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# **The Impacts of Social Media on Academic Performance**

Kulgunya Rattayapakul 5704640795

Bachelor of Economics International Program

## **Abstract**

This research seeks to evaluate students' use of social media and its influence on academic attainment with a focus on Bachelor of Economics (B.E.) students of Thammasat University. Data is obtained through constructed survey and is analyzed through multiple linear regression models. The regression results reveal that the degree of time spent on social media for entertainment affects negatively on students' cumulative grade, and conversely for academic purposes. The scrutinization on parental educational history, and difference in social media usage between gender are also made to see their effects, which turn out to be insignificant to students' academic performance.

**Keyword:** Social Media, Academic Performance, Time, GPAX, Thailand, University Students

## **I Introduction**

### ***i. Statement of problem***

As we are living in an era of advanced media technologies, where almost every part of our lives are related to the vast network of internet and its offerings. With limitless options to transfer information from one person to another, the way people communicate on the daily basis has been changed. Over the years, social media has increasingly become common to students as highlighted by Hend & Regina (2013). It plays a variety of roles in both socializing and learning manner. The use of social media has been adopted as an important tool for gaining and exchanging information for teaching and learning purposes. It is a medium for idea sharing and social interaction, and is deemed as a virtual space for youths to explore their interests for academic support, and develop essential knowledge and social skills beyond that of their own (Wang et. al, 2011). Students can also learn independently according to their initiative and also learn collaboratively with others through social network platforms.

Nevertheless, the easily available connection to social media and internet is becoming an issue. Social media has been questioned and criticized about its effect on the way students make use of this technology. From parents' viewpoint, social media has become distracting to students, diverting them from schoolwork and consume from them much time, which could be otherwise spent for academic purposes. These, therefore, necessitate the study of the impact of social media on academic performance; in this case, on Bachelor of Economics (B.E.) students of Thammasat University.

Another issue which may contribute to this, is the growing number of social media users, particularly in Thailand, and specifically in the age group of high school students and university students. It is estimated that the number of Facebook users, Instagram users, and Twitter users, are 47 million, 11 million, and 9 million respectively (Coconuts Bangkok, 2017). Moreover, it is also

reported that the majority of at least 45.2% of the users belong in the age group between 15-24, and the percentage is likely to increase (Wikigender, 2015).

It is then of much importance to examine whether social media has an impact on students' performance, given that the number of internet users in the age group is the highest and is increasing. The research questions are the following:

1. How does the use of social media affect B.E. students academic performance?
2. How do the different purposes of social media usage affect B.E. students academic performance?
3. How do other constraints (eg. gender difference, parents' academic background etc.) affect B.E. students' academic performance?

## ***ii. Research Objectives***

The aim of this paper is to explore the relationship between the use of social media by B.E. students and their academic performance.

Specially, the study intends to;

- Investigate the amount of time spent on social media and its impact on B.E. students academic performance.
- Determine how the use of social media affects B.E. students' academic performance; whether positively or negatively, in relation to the constraints, which are later discussed in Methodology.

With the acquired information and research done, hypotheses regarding the issues are constructed to answers to the objectives. Hypotheses of this paper are the following:

- H1. Social media use for unrelated-academic purposes correlates negatively to academic performance.
- H2. Social media use for academic purposes correlates positively to academic performance.
- H3. Academic background of parents does not affect academic outcome of students.

H4. The different non-academic purposes of social media usage affect academic performance in a different degree.

H5. Male and female use social media differently in terms of time; and therefore, affects academic performance differently.

## **II Literature Review**

There have been several researchers who have attempted to find exactly what contribute to academic performance, no matter positively or negatively. Not to surprise, the internet is always present as one of the major factors which are taken into consideration. Its derivative like social media, in particular, is oftentimes mentioned as the suspect. Key question is whether social media a positive platform to enhance academic performance or the opposite; being a hindrance to learning and attentiveness.

According to Osharive (2015), the matter of how well students in universities perform academically relates to the time spent on social media. People are tempted by the social connectedness through social networks and could easily find themselves people of similar interests. This easily available social comfort influences students to divert their attention to chatting online with friends, rather than focussing on their assigned tasks; they could be addicted to, namely Facebook, or Twitter.

Oche & Aminu (2010) and Olubiyi (2013), stated that students are considerably preoccupied by social media that sometimes, they stay online all day long. Observation has also been made in the context of, for instance, a classroom; that Facebook and other social media are used by students even when the lecture is taking place. The interest to socialize online takes away the desire to broaden academic attentiveness; henceforth, it hinders performance.

