

THE IMPACT OF USING SOCIAL MEDIA AND INTERNET ON ACADEMIC PERFORMANCE: CASE STUDY BAHRAIN UNIVERSITIES

Abdulla Jaafar Moh'd Desmal^{1*}

¹Master of Information Technology & Computer Science, Ahlia University, Manama, Kingdom of Bahrain

Abstract

The internet and social media provide students with a range of academic benefits and opportunities to enhance their learning process. The main goal of this research is to examine the impact of using the social media on the academic performance. The new social networks, such as Instagram, Facebook, Twitter, etc., can affect the behaviour and academic performance of the universities' students; therefore the selected universities were Ahlia University, Applied Science University and University of Bahrain. The sample was (150) students distributed equally among the three universities. The research questions will answer (1) what is the evolution of ICTs and the Internet in the World; (2) what is the impact caused by ICT in education; (3) what are the effects of social media on the academic performance of students at Bahrain Universities; (4) what are the social networking sites that are more popular among students at Bahrain Universities. The results show that the social media has a positive impact on academic performance and 57% of students prefer the mobile application WhatsApp as a social media for their academic purpose.

Keywords: Social Media, ICT, Academic Performance.

Received on 03 January 2017, accepted on 13 February 2017, published on 28 June 2017

Copyright © 2017 Abdulla Jaafar Moh'd Desmal, licensed to EAI. This is an open access article distributed under the terms of the Creative Commons Attribution licence (<http://creativecommons.org/licenses/by/3.0/>), which permits unlimited use, distribution and reproduction in any medium so long as the original work is properly cited.

doi: 10.4108/eai.28-6-2017.152748

1. Introduction

The new social networks, such as Instagram, Facebook, Twitter, etc., can affect the behaviour and academic performance of the universities' students; therefore we can analyse their using to know their direct influence on them.

The idea is to show why these social media catch the attention of universities' students, so quickly. The social networks considered as another communication channels that enables people for communication and sharing resources. It's important to know the features that are included in these social networks which can add benefits for educational environment and encourage teachers and students for more interactive and the value add for academic performance.

When the words of social networks are mentioned automatically think of distraction and negative results at inappropriate times, but actually this idea is different at the academic environment while there are many benefits of using the different types of Social Medias in order to enhance the communication between the academic facilities with the students and also for the educational process.

Using the tools from the educational perspective of social networks are important as they can be our best allies in education; however, it uses within school hours which has an impact on student learning and performance. However, this project aims to expose the impact of social media in the academic performances.

An analysis of juvenile behaviour will reviewing documents related to the topic, also conducting interviews to find out what Bahrain universities' students think about the issue, what are the immediate behaviour after having interacted in

*Corresponding author. Email: a.desmal@outlook.com

these networks, what good is that found positive it, what would change. And finally will focus on the technical side of social media, and how they have been linking closely with the media, telling the truth of how the networks were social on the Internet.

2. Problem Statement

The misuse of social networks and the Internet in school hours and when doing homework is the biggest problem affecting the concentration of students and that is reflected, in some cases, poor academic performance because they do not pay attention to their studies. Faced with this problem arises the need to analyse and see if the use of the Internet in class time should be allowed; and second, how these social media can help students to do their academic works.

It should be noted that social networks, used in the appropriate time and space, can generate positive results, such as the groups that are created in WhatsApp, Facebook, usually in academia are composed of students of specific course, also in the best until teachers are added to these teams, facilitating and improving teaching student and teacher pedagogy, since currently a student must meet extracurricular hours and for this, keep in constant communication classmates and teachers is essential.

However, universities' students currently believed that the use of social networks is indispensable in their daily lives.

3. Literature Review

The literature review of this study has focused main points as per discussed below:

3.1. The evolution of ICTs and the Internet in the World

The ICT technologies play great role in developing many fields in the world since its beginning three decades ago. The author (BATES, 2008) describing how the increasing in ICT demands has results in computer functionality and the related services or software. However, these ICT evaluations affect the quality of services and encourage business for development their working processes it in order to provide the best services for end user. (BATES, 2008)

The modern technologies lead to improve different fields in our life which named as per some authors as new social revolution. This revolution affects also the field of IT. (Harper, 2010). However, the social dimension of ICT is seen in response to the power and influences it in the different areas and new social structures that are emerging, producing a constant and two-way interaction between technology and society.

In the beginning history of communication science, man start using communication by using the signed way, then this way developed to be a communication between distances that are based on new technologies. From these ideas, the companies developing their technologies of communication and the competitive were one of the reasons for the modern technologies including communication devices such as Internet, communication cables, smartphones, and other devices. (Supriya, 2016)

Thus the world of information is perhaps one of the areas that have suffered more rapid changes in today's world. This developments would have guessed eighty years ago that information could be read anywhere in the world simultaneously.

3.2. The impact caused by ICT in education

The information society in general and new the technologies particularly have significant impact at all levels of the educational world. The new generations are naturally assimilated this new culture that is shaped and often leads us to take attention of its important in the training efforts, adaptation and unlearn many things that now make differently or simply no longer they serve. The author (Cifuentes, 2015) notes that the students have many chance to take the advantages of ICT in the field of education to enhanced their ideas and experiences in their study field.

According to author (Norazah et. al., 2015), mentioned that to encourage the process of education, it's important begins to develop from informal (family, leisure...) educational environments, the school must also integrate the new culture: digital literacy, information source productivity tool for work, teaching materials, cognitive instrument. Obviously school students should approach today's culture, not the culture of yesterday. It is therefore important presence in computer class (and the video camera, and television ...) from the first courses, as a tool, to be used for various purposes: entertainment, information, communication, instructive.

