

INFLUENCE OF SOCIAL MEDIA ON SOCIAL RELATIONSHIPS AND ACADEMIC ACHIEVEMENTS

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ABSTRACT

India is an active user county in the world in terms of using social media. We live in a socially networked period, where everyone is connected through a network of social media, and that too at a very low cost. Technology has evaporated the limits of social connections among friends and family staying far and even with strangers. The utilization of social media sites among young people has increased drastically and impacted their daily life.

This paper aims to study the pattern of use of social media sites and their correlation with university students' social relationships and academic achievements. Through random sampling 100 post-graduate students (50 boys and 50 girls) from MANUU (A Central University), Hyderabad (India) were selected. One standard tool named Social Relationship Scale (SRS-KPFNNT) and one self-developed tool named Social Media Usage Scale were used for data collection.

The researchers found that YouTube, followed by WhatsApp are the most liked social media site among the sample students. Students are having at least 2 social media site accounts. They found significant differences in usage of social media sites among students in relation to their type of families) and social relationships (among students in relation to their gender). Further, they found a remarkable correlation between usage of social media sites and social relationships.

Keywords: Social Media, Social Relationships, Academic Achievements

INTRODUCTION:

Social Media:

In the 21st century, the so-called digital age, computers and the Internet have undoubtedly taken a central place in human life, and social media site plays a significant role in this scenario. Social media sites attracted people because of their easy-to-use and affordable access to information via computers and the Internet, in addition to important features such as low-cost, high-speed access and expansion of the communication network. We are breathing in an age where there is an ocean of information everywhere and information is just a push of a button away.

Social media is defined as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content” (Kaplan and Haenlein, 2010). Merriam Webster dictionary (2014) defined social media as “It is a form of electronic communities (as websites for social networking & micro-blogging) through which users create online communities to share information, ideas, personal messages, and other contents (video & audio)”.

Social Media is a combination of the two words social and media. The first part of this term is social, which means to be social, which means to be a social being, to connect with other people in society or to share and exchange information with them. The second part is the media, which means a means of communication (with the possibility of the internet on the mobile phone or computer). By combining these two distinct terms, we can define a basic

definition of social media as a web-based (internet-based) communication platform that allows users to connect and communicate with other users and express and share information and ideas.

In recent years, social media has become an important means of social communication between individuals. It is a platform that not only connects people but also allows them to express their feelings and thoughts. It also offers features like receiving and sending messages, sharing photos, making audio and video calls, and connecting to the rest of the world. Because of this, it has become an essential part of an ordinary man's life. These networking sites have created virtual communities. Despite being physically separated, more than half of the population is connected through social media and people benefit from each other.

Social media sites are a boon for people as they can even connect with strangers. Social Media is a web-based technology that offers its users a technological connection to connect with others. Social media site allows users not only to build, maintain and improve their social connections but also to share their ideas and information, as well as to share their thoughts and emotions. Social media offer a platform to use their freedom of expression also.

Social Relationships:

A group of people is commonly referred to as a society. Society is not only the group of individuals or people but also the system of interactions and relations between them is called society. The Greek thinker Aristotle said that human beings are social creatures by nature and do not survive being cut off from society. Society is an organization of people and man only lives in society by becoming a part of society. Individuals and societies are inextricably linked. This society provides the necessary protection for the existence of the individual and meets the needs so that the necessary abilities of the individual can fully develop. This will not only make the individual a strong and developed person but also contribute to the well-being and development of his nation and country. In other words, we can say that society meets all the needs of the individual and also tells him that he is also a responsible member of it. Individuals form mutual or reciprocal relationships while living in a society called social relationships.

As a social being, a person has various types of relationships such as relationships with their family, relatives, colleagues, classmates, friends, etc. in society, and communication is the most important component of any relationship, but vital in all stages. Humans interact in a society with two or more individuals or groups through symbols, language, gestures, and the expression of ideas. Social interactions are the basis of society. There would be no group life without interaction. In a better way, we can say that interaction is the main process of socialization of an individual from birth to death that exists in every culture.