It is pointed out by Walsh et al. (2013) that students who spent the majority of their time on social media had fewer academic behaviors; for instance, studying and attending class.

Although, it can be optimistically argued that Facebook could actually be a source of learning; nevertheless, the purpose of usage of the majority of students may not necessarily be so. Social network like Facebook acts, for students, as an instrument for entertainment, time killing, or socializing, not as a study tool (Ellison, Steinfield, & Lampe, 2007). Several social platforms, as argued, appear to have less beneficial aspects than harmful influence. Other researchers also voice their arguments along the same line. The negative effects of social media outweigh the good ones (Karpinski, 2009).

Furthermore, it is, because of internet and social platforms available on internet, responsibility, no matter personal or professional is often procrastinated, paving way for drop in quality of work. The finding in Mensah & Nizam's research (2016), points out that people who spend less time on social media platform fare higher performance. Social media is a major influential distraction for current generation (Karpinski & Duberstein, 2009) as dependency on social media strongly correlate with academic performance (Kubey et al. (2001). It is certainly logical and straightforward for grades drop as time is spent on socializing with friends on social media.

However, there also exists researchers, who refute the alleged statement of social network being negative for students. Ahmed & Qazi (2011), Hargittai & Hsich (2010), and Pasek & Hargittai (2009) stated that, in their studies, there is no conclusive results which confirm the claim of social media being a burden to academic growth. To add to that, another study conducted on one hundred and twenty seven students by Whittemore School of Economics and Business revealed no correlation between exam results and time spent on social media sites (Martin & Yeung, 2009). Lastly, the the research findings University of New Hampshire (2010) also refute any effect of time

spent socializing online on grades. Conclusively, there have always been debate on the matter of social media's influence on academic performance.

To add to the already complex issue, As mentioned in the Objective Section above, about other constraints which need attention to; for example, parents' educational background, gender differences, and so on, it is necessary to take into account the effects there might be from such factors. The scrutinization needs to expand onto the factors which could also be involved in contributing to change in academic performance

Sánchez et al. (2006) agrees that a familial educational history is one of the most important factors which could strengthen or hinder students' academic output. To further confirm the claim, it is suggested by Behnke et al. (2004) that in the case of Latino students they conducted a research on, occupational and educational expectations are hugely influenced by parents' level of education. As Nelson (2009) points out, parents with good educational background usually see higher value in education, and hence, the expectation they have toward their children in academic field.

Several researchers on the gender differences regarding social media usage often come to conclusion that the amount of time spent online between male and female counterparts is not different; it is fairly the same (Bonds-Raacke & Raacke, 2008). However, the purpose of usage is a different matter. While boys are generally attracted to social media because of the existence of video and computer games (Lin & Subrahmanyam, 2007), girls are mostly occupied with online chatting and music (Giles & Price, 2008). These claims suggest that the difference in way of using social media between male and female student, then, could be there; and consequently, the differences need to be examined to see whether the different purposes of using affect academic performance in different ways.

This research aims to examine whether time spent on social media is actually the main predictor to academic performance. Nevertheless; as discussed, there are also other factors which could affect the academic outcome of students, apart from social media. So, if one were going to

engage in the research between social media and academic performance, other constraints must also be taken into account. This, then, is what distinguishes this research from several of others; this research considers extensively other possible factors which may also influence academic outcome of students as well; for instance, various social media purposes may affect academic outcome differently. Moreover, this research specifically focuses on Thai university students. There is limited scholarly and statistical knowledge of the effects of social media on Thai students, and this paper's goal is to fill what is lacking and contribute to the studies on social media effects on Thai students.

#### **IV Methodology**

Since this paper is based on empirical data analysis, in which the data is obtained and examined to study the effect of social media on academic performance, constructed survey is used as a tool to gather raw information. Then, raw data is initially analyzed through multiple linear regression models using Ordinary Least Square (OLS) regression analysis. This technique is chosen due to its effective capability to predict the effect of several explanatory variables on a dependent variable. As in the research of Lau (2017) and Lavy & Sand (2014), the use of regression analysis turned out to be valid in examining the relationship between social media and academic performance. After the data is analyzed by OLS, it is interpreted afterward to testify the established hypotheses.

##### ***i. Participants***

The sample data is the 269 respondents of the randomly distributed survey, which consists initially of 283 acquired surveys from 480 full-time undergraduate B.E. students in Thammasat University in semester 2 of academic year 2017; 14 of the surveys were not completed, and therefore, not usable.