Like it is also important to be present in homes and the little ones can come and enjoy these technologies in the hands of their parents, but besides this use and enjoyment of the technological means (in class, at home ...), to perform educational activities psychomotor, cognitive, emotional and social development, new technologies can also contribute to increased contact with family. An example: the development of a web of class (within the site of the school) will help bring parents the course program, the activities to be doing, allowed to publish some of the work of children, their photos. (Norazah et. al., 2015)

However, the technologies of information and communication technologies (ICTs) are the main lever of unprecedented transformations in the contemporary world. Indeed, no other technology originated as major changes in society, culture and economy. Humanity has significantly altered the ways to communicate, to entertain, to work, to

negotiate, to govern and to socialize, based on the dissemination and use of ICT globally. It is also universally recognized that ICT is responsible for increases in productivity, previously unimaginable, in the most varied sectors of business activity, and prominently in knowledge economies and innovation. Regarding personal behavior, new technologies are also revolutionizing perceptions of time and space; in turn, the Internet social intensely reveals, triggering shock waves in the way people interact with each other on a planetary scale. (Huang, 2016)

According to author (Brun et. al., 2014), humanity is currently in the turning point of an unprecedented technological transformation. The period of installation of ICT which took place in the last thirty years, with its procession of 'creative destruction' and generalization of a new social paradigm, the information society and knowledge can follow a deployment time and flourishing the full potential of the new, triumphant paradigm. In the analysis of the research, the intermediate period in which we-the turning point would be marked by instability, uncertainty, the end of speculative bubbles and institutional restructuring. If this interpretation is confirmed, our antiquated institutions, such as schools, universities, governments and the companies themselves, would currently subject to pressure from the non-postponable challenges of deep structural adjustment and reform, but if knowledge is the engine of the new economies, its fuel is learning. (BORANBAYEV, 2015) Therefore, learning throughout life emerges as the biggest training challenge presented to individuals and organizations in the new century. In recent years, the introduction of the knowledge society at all levels of society is an unquestionable fact. Learning throughout life is a key to the education of citizens of the 21st century. Success in the knowledge society requires all of the capacity on the one hand, to carry out various kinds of learning throughout our lives and, second, to adapt quickly and effectively to changing social, labour and economic situations. (Rascón-Moreno, 2014) The information and communications technology have a recognized potential to support learning, the social construction of knowledge and development of skills and abilities to learn independently.

3.3. Effects of social networks on the academic performance

3.3.1. Learning

The author (Jarvis, 2006) defined learning as a relatively permanent change in behavior, reflecting the acquisition of knowledge or skills through experience, and may include the study, instruction, observation or practice. However, while learning is a group the concept is different which is called cooperative learning. The author (Jarvis, 2006) defines the cooperative learning as it is based on the interaction between

various students in groups of (4-6) cooperate in learning different issues from varied sources. This learning based on the help of teacher, who can leads this group into the proper process of learning.

3.3.2. Effects of social networks on the academic performance

The using of social media is increasing in society which is reflecting the human expression and recognition. According to the study of (Duncan, 2012), the social interaction with educational process have been influenced the availability of modern techniques of social media. These techniques of social media results a good learning outcomes among students because it provides more than one channel to communicate with other party to gain and enhance the knowledge, therefore it has a great role to develop the educational process.

Social media have led in recent years a revolution, both for its rapid generalization and by extension its subsequent applications. It is a revolution perhaps comparable only with the advent and popularization of e-mail, because of its power to alter human relationships through the network. Thus, social media have increasingly become powerful interaction between different spaces, some increasingly specialized social groups, where it is possible to get to know people who share the same interests or reacquainted with them. (Alwagait et. al., 2014)

In the case of the application of these resources to the world of education, we must recognize that the web 2.0 and its emphasis on social dynamics, it has favored the creation of virtual learning communities and a multitude of networks peer collaboration, designed according to the principles of reciprocity and cooperation that take advantage of the pull with services like Facebook, Twitter and other social media. However, the Social media can be defined as associations of persons linked by heterogeneous reasons and make a network composed of nodes connected together by more than one type of relationship structure. (Flad, 2010)

In the present context, the social networking services would come to realize this general definition allowing people with common interests to contact through the network, and jointly exploit resources such as the establishment of subgroups, public messaging or private or chat, among others. (Montrieux, Hannelore et. al., 2015) The origin of these software is so heterogeneous as themselves: some, like Facebook, born to support various congregations of students on American campuses, while others are more professional cut, as LinkedIn, aimed at establishing contacts job type and trade through what we call networking.

They also have much to do with the collaborative work, essentially because most of the potential of social media are fully useful for learning environment to provide more enhancement for academic learning process, the most common benefits are:

- Collaborative work increases motivation.

- Enhance the academic achievement through students' feedback.
- Improves learning procedures.
- Enhance students' critical thinking and deliver the knowledge in clear form.

Besides being a fantastic tool in the service of collaborative work, the educational possibilities of social media are almost endless. Thus, the author (Junco et. al., 2010) qualified social networks constructivist tools directly related to their chances when the service interaction are placed within the group, between the group and teachers within the faculty, and all outside the temporal and spatial requirements of a school intoned.

As mentioned above, social networks have changed the way we communicate with our friends, our co-workers or even with our teachers and classmates. Social media and ICT are modes of appropriation of reality, the world and knowledge. Their languages are shaping new cognitive styles and mental structures as other forms of understanding and perception of reality.

Consequently, it is necessary, rather imperative that educational institutions take on the task of literacy in these new languages. Indeed, in 100% of the US University (Al-rahmi, 2015) social networks they are something commonly used by students and teachers, which are present in Twitter, Facebook, LinkedIn or other networks used to extend part of teaching either sharing learning materials or to delve into subjects, make announcements of interest or start discussions on specific topics.

Counting today, with an educational social network as part of a university, which is immersed in all social changes, and serve to enhance the teaching-learning it becomes almost essential. The author (Gurikar et. al., 2015) mentioned that the purpose of social networking is not only impart knowledge to students but also used to share scientific findings and to prevent new knowledge to remain static, that is, working for the democratization of knowledge and its dissemination. The versatility of educational networks can combine in one space study different ways of teaching and learning.