It is very important to communicate, but it is difficult to maintain relationships in society. People generally communicate with those they like or at least know. We know that relationships depend on regular meetings and interactions with others, but time is limited in fast-growing life and also not easily possible due to people's dispersion. But technology brought the ability to maintain and enhance social connections in the form of social media.

Academic Achievements:

Academic achievement occupies an important place in the field of education, which is regarded as an excellent stimulus for the development of students to promote educational development. It helps students, teachers, and institutions to achieve educational goals. Academic achievement is a term used to determine the level of academic performance or learning of students. This achievement includes all activities related to a subject or all subjects that students complete in school or college. It plays a key role in deciding the student's skills and qualifications in the education system.

Academic achievement is the level of understanding, acquisition of knowledge, and skills in a specific subject, usually described by teachers in terms of test scores and grades. The importance lies on the one hand in further education and on the other hand in the subsequent job search. We know that the current age is competitive, so education at this age is vital in determining students' futures. Chaplin's (1959) Dictionary of Psychology defines

educational or academic achievement as a specific level of achievement or ability in academic work, as assessed by teachers, by standardized tests, or by combining these two.

PREVIOUS STUDIES:

Manjunatha, S. (2014) concluded that “social networks have enabled better communication with their families. Social networking sites help to create positive interpersonal relationships between college students and their families and friends”. **Rajiv M.M. & Jobilal (2015)** identified and emphasized enormous scope of social media in the development aspects, while the negative impacts of mobile phones and other related consumables are very high”. **Nwazore, et. Al. (2015)** concluded that “Facebook activity among students has a negative impact on their academic performance and that most students spend a fair amount of time browsing Facebook”. **Purinat & Gurusamy (2015)** found that “the use of social networking sites improves the interpersonal relationships of college students, especially with their family members, friends, and teachers, and due to the availability of social networking sites, the communication between college students and their family members and friends has increased”. **Seabrook et al. (2016)** concluded that the use of social networking sites correlates with mental illness and well-being. **Murat Tezeret. Al. (2017)** found that “prospective teachers with social media accounts achieved better grades than prospective teachers without social media account experienced a negative impact on their overall emotional well-being and reduced quality of their relationships”. **S.M. Azizi et.al. (2019)** found that “there is a negative and significant association between students' social media site addiction and their academic performance. **Ansari & Khan (2020)** found that “online social media used for collaborative learning had a significant impact on peer interactivity, teachers, and online knowledge-sharing behaviors. In addition, interactivity with teachers, peers, and online knowledge-sharing behavior has a significant impact on student engagement, which consequently has a significant impact on student academic performance”.

RESEARCH GAP:

After going through various studies on the social relationships, academic achievements, and usage of social media sites for students at a national and international level, it is found that no study was conducted on the mentioned variables. Therefore, the present study is an attempt to study the usage pattern of social media and its influence on students' social relationships and academic achievements.

OBJECTIVES:

The objectives of the paper are as follows

1. To study the usage pattern of social media sites among students.
2. To study the difference between the means of usage of social media sites among students based on gender.
3. To study the difference between the means of usage of social media sites among students based on their type of family.
4. To study the difference between the means of social relationships among students based on gender.
5. To study the difference between the means of social relationships among students based on their type of family.
6. To study the difference between the means of academic achievements among students based on gender.
7. To study the difference between the means of academic achievements among students based on their type of family.
8. To study the correlation between usage of social media sites and social relationships of total sample students.
9. To study the correlation between usage of social media sites and academic achievements of sample students.

HYPOTHESES:

The hypotheses are in null form and are as follows

1. There will be no difference between the means of usage of social media sites among students based on gender.
2. There will be no difference between the means of usage of social media sites among students based on their type of family.
3. There will be no difference between the means of social relationships among students based on gender.
4. There will be no difference between the means of social relationships among students based on their type of family.
5. There will be no difference between the means of academic achievements among students based on gender.

6. There will be no difference between the means of academic achievements among students based on their type of family.
7. There will be no correlation between the usage of social media sites and the social relationships of total sample students.
8. There will be no correlation between the usage of social media sites and the academic achievements of total sample students.