## ***ii. Procedure***

The data was collected via the constructed 48 paper-base questionnaires, accompanied with 221 online questionnaire for respondents' convenience, which contain 25 items, divided into three sections; Section 1; is for the collection of demographic information, level of education, the student's self-report of current GPAX and high school GPAX, background information of student's mother's and father's educational degree completion, Section 2; is for the collection of the students' behavior on social media usage and learning, Section 3; consists of questions regarding students opinions toward factors affecting academic performance.

## ***iii. Model Specification***

With all the stated hypotheses and factors considered, the following multiple linear regression model is adopted to evaluate relationships between the interested variables (predictors) and the dependent variable. The initial regression model is the following:

$$Y_i = \beta_0 + \beta_1 \cdot (\text{female}) + \beta_2 \cdot (\text{hs\_gpax}) + \beta_3 \cdot (\text{edu\_dad}) + \beta_4 \cdot (\text{edu\_mom}) + \beta_5 \cdot (\text{time\_sm}) + \beta_6 \cdot (\text{time\_smedu}) + \beta_7 \cdot (\text{time\_edu}) + \beta_8 \cdot (\text{time\_eduexam}) + \epsilon_i ;$$

where  $Y_i$  denotes the academic performance (GPAX or accumulated grade point average) of student  $i$ . Initially, there are a total of 8 variables selected as predictors for students' academic performance. The coefficient of interested predictors are  $\beta_n$ , which capture the effect of each explanatory variables on the dependent variable. With randomly distributed surveys, students of both male and female are randomly selected; ***female*** being a dummy variable, as it is also of importance to testify whether gender difference has an effect on the result or not. The model also includes the effect from the student's own academic inclination, which is reflected by his or her academic performance background, in this case adopting ***hs\_gpax*** (high school's cumulative GPAX). Other student characteristics included in the model are ***edu\_dad*** and ***edu\_mom***, which are father's and mother's years studying. Apart from that there are also variables regarding time, which are ***time\_sm***,

*time\_smedu*, *time\_edu*, and *time\_eduexam*; the core variables for this research being *time\_sm* and *time\_smedu*, which mean student's time spent on social media daily for general and time spent on social media daily for academic purposes, respectively. Rather than including the effect of social media use, controlling student's own attentiveness on academic activities might help enhance the estimated effects on academic performance more efficiently because although a student may spend much time on social media, he or she may also spend time on academic activities, which could affect student's academic output positively. Therefore, *time\_edu*, and *time\_eduexam* are included, which represent time spent daily on academic activities before and during exam period.

There are also two more models, which are used to inspect other hypotheses. In the second specification, more dummy variables are included; *communicate*, *update*, *news*, *edu*, *star*, and *shopping*, to see which type of social media usage purpose correlate with student's academic outcome.

Lastly, the third specification, excluding social media usage purposes dummy variables, the interaction effect of time spent on social media and academic activities on student's GPAX are included, male and female separately. As cited by many research on gender-specific social networking behavior, there exists a significant distinction between gender (Brett & Stroh, 1997; Ferret & Dougherty, 2004). Consequently, variables included in the model are, *female x time\_sm*, *female x time\_smedu*, *female x time\_edu*, and *female x time\_eduexam*.