Thorough using social media, it can generate contexts that include collaborative and cooperative based on horizontality along with more traditional teaching practices. Ultimately, the significance of educational networks will be linked to educational project in which every experience is framed. (Rouis, 2011) The technology itself does not innovate socially, are the modes of social appropriation, in this educational event, producing transformations. The author points out that learning environment as the proposed can distinguish between functional and social benefits. The first provide information on processes that can be activated on a given interface, while the second serve to create competition in the shared user code that regulates interactions and sharing the same community.

According to study of (Carreño et. al., 2015), the Web has revolutionized in the field of education in recent years. In recent years of last century, the computer has been used as support for the educational process. The widespread use of the network has allowed this to be the main source of

transmitting information and knowledge, as well as its educational use. The author (Montrieux, Hannelore et. al., 2015) mentioned that the ICT is a means accessible to all, which promotes equal opportunities.

The authors (Phiri, Acheson et. al., 2014) claimed that teaching has been a pioneer in the use of technologies. Education through ICT can establish meaningful relationships with people from different countries. It also can accommodate the needs, interests and learning strategies of different students. Similarly, it facilitates academic practice in real contexts through the network. Education through ICT enables interact with people from other countries at a time when the distances are not an obstacle that hinders communication. The author (Al-Alwani, 2014) also notes that Internet allows approaching other languages and cultures without having to physically move.

The author (Satyan, P et. al., 2015) states that with the development of computer multimedia and the emergence of Internet, the learning evolves related to communication and interaction approaches. This raises an interest in the form of learning that takes place over the Internet and the network becomes a full of resources for enhancing the performance of educational environment. With the advent of Web 2.0 communication and the construction of shared knowledge is encouraged. The latter has been enhanced by the use of Web 2.0 tools that have made the process of learning in a social learning network.

3.3.3. *Twitter as a tool for education*

Twitter is one of the social media types which launched at 2006; it's introduced to be one the educational tools. (Tur et. al., 2015) There are many examples of using Twitter to enhance the academic performance. The options for teachers can be as per the below points:

1. Share academic resources with students and colleagues, ex. Images, videos, documents, presentation and other types.
2. Teacher can create virtual groups that share common interests among students to discuss specific subjects or topic.
3. Create lists for grouping students by grade and thus facilitate tracking all who make up a degree. In addition, teachers can have a URL for each list or topic of interest and share with students.
4. Class projects expand outside of space and time at school. Allow students to access a wider universe where the ubiquity expresses its true value.
5. The teacher, through Twitter, can post the most important for the students to reflect concepts, provide information and with it, develop products relating to the main topic. To group the concepts seen in class, categorize these topics by using a specific hashtag, ex. #Ahlia_ITCS599.
6. Before starting a topic, teacher can ask students questions about a topic. Twitter is ideal for determining prior knowledge of that topic, so the teacher will have an

idea about their knowledge level before attending the class.

7. Before a test, teacher can send some questions to students for discussing and answering them. This way will help to fix concepts and build, together, a collaborative summary of the most important ideas of the subject to be evaluated.
8. Teacher can tracking student on Twitter to find the level of participating in the Twitter discussion or to know his level in a subject.

However, this type of social media (Twitter) has been discussed in a lot of research papers that examine how this social media enhanced in class previously recommended share with student's basic information on the operation of the tool. Teacher can define which topics and which are excluded. Set after the experience aspects of Twitter which ran for class and what not. (Wang, 2014) For more advanced courses students can use Twitter to investigate a topic, and share with the other students interesting links, points of view, among other things related to the topic. It can also be used as a tool for brainstorming, where each student to share relevant ideas on a topic that is being treated. (Junco et. al., 2010).

3.3.4. Facebook as a tool for education

Moreover, Facebook is a social network that has certain characteristics that make it unique and leading social networks, more than 400 million users worldwide, making it a mass medium to reach not only people with computer skills but common in general. Facebook is most popular in the group of social network (Seaman, 2013) which is considered one of the best environments for learning and teaching purposes at educational institution. (Junco, 2015) The author (Manca, 2013) states number of benefits of using the Facebook in the educational environment, some of these benefits are:

1. Facebook provide the discussion between students which can encourage them for depth knowledge.
2. Improve the discussions idea to be more related to reality.
3. Facebook provide tools that enable users for sharing resources.

One of the examples of the use of Facebook in education is the Facebook project, born from the idea of a collaborative work in which a tool or platform that allows work among peers, as a result of this work is studied were generated written texts and audiovisual works. Among the objectives of the work is highlighted experimenting with new teaching and learning tools aimed at collaborative work collaboratively generate knowledge, encourage technical and social skills of the participants, which are necessary in today's society. (Rouis, 2011)

Some researchers focused their study on the Facebook and its features on academic performance, and found that the teachers should convert some of their teaching method into Facebook to be providing more interactive way and more

discussion between students rather than discussion on a limited time at class. (C. Rojas-Kramer, 2015)

3.3.5. WhatsApp as a tool for education

The impact of smartphones in our lives opened parallel to the physical coexistence in an alternate reality full of emotions and social space. This boom in the adoption of mobile phones (smartphones) as a communication channel tends to restrict personal meetings as the euphoria over the virtual world dilutes the other planes of existence. According to the (Statista, 2016), the number of WhatsApp users are increasing. As per shown in the Figure No.1, there is 900 million users until Sept 2015.