VARIABLES:

Independent Variable: Social Media

Dependent Variables: Social Relationship, Academic Achievement

Demographic Variable: Gender (Boys and Girls), Type of Family (Joint and Nuclear)

METHODOLOGY:

To achieve the above-mentioned objectives, the descriptive survey method was adopted for the collection of data in this study. The sample of 100 postgraduate program students was selected by random sampling at Maulana Azad National Urdu University (MANUU), Hyderabad (India). From 100 students, 50 boys and 50 girls from postgraduate courses were selected for the present study.

Tools of the Study:

1. **Social Media Usage Scale:** This scale was developed by the researchers, and consists of 2-parts. Part-A consists of 7-Questions with multiple choices and Part-B consists of 24 statements (in both positive and negative) and reliability is 0.785
2. **Social Relationship Scale (SRS-KPFNNT):** It is a standardized scale that was developed by Pradeep K., Faheem N., and Neha T. This scale consists of 35 statements. It has 7 dimensions named Parents, Friends, Relatives, Siblings/Cousins, Peers/Classmates, Teachers and Strangers. Its reliability is 0.93.
3. **Academic Achievement:** The percentage of semester examination marks is considered as students' academic achievement.

Data Collection Procedure:

The researchers turned to the postgraduate students and asked them to fill out the response sheets. The researchers ensured to maintain the confidentiality of the data and then explained how to fill the response sheet. After the collection of data, they were scored and tabulated for analysis (both descriptive and inferential statistics).

Statistical Techniques:

For data analysis, the researchers used frequency, mean, standard deviation, t-test (to know the significance of the difference between the group of variables), and Pearson product-moment correlation (to know the correlation between the variables). The analyzed data are presented below.

ANALYSIS AND INTERPRETATION OF DATA:

Table-1: Distribution of Data

| Variable | Gender | | Type of Family | |
|-----------|--------|-------|----------------|---------|
| | Boys | Girls | Joint | Nuclear |
| Frequency | 50 | 50 | 41 | 59 |

Table-2: Usage Pattern of Social Media

| favorite Social Media Site | YouTube | Facebook | WhatsApp | Twitter | Instagram |
|--|-----------|----------|----------|------------------|---------------|
| | 43 | 9 | 35 | 4 | 9 |
| No. of Social Media site accounts having | 1 | 2 | 3 | 4 | 4< |
| | 2 | 16 | 28 | 35 | 19 |
| Overall Time Spent on Social Media site | 1-2 hrs. | 2-3 hrs. | 3-4 hrs. | 4-5 hrs. | 5 hrs.< |
| | 28 | 16 | 35 | 14 | 7 |
| Access Social Media Account | Sometimes | Weekly | Daily | During free time | Always online |
| | 10 | 7 | 47 | 34 | 2 |
| Friends on Social Media Sites | <50 | 50-100 | 100-150 | 150-200 | 200< |
| | 20 | 15 | 15 | 17 | 33 |

| Purposes of Using Social Media Sites | Downloading Audio/Video | Uploading Audio/Video | Chatting/ Communication | Study Purpose | Entertainment |
|--------------------------------------|-------------------------|-----------------------|-------------------------|---------------|---------------|
| | 21 | 5 | 55 | 71 | 79 |

Table 2 displays the usage pattern of social media sites among postgraduate students of the university. It can be seen that YouTube is most favorite social media site of 43 students among the selected students, followed by WhatsApp (35 students). Most of the students are having at least 2 or more social media site accounts. Out of the selected students, 35 students spend 3-4 hrs. on social media, followed by 28 students who spend 1-2 hrs. Most of the students are accessing social media sites either daily (47 students) or during free time (34 students). 33 students are having more than 200 friends on social media sites. Students' main purpose for using social media is entertainment and study followed by chatting/communication purposes.

Testing of Hypotheses:

H₀₁: There will be no difference between the means of usage of social media sites among students based on gender.