## **VI Basic Data Analysis & Result**

### ***i. Data and other Basic Information of the Variables***

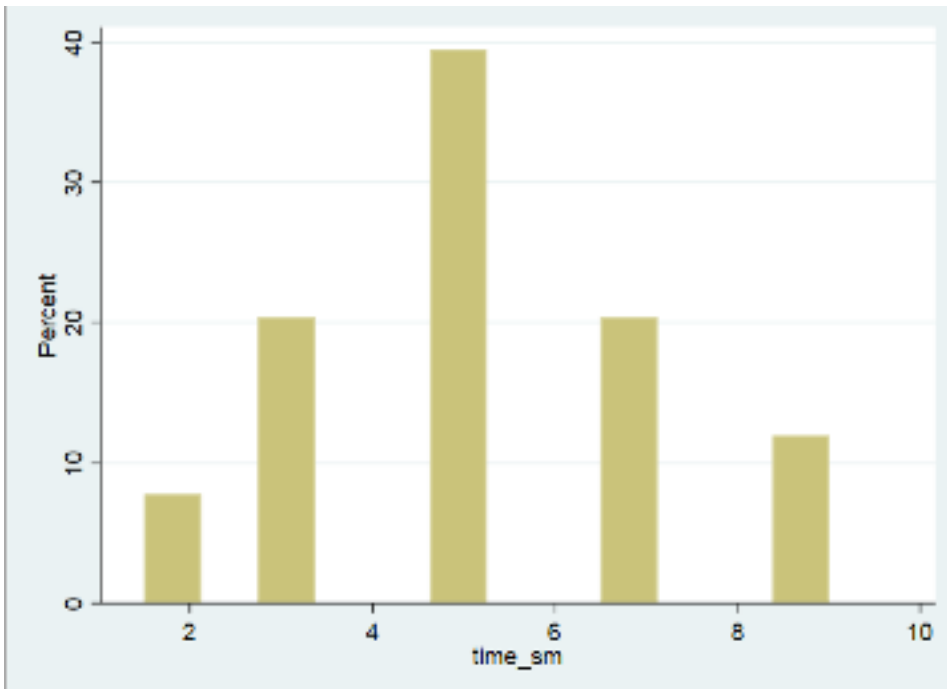
The analysis is done based on the acquired data from the respondent. Table1 contains descriptive statistics. Of all the samples acquired, around 62% counts for female respondents, and 38% is of male counterparts. The average current university GPA of the respondents are roughly

3.05 which is lower than the average of their high school GPA, being around 3.4. As for parents' educational background, the average education taken by respondents' father is 16.2 years, and 15.7 years for respondents' mother. For the purposes of usage of social media, communication ranks at number one with 94% of the sample population admitted to frequent usage. Then follows the usage for obtaining news, updating status and picture, usage for academic purposes, usage for following popular figures, and shopping with 81%, 62%, 56%, 47%, and 47% respectively.

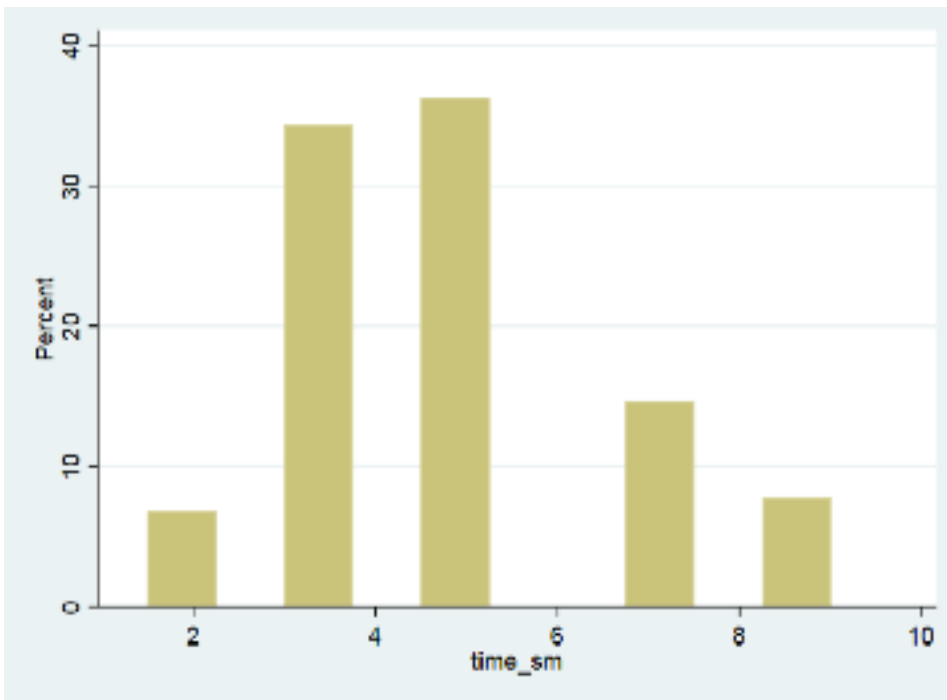
**Table 1: Definition and descriptive statistics of dependent and independent variables.**