The mobile application (WhatsApp) is one of the modern communication technologies. The smartphones developed therefore the text messaging has been included in these smartphone and then WhatsApp become more popular application for these devices. The best benefits of WhatsApp application is that it's free of cost and fast in communication which is considered the best application among many users. The study of (Johnson Y., 2014) examines how the WhatsApp application can affects the students at Tertiary Institutions, Ghana in the field of academic performance. The sample of the study was (418) students (Male: 142, Female: 276). The researcher used the questionnaire to collect the data from (418) students and interview (50) students among them. The study concludes that the WhatsApp application is necessary for easy communication between students and fast with an effective due to its ability to share information and resources between students.

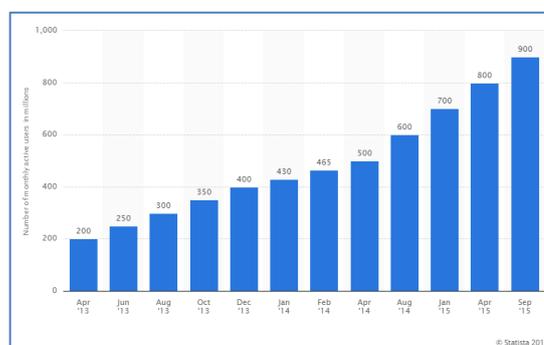


Figure 1: Number of monthly active WhatsApp users worldwide from April 2013 to September 2015 (in millions) Source: (Statista, 2016)

Another study is the study of (Tulika B., 2014) which is aimed to examine how the WhatsApp application can affect the education on the B.Ed. students at Maharshi Dayanand University, Haryana, India. The study used two tools of the data collection, in the first tool they used questionnaire from (37) students, while in the second tool they used interview as qualitative method. The results of the study found that 73% of the students considering the WhatsApp at a tool that allow them for learning anytime, while 56% of students agreed that the WhatsApp application has educational benefits. In the other hand, 64% of the students agreed that the WhatsApp application allows them for more interactive

and more discussions. The study concludes that the WhatsApp application has great benefits in learning due to its flexibility for students' communication.

3.3.6. Instagram as a tool for education

Instagram, is one of the popular mobile application which was launched since 5 six years ago on 6 October 2010 (Instagram, 2016). As per the statistics of the website (Statista, 2016), the Instagram application contains of (400) million users around the world. It comes at the eighth level among the most popular social media sites/applications.

There are different studies and articles discussing the effects of Instagram at academic performance. The author (PHILLIPS, 2013) mentioned some ways the results benefits for students to improve their study. Some of these ways are:

1. **Spatial Intelligence:** The user at Instagram used his spatial intelligence to analyzing the images or videos to obtain an important data that construct a clear meaning about the goal of this post (picture/video).
2. **Linguistic intelligence:** When the user uploads the images, then his friend will be allow taking a look on the uploaded images. From this point, when teacher upload an images and request students to give their comments, the students are using their linguistic intelligence to make observations and give their feedback about these images. These ways encourage students for language skills improvements.
3. **Interpersonal Intelligence:** Teachers can encourage students for more motivation and show their activities in the Instagram. This can be through creating ex. one group managed by teacher and invited all the students' class to show their skills and ability for education practices. There are other educational benefits from the Instagram application. The author (Hudson, 2015) listed ten benefits from Instagram to enhance the educational process, some of them are:
 - Show student work: especially when student in the field study of art and design, when he upload his work and share it among friends and family, then they will give their comments and encourage him for more works development. (Ex. Student art work and drawings).
 - Improve historical knowledge: when teacher upload one old images and ask students to be focused on the history of it, in this case students are analyzing the images based on historical dates and related facts for this images. (Ex. Old images of Bahrain Fort).
 - Mathematical steps: teacher has the ability to upload the steps of mathematical to be clearer for students and to take their views on these steps. In this case the teacher will understand how the students are well understood and to understand the weak points to be more discussed in the class in order to show the steps more clear for students. (Ex. Pythagoras mathematics rules).

3.4. Conclusions of Literature Review

It is clear that the social media play an increasingly important role in the academic performance due to its modern techniques that meet the education improvements.

According to (Al-Alwani, 2014) programs and tools of social media are important for two main reasons. First, the clarity and content of the liability of users and second because they point to a range in student learning. However the use of tools of Web 2.0, such as blogs and social networks, used to supplement the teaching materials used in the classroom, encourages independent learning and increases student motivation. Meanwhile, some authors as (BORANBAYEV, 2015; Gurikar et. al., 2015) believe that digital media are useful to complete the process of teaching and learning in the context of today's information society tool. These supports foster collaborative work and knowledge construction of a social mode. There is no denying the advantages that the use of new technologies leads to the process of academic performance. The authors (Ibrahim, 2014; Harper, 2010; Blanka Klimova et. al., 2015) concluded that by using social media at educational environment, students activities can be more than the activities of traditional classrooms, because these social media can be using at anytime and anywhere by teachers and students for variety of academic purposes that results of enhancing the academic performance of the students and provide an easiest way for teachers also for receiving the comments and discuss them via social media types.

4. Research Methodology

The methodology of this research is qualitative, and is part of the Paradigm Critical which is purposeful aims to awaken a new transformative, holistic, participatory consciousness with a sense that capabilities so that each individual is able to build his own knowledge, and can cope in the best way, living in a nice educational and social environment that affects a certain way in the human being and academic performance.

4.1. Quantitative methodology

According to the author (Mills et. al., 2010), the quantitative methodology is rationale based on scientism and rationalism. It's used to address research within the field of social sciences and humanities. As such, it focuses on those aspects that cannot be quantified, that is, their results are not transferable to mathematics, so that is a rather interpretative, subjective, as opposed to quantitative methodology procedure. However, since this study is a quantitative methodology, since it used the questionnaire as an instrument for data collection approach.

4.2. Methods of data collection

In this study, a questionnaire is used as a method for data collection. The questionnaires were delivered personally to representatives of each of the selected university who had previously agreed to support the investigation. The representatives were responsible for delivering the self-administered questionnaire to students, monitor the process and notify the researcher when all questionnaire forms were applied. There was no limitation to distribute the questionnaire among universities' students; it was applicable for all levels of university's students.