Table-3: Means of Usages of Social Media Site of Boys and Girls Students

| Gender | N | Mean | SD | df | t-value | Remark |
|--------|----|-------|-------|----|---------|-----------------|
| Boys | 50 | 85.52 | 9.078 | 98 | 0.780 | Not significant |
| Girls | 50 | 84.22 | 7.522 | | | |

From Table 3, It is evident that the t-value is 0.780, which is not significant. It shows that the mean score of social media site usage of boys and girls students did not differ significantly. Thus, the null hypothesis that “There will be no difference between the means of usage of social media sites among students based on gender” is not rejected. It may, therefore, be said that boys and girls students are using social media equally.

H₀₂: There will be no difference between the means of usage of social media sites among students based on their type of family.

Table-4: Means of Usages of Social Media Site from Joint and Nuclear Family Students

| Type of Family | N | Mean | SD | df | t-value | Remarks |
|----------------|----|-------|-------|----|---------|---------------------------|
| Joint | 41 | 83.27 | 7.402 | 98 | 2.36* | Significant at 0.05 level |
| Nuclear | 59 | 87.17 | 9.094 | | | |

From Table 4, It is evident that the t-value is 2.36, which is significant at 0.05 level with df =98. It shows that the mean score of social media site usage of students from joint and nuclear families differs significantly. Thus, the null hypothesis that “There is no difference between the means of usage of social media sites among students based on their type of family” is rejected. It may, therefore, be said that students from nuclear families were found to use social media significantly more than their counterpart students from joint families. As their mean score is higher than students from joint families.

H₀₃: There will be no difference between the means of social relationships among students based on gender.

Table-5: Means of Social Relationships of Boys and Girls Students

| Gender | N | Mean | SD | df | t-value | Remarks |
|--------|----|--------|--------|----|---------|---------------------------|
| Boys | 50 | 121.06 | 11.202 | 98 | 2.063* | Significant at 0.05 level |
| Girls | 50 | 126.14 | 13.326 | | | |

From Table 5, It is evident that the t-value is 2.063, which is significant at 0.05 level with df =98. It shows that the mean score of social relationships of boys and girls students differs significantly. Thus, the null hypothesis that “There will be no difference between the means of Social Relationship among students based on gender” is rejected. It may, therefore, be said that girls students were found to have social relationships significantly more than their counterpart boys students. The mean score of social relationships of girls students is higher than boys students.

H₀₄: There will be no difference between the means of social relationships among students based on their type of family.

Table-6: Means of Social Relationships of Joint and Nuclear Family Students

| Types of Family | N | Mean | SD | df | t-value | Remarks |
|-----------------|----|--------|--------|----|---------|-----------------|
| Joint | 41 | 124.51 | 13.526 | 98 | 0.606 | Not significant |
| Nuclear | 59 | 122.97 | 11.832 | | | |

From Table 6, It is evident that the t-value is 0.606, which is not significant. It shows that the mean score of the social relationships of students from joint and nuclear families did not differ significantly. Thus, the null hypothesis that “There will be no difference between the means of social relationships among students based on their type of family” is not rejected. It may, therefore, be said that students from joint and nuclear families are having social relationships equally.

H₀₅: There will be no difference between the means of academic achievements among students based on gender

Table-7: Means of Academic Achievements of Boys and Girls Students

| Gender | N | Mean | SD | df | t-value | Result |
|--------|----|-------|------|----|---------|-----------------|
| Boys | 50 | 78.43 | 5.75 | 98 | 1.437 | Not significant |
| Girls | 50 | 76.76 | 5.91 | | | |

From Table 7, It is evident that the t-value is 1.437, which is not significant. It shows that the mean score of academic achievement of boys and girls students did not differ significantly. Thus, the null hypothesis that “There is no difference between the means of academic achievements among students based on gender” is not rejected. It may, therefore, be said that boys and girls students are equal in terms of their academic achievement.

H₀₆: There will be no difference between the means of academic achievements among students based on their type of family.