Variable	Definition	Mean	Std. Dev.	Min	Max
gpax	University's cumulative grade point average	3.056	0.466	0	4
hs_gpax	High school's cumulative grade point average	3.428	0.41	2.25	4
female	Gender (1:female, 0:otherwise)	0.621	0.486	0	1
edu_dad	Father's educational level (years of studying)	16.23	3.123	9	24
edu_mom	Mother's educational level (years of studying)	15.736	2.842	9	24
communicate	Social media use for communication (1:active user, 0:otherwise)	0.944	0.23	0	1
update	Social media use for updating status and pictures (1:active user, 0:otherwise)	0.621	0.486	0	1
edu	Social media use for academic purposes (1:active user, 0:otherwise)	0.569	0.496	0	1
news	Social media use for news (1:active user, 0:otherwise)	0.81	0.393	0	1
star	Social media use for following celebrities (1:active user, 0:otherwise)	0.472	0.5	0	1
shopping	Social media use for shopping and business purposes (1:active user, 0:otherwise)	0.466	0.5	0	1
time_sm	Time spent on social media for leisure (hours per day)	5.007	2.085	1.5	9
time_smedu	Time spent on social media for academic performance and news purposes (hours per day)	1.827	1.229	0.5	9
time_edu	Time spent on learning and reviewing (hours per day)	0.946	1.083	0.25	9
time_eduexam	Time spent on learning and reviewing during exam period (hours per day)	4.564	2.07	0.25	9

**Figure1 : Female students' time spent on social media daily on average**



**Figure2 : Male students' time spent on social media daily on average**



According to Figure1, 39.52% of 167 female students spend at least five hours on social media daily while it is 36.27% of 102 male students, as shown in Figure2. Therefore, there is no significant difference on time spent between the two genders in the matter of social media usage.

*ii. Regression Result*

**Table 2: Regression Result**

VARIABLES	(1) gpax	(2) gpax	(3) gpax
female	0.129** (0.0549)	0.112* (0.0580)	0.0389 (0.162)
hs_gpax	0.415*** (0.0622)	0.409*** (0.0637)	0.416*** (0.0623)
edu_dad	-0.000535 (0.00858)	-0.00168 (0.00878)	-0.000472 (0.00855)
edu_mom	-0.0105 (0.00808)	-0.0107 (0.00841)	-0.0102 (0.00824)
time_sm	-0.0295*** (0.0109)	-0.0346*** (0.0117)	-0.0510*** (0.0161)
time_smedu	0.0436** (0.0189)	0.0456** (0.0193)	0.0674** (0.0338)
time_edu	0.0127 (0.0243)	0.00992 (0.0246)	0.0160 (0.0350)
time_eduexam	0.0107 (0.0118)	0.00953 (0.0120)	0.00942 (0.0217)
communicate		-0.00638 (0.0955)	
update		0.00807 (0.0540)	
news		-0.0782 (0.0631)	
edu		0.0363 (0.0666)	
star		0.0293 (0.0627)	
shopping		0.0538 (0.0584)	
femalextime_sm			0.0327 (0.0215)
femalextime_smedu			-0.0344 (0.0403)
femalextime_edu			-0.00574 (0.0475)
femalextime_eduexam			-0.000853 (0.0260)
Constant	1.733*** (0.244)	1.821*** (0.263)	1.788*** (0.261)
Observations	269	269	269
R-squared	0.217	0.226	0.222

Robust standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

In Table 2, the calculated estimations of the effect of social media and other factors, which may impact the students' academic outcome, are reported as results by each model, separated into columns.

### **Model I (Column 1)**

Model I involves 8 variables, and of those, 4 are the significant ones: *female*, *hs\_gpax*, *time\_sm*, and *time\_smedu*.

As shown by the value of R-square, a measure of the overall fit of the model, the variables are able to explain 21.7% of variation in the students' academic performance. The result implies that the degree of influence of students' sex, the time spent on social media, the time spent on social media for educational purposes, as well as high school GPAX are fairly evident. Consequently, the result of what is significant and what is not can be used to determine whether the established hypotheses are true or false. Hypothesis 1 and 3 are testified by this model.

Hypothesis 1 states that *Social media use for unrelated-academic purposes correlates negatively to academic performance*. As it appears, the result supports the hypothesis. In regard to current students' GPAX, the regression analysis shows that *time\_sm* has a negative correlation ( $p < 0.01$ ); meaning, the more time a student spends on social media for, per say, entertainment, or for other non-academic purposes, the GPAX he or she may have, is worsened by 0.0295 points on average. The finding of Karpinski (as cited in Mensah & Nizam, 2016), which claim that the less time student spend online the better the tendency for higher academic achievement, is then confirmed. This, as well proves the research which see no correlation between time spent on social media and grades incorrect. As to the significance of other variables, more interpretation can also be made. Firstly, *hs\_gpax* appears to be positively correlated with current GPA ( $p < 0.01$ ). This is particularly expected as current GPAX could be responsible by students' own academic inclination