4.3. Population and Sample

The author (Paula et. al., 2006) defines the population as a set of all elements under consideration, on which we try to draw conclusions. The population of this study consists of 150 students of different universities at the kingdom of Bahrain, which are (Ahlia University, Applied Science University and University of Bahrain).

A sample is a collection of some elements of the population, but not all (Paula et. al., 2006). Under this definition, this study analysing the impact of social networks on academic performance. However, the characteristics of the population group in question will be analysed to determine overall impact of social networks academic performance. The sample of this study is (150) students from the three mentioned universities.

5. Results Analysis

A total number of 150 students were participated in the survey. Students were from three Bahrain universities – Ahlia, ASU and UOB, 50 from each of the university and the students are of undergraduate and graduate level.

5.1. Analysing of General Questions

5.1.1. Do you have a smartphone with an Internet connection?

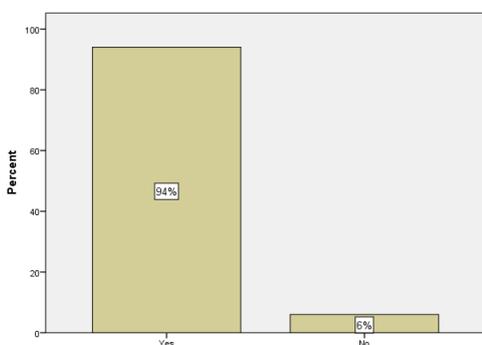


Figure 2: Bar chart showing percentage of respondent's with a smartphone

The (Figure No.2) shows that most of the students (about 94%) have smartphone and only 9 out of 150 students don't have a smartphone.

5.1.2. What is the better social media type do you prefer?

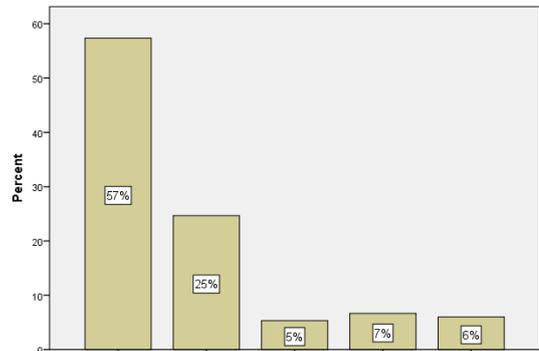


Figure 3: Bar chart showing percentage of respondent's with the better social media type they prefer

WhatsApp is the most popular social media app to the Bahrain bachelor and master students, about 57% of the students prefer WhatsApp as a social media followed by Facebook, Instagram and others. About one-fourth of the respondents prefer Facebook as their best preferred social media. Only 12% of respondents prefer Instagram and other social media apps rather than WhatsApp and Facebook.

5.1.3. How often do you visit the social media sites/application (Per a day)?

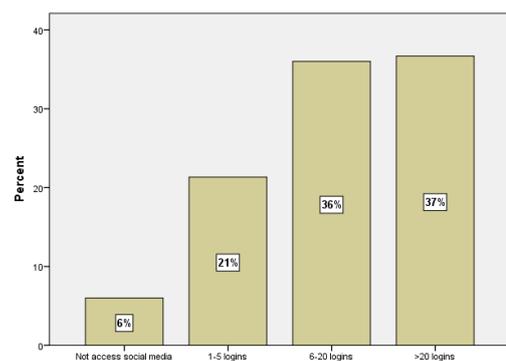


Figure 4: Bar chart showing percentage of respondent's how often they visited social media site/app per day

5.2. Analyzing the Impact of Social Media on Educational Process

5.2.1. What's your goal for using the social media?

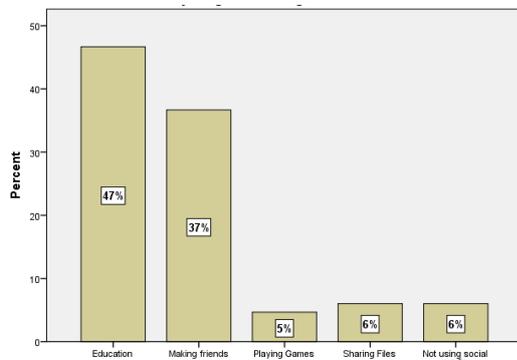


Figure 5: Bar chart showing percentage of respondents' goal for using social media

About 47% of respondents mentioned that they use social media for education purposes, about 37% use social media to make friends and about 11% use for other purposes.

5.2.2. How do you consider sharing of academic resources by using the social media?

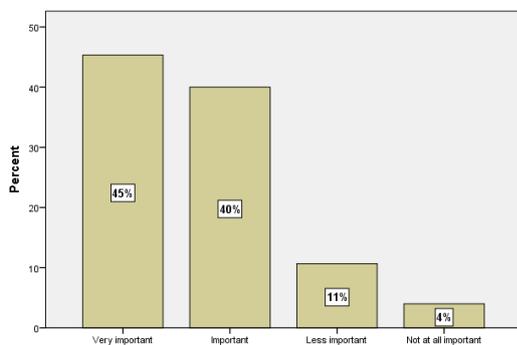


Figure 6: Bar chart showing percentage of respondents' opinion about how they consider sharing of academic resources by using the social media.

The above (Figure No.6) refers that about 45% respondents replied the question "How do you consider sharing of academic resources by using the social media?" as "very important", 40% replied as "important", about 11% mentioned as "less important" and only about 4% mentioned as "not at all important".