Table-8: Means of Academic Achievements from Joint and Nuclear Family Students

| Types of Family | N | Mean | SD | df | t-value | Result |
|-----------------|----|-------|-------|----|---------|-----------------|
| Joint | 41 | 78.13 | 5.238 | 98 | 0.763 | Not significant |
| Nuclear | 59 | 77.22 | 6.277 | | | |

From Table 8, It is evident that the t-value is 0.763, which is not significant. It shows that the means of academic achievements of students from joint and nuclear families did not differ significantly. Thus, the null hypothesis that “There is no significant difference between the means of academic achievements among students based on their type of family” is not rejected. It may, therefore, be said that students from joint and nuclear families are equal academically.

H₀₇: There will be no correlation between the usage of social media sites and the social relationships of total sample students.

Table-9: Correlation between Usages of Social Media Sites and Social Relationships of Students

| Variable | Social Media Usage | Remark |
|---------------------|--------------------|--------|
| Social Relationship | 0.347** | P<0.01 |

From Table 9, it is evident that the correlation coefficient between usage of social media sites and social relationships of total sample students is 0.347 which is positive and significant at 0.01 level with df = 98. This shows that social media site usage and social relationships are positively and significantly correlated. Thus, the null hypothesis that “There is no correlation between the usages of social media sites and the social relationships

of total sample students” is rejected. Further, the percentage of commonness between usages of social media sites and social relationships is 12.04 which is low. It may, therefore, be said that social media usage and social relationships are found to be less related.

H₀₈: There will be no correlation between the usage of social media sites and the academic achievements of total sample students.

Table-10: Correlation between Usages of Social Media Sites and Academic Achievements of Students

| Variable | Social Media Usage | Remark |
|----------------------|--------------------|--------|
| Academic Achievement | 0.089 | P>0.05 |

From Table 10, it is evident that the correlation coefficient between usage of social media sites and academic achievements of total sample students is 0.089 which is positive but very low and not significant. This shows that social media site usage and the academic achievement of students are not significantly correlated. Thus, the null hypothesis that “There is no correlation between the usage of social media sites and the academic achievements of total sample students” is not rejected. Further, the percentage of commonness between usages of social media site and academic achievement is 0.79 which is too low or negligible. It may, therefore, be said that usage of social media among students does not affect their academic achievement.

FINDINGS AND CONCLUSIONS:

- ❖ The researchers found that YouTube is the most popular and favorite social media site among students, followed by WhatsApp, and 71% of students use social media for study purposes. This may be due to the various videos readily available on YouTube that can be shared in WhatsApp groups created by the students as an educational group.
- ❖ Looking at the usage pattern (Table-4) of students' social media, they found that 35% of students use it for 3-4 hours. daily (47%). It can be concluded that they use it in a controlled and justifiable way in their studies as no significant difference in their academic achievements was detected.
- ❖ A significant difference in social relationships between the gender was found. Girls students show a higher level of social relationships than boys students. The reason may be that they prefer to stay connected with their family and friends. They follow customs and achieve more family celebrations.
- ❖ The researchers found a positive, moderate, and significant correlation between usage of social media sites and social relationships. It means that, as the usage of social media increases, so will their social relationships. The reason behind this could be their family type, as 59% of students belong to nuclear families and use social media to maintain their social connections.
- ❖ No correlation is found between usage of social media sites and academic achievements. From this, it can be concluded that they are enough mature to maintain social media usage and their study time.

SUGGESTIONS:

- ☞ YouTube and WhatsApp are the most popular social media sites among students. Therefore, students and teachers should make effective use of these sites.
- ☞ Students should make the best use of social media, as excessive use can lead to certain problems.
- ☞ Though 71% of students use social media in their studies, excessive use can have an adverse effect on health. Therefore, students must use it in a controlled and justifiable manner for their studies and their health.
- ☞ Don't keep talking to people and friends through various social networking sites of social media all the time, use it for your academic development as well, otherwise, it may harm your studies.
- ☞ Maintain social relations not only online but offline also. Therefore, students should take some time off to keep in touch with their friends and relatives.
- ☞ Students should maintain a balance in their social relationships and devote adequate time to activities of daily living. To improve social relationships through online mode, an educational group can be formed to share valuable ideas and information.

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