as well. Although not a part of the established hypotheses, the result implies that students with good academic history tend to do well in university, which is considerably logical and true. As for *time\_smedu*, it is interpretable that the more the student makes use of social media for educational purposes, the better the academic performance ( $p < 0.05$ ) by 0.0436 points on average. Not only time spent on social media for non-academic purposes is influential upon students' grade, but also the usage of social media for educational purposes also affect students' grade. Lastly, female variable implies that the average current grades difference between female and male students is 0.129 points more on average; meaning that the female counterpart do better academically on average ( $p < 0.05$ ); (This does not mean that female students are less affected by social media; it will be analyzed later in the interpretation of Model III)

The other hypothesis examined through Model 1 is Hypothesis 3, which states that *Academic background of parents does not affect academic outcome of students*. This appears to be true, according to the analysis. Of all the variables which appear significant, *edu\_dad* and *edu\_mom* are not among them. As this is the case, the established hypothesis 3 is debunked and a number of previous researchers are also proven incorrect. As stated by Sánchez et al. (2006), Behnke et al. (2004), as well as Nelson (2009), all see the parents' educational background as a major determining factor of high academic performance, the more years of education parents have had, the more the tendency of students getting better grade. In the case of Thammasat University B.E. Students however, educational background of parents does not predict a better student's academic performance, hence, the hypothesis is proven untrue.

## **Model II (Column 2)**

In order to testify Hypothesis 2, which states that *Social media use for academic purposes correlates positively to academic performance*, the purposes of student's social media use dummy variables are added in Model II to analyze how each type of social media usage purpose affects

students' grades. Dummy variables additionally included are *communicate*, *update*, *news*, *edu*, *star*, and *shopping*. The results of the regression analysis, again, appear to be roughly similar as in Model 1; having the significant variables being *female*, *hs\_gpax*, *time\_sm*, and *time\_smedu*. On the other hand, none of the added variables; *communicate*, *update*, *news*, *edu*, *star*, and *shopping*, appears to be significant.

For Hypothesis 2, two variables need to be taken into consideration: *time\_smedu* and *edu*, where the former is significant and the latter is not, suggesting that according to the analysis, Hypothesis 2 is not entirely correct or at all incorrect. This means the matter that students do use social media for educational purpose alone (*edu*) is not predictive of better academic outcome. Rather, the increase in grade comes with the matter of degree of usage (*time\_smedu*). It may be interpreted that regular usage of social media for educational purpose is not enough to affect academic performance positively, and only highly often usage can help improve students' grade ( $p < 0.05$ ). The similar measure and interpretation could also be applied to Hypothesis 4.

The second analysis for Model 2 is Hypothesis 4, which states that *The different non-academic purposes of social media usage affect academic performance in a different degree*. Because of the result of regression analysis, the statement is proven false. Given that none of the added variables, which concerns the aforementioned purposes of social media usage (*communicate*, *update*, *news*, *star*, and *shopping* \*excluding *edu* as it has already been discussed) is significant, one can conclude that a.) no particular purpose affects academic performance more than the other, and b.) no particular purpose is significant toward academic performance at all. Hypothesis 4 is proven inaccurate; there is no difference in the degree of the effect of each purposes, as all of the variables resulted as insignificant.

However, with the significance of the variable *time\_sm* ( $p < 0.01$ ), it can be implied that it is not the matter of purposes which alter academic outcome of students, but rather the degree of usage; in this case, time spent on social media for non-academic purposes. This signifies the effects of

time, that it does not matter for what particular purpose a student may spend time on social media for, as 'all' of the respondents answered that they have more than just one in particular. The lower academic outcome of students interpretably, is responsible by extensive time spent on social media, not for one particular purpose, but many in combination. It can be implied that a student tend to get lower grade by 0.0346 points on average, if he or she spends more time online, regardless of what purposes he or she might have, although, as the same with the analysis of Hypothesis 2, the degree of usage must exceed normal regular usage. This interpretation is much aligned with Hypothesis 1 in the analysis of Model 1.

### **Model III (Column 3)**

Hypothesis 5 states that *Male and female use social media differently in terms of time; and therefore, affects academic performance differently.* To examine the interaction effect of gender and social media use, gender-specific effect of time spent on social media and academic activities need to be testified. In Model III, as cited by R-square, the variables explain 22.2% of the variation in the students' GPA. There are four additional interaction variables, *female x time\_sm*, *female x time\_smedu*, *female x time\_edu*, and *female x time\_eduexam*.

