and Asian Studies,* 6: 46-57.

Asemah ES, Okpanachi RA, Edegoh L 2013. Influence of social media on the academic performance of the undergraduate students of Kogi State University, Anyigba, Nigeria. *Research on Humanities and Social Sciences*, (12): 90-96.

Australian Psychological Society 2010. Online Social Networking Increases Social Connectedness. *Media Release,* November 15, 2010.

Bastable SB, Dart MA 2007. *Developmental Stages of the Learners.* USA: Jones and Bartlett Publishers.

Beger G, Sinha A 2012. *South African Mobile Generation: Study on South African Young People on Mobiles.* Division of Communication, Social and Civic Media Section, May 29, 2012. New York: UNICEF.

Child Development Institute 2014. Internet Safety for Children and Teens-What Parents Should Know. From <http://childdevelopmentinfo.com/family-living/kids-media-safety/children-teens-web-internet-safety/#ixzz3KB2BUfEZ.> (Retrieved on 26 November 2014).

Daily Mail 2014. More Than Half of Children Use Social Media by the Age of 10: Facebook is the Most Popular Site That Youngsters Join. From <http://www.dailymail.co.uk/news/article-2552658/More-half-children-use-social-media-age-10-Facebook-popular-site-youngsters-join.html> (Retrieved on 26 November 2014).

Dunn J 2011. The 10 Best and Worst Ways Social Media Impacts Education, Edudemic-Connecting Education and Technology. From <http://www.edudemic.com/social-media-education> (Retrieved on 26 November 2014.)

Dzimiri C, Chingombe SI 2015. Effects of electronic media on gender socialisation. *The International Journal of Humanities and Social Studies,* 3(9): 165-174.

Egedegbe N 2013.The effect of social networking sites on students' academic performance in Girne American University, North Cyprus. *International Journal of Web Communities,* 11(4): 464-474.

Elkind D 1984.Teenage thinking: Implications for health care. *Paediatric Nursing*, 10(6): 383-385.

Flad K 2010. *The Influence of Social Networking Participation on Student Academic Performance across Gender Lines.* Counselor Education Master's Theses. The College at Brockport. New York: State University of New York.

Guan SA, Subrahmanyam K 2009. Youth Internet use: Risks and opportunities. *Current Opinion in Psychiatry,* 22: 351–356.

Ijeoma AG, Burke M 2013. Effect of social media on postgraduate students during academic lectures and library session. A case study of Salford University Manchester, United Kingdom. *Journal of Research and Method in Education (IOSR-JRME),* 3(6): 44-50.

Jenkins H 2006. Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. Chicago, IL: The MacArthur Foundation. From <http://digitallearning.macfound.org/atf/cf/%7b7e45c7e0-a3e0-4b89-ac9c-e807e1b0ae4e%7d/jenkins_white_paper.pdf> (Retrieved on 26 March 2014).

Jones S, Fox S 2009. Generations Online in 2009. Data Memo. Washington, DC: Pew Internet and American Life Project. From <http://www.pewinternet.org/w/media//Files/Reports/2009/PIP_Generations_2009.pdf.> (Retrieved on 7 February 2014).

Khan S 2013. Impact of social networking websites of students. *Abasyn Journal of Social Sciences*, 5(2): 56-77.

LaRose R 2011. *Use and Gratifications of Internet Addiction.* Hoboken, New Jersey: John Wiley and Sons, Inc.

Lee U, Lee J, Ko M, Lee C, Kim Y, KYatani SY, Gweon G, Chung K-Mee, Song J 2014. Hooked on Smart-

phones: An Exploratory Study on Smartphone Over-use among College Students. From <http://yatani.jp/paper/CHI2014_MobileOveruse.pdf> (Retrieved on 25 November 2014).

Lemke C, Coughlin E, Garcia L, Reifsneider D, Baas J 2009. *Leadership for Web 2.0 in Education: Promise and Reality*. Culver City, CA: Meter Group.

Mayayise TO 2008. *The Social Impact of the Internet on Gauteng High School Learners*. Masters Dissertation, Unpublished. Pretoria: University of Pretoria.

Mehmood S, Taswir T 2013. The effects of social networking sites on the academic performance of students in College of Applied Sciences, Nizwa, Oman. *Asian Social Sciences,* 8: 11-17.

Miah M, Omar A, Allison-Golding M 2012. Effects of Social Networking on Adolescent Education. *Proceedings of the Information Systems Educators Conference,* New Orleans, Louisiana, USA.

Mingle J, Musah A 2015. Social Media Network Participation and Academic Performance in Senior High Schools in Ghana. Library Philosophy and Practice (e-journal), Paper 1286. From <http://digitalcommons. unl.edu/libphilprac/1286> (Retrieved on 2 December 2015).

Mozee S 2012. The Impact of Social Media Use on Academic Performance at One Urban University: A Pilot Study. From <http://ojs.jsumurc.org/ojs/index.php?journal= ojrurandpage=articleandop= viewandpath%5B%5D=52'> (Retrieved on 23 February 2014).

Muhingi WN, Mutavi T, Kokonya D, Simiyu VN, Musungu B, Obondo A, Kuria MW 2015. Social networks and students' performance in secondary schools: Lessons from an Open Learning Centre, Kenya. *Journal of Education and Practice,* 6(21): 171-177.

Nikbakht E, Boshrabadi AM 2015. Analysing the potential of social networking sites on EFL learners' vocabulary mastery: A situated-learning approach.

Theory and Practice in Language Studies, 5(8): 1635-1641.

Ogundijo O 2014.Use of social networking among secondary school students: Implications for academic performance. *Scientific Research Journal (SCIRJ),* II(V): 17-34.

O'Keeffe GS, Clarke-Pearson K 2011. Clinical report the impact of social media on children, adolescents, and families. *Pediatrics-Journal of the American Academy of Pediatrics,* 127(4): 800-804.

Qarajeh M, Abdolmanafi-Rokni SJ 2015.The impact of social networking on the oral performance of EFL learners. *Advances in Language and Literary Studies,* 6(2): 51-56.

Raise Smartkid 2015. Facebook, Twitter, Instagram Social Networking: Good or Bad for Kids. From <http://www.raisesmartkid.com/10-to-16-years-old/6-articles/43-facebook-myspace-twitter-good-or-bad-for-kids-brain> (Retrieved on 2 December 2015).

Smit D M 2015. Cyberbullying in South African and American schools: A legal comparative study. *South African Journal of Education,* 35(2): 1-11.

Tayseer M, Zoghieb F, Alcheikh I, Awadallah MNS 2014. Social Network: Academic and Social Impact on College Students. *ASEE 2014 Zone I Conference,* April 3-5, 2014, University of Bridgeport, Bridgeport, CT, USA.

Vahlberg V 2010. Fitting Into Their Lives: A Survey of Three Studies about Youth Media Usage. Kaiser Family Foundation. Newspaper Association of America Foundation. From<https://www. americanpressinstitute. org/wp-content/uploads/2013/09/NIE_ Fitting_ into_their_lives.pdf.> (Retrieved on 26 November 2014).

Valcke M, Schellens T, Van Keer H, Gerarts M 2008. Primary school children's safe and unsafe use of the Internet at home and at school: An exploratory study. *Computers in Human Behaviour,* 23(6): 2838–2850.