5.2.3. What do you think about the using of social media to support the classroom activities?

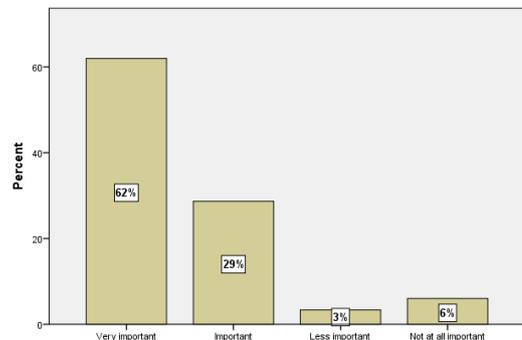


Figure 7: Bar chart showing percentage of respondents' opinion about what they think about the using of social media to support the classroom activities

The above (Figure No.7) refers that about 62% respondents replied the question "What do you think about the using of social media to support the classroom activities?" as "very important", 29% replied as "important", only about 3% mentioned as "less important" and only about 6% mentioned as "not at all important".

5.3. Conclusions of Results Analysis

The survey was conducted on the students from three reputed universities taking equal number of respondents from each university and also the proportions of male and female respondents are almost similar. Mainly we tested four research hypotheses in this chapter and also frequency distribution of all the survey items along with charts.

The descriptive statistics reveals that about 94% of university students own a smartphone and they definitely have internet connection. This statistics simply signify the evolution of ICT based on the internet in the world. Ninety four percent of the students who have a smartphone and internet connection are using social media. The most popular social media to the students are WhatsApp followed by Facebook. Most interestingly about 93% of students who have a smartphone use either one of these two social sites/apps. About 46% of students use social media sites/apps at their university. About 46% of students aimed to use social media for their education purpose. About 85% of students think sharing of academic resources using social media is either important or very important. About 83% of respondent students think discussion of educational topics by using the social media is either important or very important. About 91% of students think the use of social media in classroom support the classroom activities. About 75% of students either agree or strongly agree that for any question related to academic, the teacher encourages them to use the social media for any discussion. About 49% of

students noticed that there is a difference in grades between the subjects discussed through social media and the subjects discussed on classrooms only. About 41% of respondent students either agreed or strongly agreed that the social media sites allow them for more group discussions. About 49% respondents either agreed or strongly agreed that the social media sites allow them for interaction with classmates and teachers. About 39% students either agreed or strongly agreed that social media sites enhanced their research skills. These statistics given above strongly reveals that ICT have a positive impact on education.

ICT and internet significantly changed the world, drive us today to tomorrow and education is one of the most advantaged sectors. This study established that use of social media have significant effect on education, it not only increased students research ability but also increased students group discussion skill.

6. Analysing of WhatsApp Mobile Application

This section analyses the functions and characteristics of WhatsApp group in the educational process. The WhatsApp groups provide direct communication between students themselves with their teacher. However, in order to analyse the WhatsApp groups in depth, it's necessary to prepare the list of interview questions. A pilot study is chosen in this analysing to fill the gap between our knowledge and our goals to be reached.

To take in depth details of WhatsApp groups from students and teachers, the half-structured in depth interviews is included in this analysing which has the advantage of understanding the students and teachers phenomenon. During the interview, open questions enable the researcher to take more details about the topic under analysing and understanding the student's background about the phenomenon.

Therefore, the researcher starts the interview with the teachers in the form of half-structured in-depth interviews. In the beginning of interviews, the introduction and objectives of the research are introduced for the teacher and discussing with them about their experiences and motivations while using the WhatsApp groups in the educational process with their students.

The main goal of this query introduced for teachers is to know the advantages and disadvantages in depth form. During the interview, the collected information was not categorized according to pre-designed form, but it was developed while interview in progress continued. At the end of interviews, the categorized process begins to form the information according to the analysing priority.

The category of teachers was nine teachers in both genders men and women. These teachers are dealing with WhatsApp groups with their students with a total of twelve WhatsApp group with a total of (200) students from different academic levels at the three selected universities (Ahlia University, ASU and UOB). Among these teachers, there are six teachers who are the admin of WhatsApp groups, while the

other teachers are as normal user in the position of answering the students' quires where the admin is one of the students. In this case there are two type of management of the WhatsApp groups. In Table No.(1), the analysing of characteristics of teacher participate in the interview is described below.

6.1. Forms of WhatsApp Group Communication

The communication in the most of the WhatsApp groups under analysing was verbal, images, websites links and less using of videos or audios. The option of location (GPS) was also used but little by some of the WhatsApp groups. All of these groups were named according to the subject name or subject code. Some of the group's names were "C++ Programming Group", "Arabic Studies". These names given to the groups to be more clear for students/ teacher about the subject details.

The researcher notes that teachers and students are using the phone camera to take photo from signboard in the class or hard copy of a book and share these photos in the WhatsApp group.

The options of emoticons are widely used by both students and teachers in the WhatsApp groups but the female were most using the option of emoticons.

6.2. The Main purpose of WhatsApp Groups

During the interview, the researcher notices that there are four main purposes that encourage students and teachers for creating the WhatsApp groups.

Purpose One: To provide an easy way to communicate with students and sharing the learning and academic resources which provide a way to help other students. The WhatsApp groups can save efforts and time instead of meeting all students in one place.

Purpose Two: These groups provide positive social atmosphere among the users and encourage the students to be more active in these groups.

Purpose Three: WhatsApp groups enable students to share information between themselves and discussing the information on the topic and lead them to discover something new or related to the topic. Students in this case can make some conclusions about the topic while they make some relation to actual using.

Purpose Four: These groups can enhanced the learning activities due to lot of academic resources that are shared by both teachers and students.