From the regression results in column (3), there is no support of such hypothesis. The result from *female x time\_sm* shows no evidence of the interaction effect of time spent on social media on students' grades among genders, meaning that male and female students do not seem to use the social media differently; and hence, the interaction effect on gender and time spent on social media cannot significantly explain students' academic performance. In a similar manner, with the rest of the additional interaction variables, *female x time\_smedu*, *female x time\_edu*, and *female x time\_eduexam*, which represent the interaction effect of gender, can be concluded that they cannot significantly explain students' GPAX. Male and female students seem to use and spend their time

on social media and academic activities in a parallel pattern; therefore, Hypothesis 5 is proven incorrect. As to the other two significant variables: *time\_sm*, and *time\_smedu*, the same cases as in Model 1 and Model 2 apply. All in all, it can be interpreted that male and female students not only use social media in a similar degree, both are affected in the same way; coinciding with the previous analyses of Model 1 and Model 2.

## **VII Conclusion**

In the world where internet is ever-growing, social media has inevitably become a part of most people's lives, and as presented, the particular age group who use social media most extensively is mainly between high-school age and age of students in Bachelor degree. With this reason, it is of importance to examine whether social media could be a major factor in the changes of students' academic performance or not. There have been much debate if social media is really influential or if the claim is false. This research, then, aim to discover the reality, in the case of Thai students, in which the scholarly and academic papers are limited. Unlike previous studies, this research includes extensive possible predictors for students' GPAX; for instance, multiple social media usage purposes both academic-related and non-academic.

This research examines social media through five hypotheses to fulfill research objectives. With these hypotheses the study revolves around, answers to research questions arises.

In agreement with previous research that testifies the impact of unrelated-academic use of social media on students' grades, the results observed by regression analysis confirm that the more time a student spends on social media, the worse GPAX he or she may have. As for the social media usage for academic purposes, it can be stated that there is a correlation, however the degree of usage needs to be considerably extensive; the more time spent, the better the academic performance.

On the other hand, no particular non-academic purposes of social media usage is proved to significantly influence students' educational attainment. Results of regression analysis also points out that male and female students do not generally use social media differently in term of time and frequency and; henceforth, academic performance of both genders are affected negatively by time spent on social media in the similar degree. As in the matter of parental education, which several researchers claimed to be considerably predictive of how well students do academically, there exists no correlation. The more years of education parents have do not predict better academic outputs.

Conclusively, social media does impact positively and negatively on academic performance, in relation with the extent of time spent. Social media use for academic purpose improves cumulative grade, while can be hindered if used for leisure and entertainment.

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## Appendix

### ส่วนที่ 1 ข้อมูลทั่วไป

คำชี้แจง โปรดเลือก หรือเติมข้อความตามข้อเท็จจริง

- เพศ  ชาย  หญิง
- กำลังศึกษาอยู่ในระดับชั้น  
 ชั้นปีที่ 1  ชั้นปีที่ 2  ชั้นปีที่ 3  ชั้นปีที่ 4
- เกรดเฉลี่ยสะสมมัธยมปลาย  
\_\_\_\_\_
- เกรดเฉลี่ยสะสมปัจจุบัน  
\_\_\_\_\_
- วุฒิการศึกษาของบิดา  
 มัธยมศึกษาตอนต้น  มัธยมศึกษาตอนปลาย  ปริญญาตรี  
 ปริญญาโท  สูงกว่าปริญญาโท  ไม่ทราบ
- วุฒิการศึกษาของมารดา  
 มัธยมศึกษาตอนต้น  มัธยมศึกษาตอนปลาย  ปริญญาตรี  
 ปริญญาโท  สูงกว่าปริญญาโท  ไม่ทราบ
- \*กรุณาข้ามไปส่วนที่ 2 หากตอบข้อ 5 หรือ 6 แล้ว\*  
วุฒิการศึกษาของผู้ปกครอง กรณีที่บิดา หรือมารดาไม่ได้เป็นผู้เลี้ยงดู  
 มัธยมศึกษาตอนต้น  มัธยมศึกษาตอนปลาย  ปริญญาตรี  
 ปริญญาโท  สูงกว่าปริญญาโท  ไม่ทราบ

### ส่วนที่ 2 พฤติกรรมการใช้ Social Media

1. คุณเป็นสมาชิกของ Social Media ใดบ้าง (ตอบได้มากกว่า 1 ข้อ)

- Facebook  Twitter  Instagram  
 Line  Youtube  อื่นๆ (โปรดระบุ) \_\_\_\_\_

2. กิจกรรมที่ทำเป็นประจำเมื่อใช้ Social Media (ตอบได้มากกว่า 1 ข้อ)

- ติดต่อสื่อสาร       อัปเดตสถานะ/รูปภาพ      ค้นหาข้อมูลเพื่อการศึกษา  
 ติดตามข่าวสารทั่วไป       ติดตามดารา/ศิลปิน       ช้อปปิ้ง/ค้าขาย  
 อื่นๆ (โปรดระบุ) \_\_\_\_\_

3. ระยะเวลาในการใช้ Social Media เพื่อกิจกรรมที่ไม่เกี่ยวข้องกับการศึกษาในแต่ละวันโดยเฉลี่ย

- น้อยกว่า 1 ชั่วโมง       1 - 2 ชั่วโมง       2 - 4 ชั่วโมง  
 4 - 6 ชั่วโมง       6 - 8 ชั่วโมง       มากกว่า 8 ชั่วโมง

4. ระยะเวลาในการใช้ Social Media เพื่อการศึกษา หรือข่าวสารในแต่ละวันโดยเฉลี่ย

- น้อยกว่า 1 ชั่วโมง       1 - 2 ชั่วโมง       2 - 4 ชั่วโมง  
 4 - 6 ชั่วโมง       6 - 8 ชั่วโมง       มากกว่า 8 ชั่วโมง

5. ระยะเวลาในการอ่านหนังสือ

- น้อยกว่า 30 นาที       30 - 1 ชั่วโมง       มากกว่า 6 ชั่วโมง  
 2 - 4 ชั่วโมง       4 - 6 ชั่วโมง       1- 2 ชั่วโมง

6. ระยะเวลาในการอ่านหนังสือ

- น้อยกว่า 30 นาที       30 - 1 ชั่วโมง       มากกว่า 6 ชั่วโมง  
 2 - 4 ชั่วโมง       4 - 6 ชั่วโมง

### ส่วนที่ 3 ปัจจัยที่มีผลต่อผลการเรียน

คำชี้แจง โปรดทำเครื่องหมายถูกต้อง ในช่องที่ตรงกับระดับความคิดเห็นของท่าน

ข้อ	รายการ	เห็นด้วย	เห็นด้วย	ไม่เห็น	ไม่เห็น
		มากที่สุด (3)	(2)	ด้วย (1)	ด้วยมากที่สุด (0)
1	ฉันมักใช้ Social Media เป็นสื่อในการแลกเปลี่ยนความรู้ ซึ่งอาจส่งผลต่อผลการเรียน				
2	ฉันมักใช้เวลาว่างส่วนใหญ่ไปกับการใช้ Social Media				
3	ฉันมักใช้เวลาบน Social Media มากกว่าการอ่านหนังสือ ทบทวนบทเรียน				
4	ฉันมักใช้ Social Media จนลืมเวลา เช่น ลืมเวลาทำการบ้าน				

ข้อ	รายการ	เห็นด้วยมากที่สุด (3)	เห็นด้วย (2)	ไม่เห็นด้วย (1)	ไม่เห็นด้วยมากที่สุด (0)
5	คนรอบตัวของฉันมักบอกว่าฉันติด Social Media				
6	ฉันคิดว่าการติด Social Media อาจส่งผลเสียต่อผลการเรียน				
7	ฉันใช้ Social Media น้อยลงตามอายุที่มากขึ้น				
8	ฉันคิดว่าการใช้ Social Media เพื่อความบันเทิง อาจส่งผลเสียต่อผลการเรียน				
9	ฉันคิดว่านักเรียนหญิง และชายมักใช้ Social Media เพื่อจุดประสงค์ที่แตกต่างกัน				
10	ฉันคิดว่าพื้นที่หลังการศึกษาของผู้ปกครองมีผลกระทบต่อผลการเรียน				
11	ฉันคิดว่าการใช้ Social Media เพื่อการศึกษาและข่าวสาร เช่น ใช้ Facebook หาข้อมูลข่าวสารด้านเศรษฐกิจ อาจส่งผลดีต่อผลการเรียน				
12	ฉันไม่คิดว่าจุดประสงค์หลักของ Social Media คือ สื่อเพื่อการศึกษา				