For instance, the teacher T8 has accepted the invitation to join the group discussing for the English subject. While he is discussing some topics in the group, he notice that more students are active and providing the nearest or correct solution of the question under discussion, while this can be different during discussion in the classroom. (See Table No.1)

Table 1: Charastrastics of teacher participate

| Instructor No. | Gender | Subject | University | Students' Academic Level | Group Admin | No. of WhatsApp Group | No. of students/WhatsApp Group |
|----------------|--------|------------------|------------|--------------------------|-------------|-----------------------|--------------------------------|
| 1 | M | Math | ASU | Bachelor | Teacher | 3 | Between 25-35 |
| 2 | M | C++ Programming | UOB | Bachelor | Teacher | 2 | Between 20-25 |
| 3 | F | ITCS201 | AU | Bachelor | Teacher | 2 | Between 10-15 |
| 4 | F | ITCS422 | AU | Bachelor | Teacher | 1 | Between 10-15 |
| 5 | M | ITCS121 | AU | Bachelor | Student | 2 | Between 10-15 |
| 6 | F | Management | ASU | Master | Teacher | 1 | Between 10-15 |
| 7 | F | Java Programming | UOB | Bachelor | Teacher | 1 | Between 20-25 |
| 8 | M | English | UOB | Bachelor | Student | 2 | Between 25-30 |
| 9 | M | Math | UOB | Master | Teacher | 3 | Between 20-25 |

techniques that meet the education improvements. The programs and tools of social media are important for two main reasons. First, the clarity and content of the liability of users and second because they point to a range in student learning. However the use of tools of Web 2.0, such as blogs and social networks, used to supplement the teaching materials used in the classroom, encourages independent learning and increases student motivation. Meanwhile, the digital media are useful to complete the process of teaching and learning in the context of today's information society tool. These supports foster collaborative work and knowledge construction of a social mode. There is no denying the advantages that the use of new technologies leads to the process of academic performance. Through using the social media in the educational purpose, the students activities can be more than the activities of traditional classrooms, because these social media can be using at anytime and anywhere by teachers and students for variety of academic purposes that results of enhancing the academic performance of the students and provide an easiest way for teachers also for receiving the comments and discuss them via social media types.

7. Conclusions

Through this research, the researcher focused on the impact of social media on academic performance. The final results of the survey that was taking from three universities of total number of (150) students, shows that 94% of universities' students own a smartphone. This results shows that all students who has the smartphone, also using the social media. The most popular social media to the students are WhatsApp followed by Facebook.

A percentage of (36.7%) of the students are logins into social media more than (20) logins per day, followed by (36%) of students logging (6-20) logins per a day. This result shows that universities' students are almost online per a day on the social media.

The university campus is considered as the best place for students to access the social media, this point result (46%) of students are interesting to use social media at university which means that they can use social media for academic purposes.

Students agree that they are using the social media for educational purposes with a percentage of (46.7%) of respondents. This can be translated that students are trying to take the best advantage of social media and employee it in the field of academic purpose.

Academic resources are easy to be shared via modern technologies. Almost (45.3) of students are considering that sharing the academic resources via social media is very important, followed by (40%) of students which consider the same point as important. The social media provide many ways of transmission and sharing the resources in different ways (images, videos, audios, documents, and others).

However, the social media play an increasingly important role in the academic performance due to its modern

Bibliography

- Al-Alwani Abdulkareem** Information Technology Integration in Higher Education [Journal]// International Journal of Emerging Technologies in Learning. - 2014. - 6 : Vol. 9. - pp. p32-36.
- Al-rahmi Waleed Mugahed** Using Social Media as a Tool for Improving Academic Performance through Collaborative Learning in Malaysian Higher Education [Online]. - 2015. - 1 28, 2016. - www.ccsenet.org/journal/index.php/res/article/download/37619/24820.
- Alwagait et. al.** Impact of social media usage on students academic performance in Saudi Arabia [Online]. - 2014. - 1 28, 2016. - https://www.researchgate.net/publication/273491481_Impact_of_social_media_usage_on_students_academic_performance_in_Saudi_Arabia.
- BATES TONY** THE CONTINUING EVOLUTION OF ICT CAPACITY: THE IMPLICATIONS FOR EDUCATION [Online]. - 2008. - 01 24, 2016. - <https://www.tonybates.ca/wp-content/uploads/2008/07/farrell.pdf>.
- Blanka Klimova et. al.** A SOCIAL NETWORKS IN EDUCATION [Online]. - 2015. - 1 25, 2016. - <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=a740db1d-3ccc-45c3-a505-b76c0bf5a4aa%40sessionmgr4003&vid=1&hid=4206>.
- BORANBAYEV S. N** DEVELOPMENT OF THE METHODS AND TECHNOLOGIES FOR THE INFORMATION SYSTEM DESIGNING AND IMPLEMENTATION

- [Journal] // Theoretical & Applied Information Technology. - 2015. - 2 : Vol. 82. - pp. p212-220.
- Brun et. al.** Learning to become a teacher in the 21st century: ICT integration in Initial Teacher Education in Chile [Journal] // Journal of Educational Technology & Society. - 2014. - 3 : Vol. 17. - pp. p222-238.
- C. Rojas-Kramer I. Esquivel-Gómez** EDUCATIONAL USE OF FACEBOOK IN HIGHER-EDUCATION ENVIRONMENTS: CURRENT PRACTICES AND GUIDELINES [Journal]. - [s.l.] : Universidad Cristóbal Colón, Universidad Veracruzana , 2015.
- Carreño et. al.** Relationship between hours spent on the Internet and Web 2.0 in Higher Education [Journal]. - 2015. - Vol. 12. - pp. p86-97.
- Cifuentes Gary** ICT Leadership in Higher Education: A Multiple Case Study in Colombia [Online]. - 2015. - 1 24, 2016. - <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=6fe90eeb-613c-4f80-96c6-789bb006c231%40sessionmgr110&vid=1&hid=101>.
- Duncan Stuart** Humans are social beings. So if you're not social, what are you? [Online]. - 2012. - 1 28, 2016. - <http://www.stuarduncan.name/autism/humans-are-social-beings-so-if-youre-not-social-what-are-you/>.
- Flad Kaitlyn** The Influence of Social Networking Participation On Student Academic Performance Across Gender Lines [Online]. - 2010. - 12 17, 2015. - http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1030&context=edc_theses.
- Gurikar et. al.** Information Technology Usage Scenario in Academic Libraries of Higher Education in Chhattisgarh: Challenges and Opportunities [Journal] // DESIDOC Journal of Library & Information Technology. - 2015. - 4 : Vol. 35. - pp. p273-280.
- Harper Ruth A.** The Social Media Revolution: Exploring the Impact on Journalism and News Media Organizations [Online]. - 2010. - 1 27, 2016. - <http://www.studentpulse.com/articles/202/the-social-media-revolution-exploring-the-impact-on-journalism-and-news-media-organizations>.
- Huang J. & Wuhan** A probabilistic method for emerging topic tracking in Microblog stream [Journal]. - 2016. - Vols. World Wide Web 20, 325–350, 10.1007/s11280-016-0390-4, <http://dx.doi.org/10.1007/s11280-016-0390-4>.
- Hudson Hannah** 10 Surprising Ways to Use Instagram in the Classroom [Online]. - 2015. - 1 29, 2016. - <http://www.weareteachers.com/blogs/post/2014/08/07/10-ways-to-use-instagram-in-the-classroom>.
- Ibrahim Mohammed A. M.** An Exploration of Grid Computing to be Utilized in Teaching and Research at TU [Journal] // International Journal of Advanced Networking & Applications. - 2014. - 3 : Vol. 6. - pp. p2291-2299.
- Instagram** Instagram [Online]. - 2016. - 1 29, 2016. - <https://www.instagram.com/>.
- Jarvis P Towards** a comprehensive theory of human learning [Book]. - New York : Routledge, 2006.
- Johnson Y. George D.** The Impact of Whatsapp Messenger Usage on Students Performance in Tertiary Institutions in Ghana [Journal]. - 2014. - 6 : Vol. 5.
- Junco et. al.** The effect of Twitter on college student engagement and grades [Journal] // Journal of Computer Assisted Learning. - 2010.
- Junco Reynol** Student class standing, Facebook use, and academic performance [Online]. - School of Education and Human Computer Interaction Program, Iowa State University, USA, 2015. - 1 28, 2016. - <http://blog.reyjunco.com/pdf/JuncoClassStandingFBJADP.pdf>.
- Manca S., & Ranieri, M.** Is it a tool suitable for learning? A critical review of the literature on Facebook as a technology-enhanced learning environment [Journal] // Journal of Computer Assisted Learning. - 2013. - 6 : Vol. 29. - pp. 487–504.
- Mills et. al.** Quantitative Methodology Research: Is it on Psychologists' Reading Lists? [Journal]. - [s.l.] : York University , 2010. - 2 : Vol. 6. - pp. 52-60.
- Montrieux, Hannelore et. al.** Blending Face-to-Face Higher Education with Web-Based Lectures: Comparing Different Didactical Application Scenarios [Journal] // Journal of Educational Technology & Society. - 2015. - 1 : Vol. 18. - pp. p170-182.
- Norazah et. al.** IDENTIFYING THE CHALLENGES AND BARRIERS HEARING-IMPAIRED LEARNERS FACE WITH USING ICT EDUCATION COURSES [Journal] // Journal of Theoretical & Applied Information Technology. - 2015. - 3 : Vol. 78. - pp. p327-335.
- PHILLIPS JASON** Using Instagram in an Educational Context [Online]. - 2 13, 2013. - 1 29, 2016. - <http://www.emergingedtech.com/2013/02/using-instagram-in-an-educational-context/>.
- Phiri, Acheson et. al.** Evaluation of a pilot project on information and communication technology for rural education development: A Cofimvaba case study on the educational use of tablets [Journal] // International Journal of Education & Development using Information & Communication Technology. - 2014. - 4 : Vol. 10. - pp. p60-79.
- Rascón-Moreno Diego** Value-laden issues and English as a Second/Foreign language teaching in secondary education: A perfect combination enabled through ICT [Journal] // International Journal of Information & Communication Technology Education. - 2014. - 3 : Vol. 7. - pp. p26-58.
- Rouis Sana** Impact of Facebook Usage on Students' Academic Achievement: Role of Self-Regulation and Trust [Journal] //

Electronic Journal of Research in Educational Psychology. - 2011. - 3 : Vol. 9. - pp. 961-994.

Satyan, P et. al. USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN INDIA'S FIRST OPEN UNIVERSITY: Experience and Perceptions of Learners and Learner Support Providers [Journal] // Turkish Online Journal of Distance Education (TOJDE). - 2015. - 1 : Vol. 16. - pp. p38-51.

Seaman J., & Tinti-Kane, H. Social media for teaching and learning. Pearson annual survey of social media use by higher education faculty [Journal]. - 2013.

Statista Number of monthly active WhatsApp users worldwide [Online]. - 2016. - 1 29, 2016. - <http://www.statista.com/statistics/260819/number-of-monthly-active-whatsapp-users/>.

Supriya S., Siuly, S., Wang, H., Cao, J. & Zhang, Y. Weighted visibility graph with complex network features in the detection of epilepsy [Journal]. - 2016. - Vols. IEEE Access, Vol. 4, pp: 6554 – 6566.

Tulika B. Dhananjay J. A Study of Students' Experiences of Mobile Learning [Journal]. - [s.l.] : Global Journal of HUMAN-SOCIAL SCIENCE: H Interdisciplinary, 2014. - 4 : Vol. 14.

Tur et. al. Enhancing learning with the social media: student teachers' perceptions on Twitter in a debate activity [Journal]. - 2015. - 1 : Vol. 4. - pp. 46-53 .

Wang H., Sun, L. & Bertino, E. Building access control policy model for privacy preserving and testing policy conflicting problems [Journal] // Journal of Computer and System Sciences. - 2014. - 80, 1493–1503, 10.1016/j.jcss.2014.04.017.