The Impact of Social Media on Students' Academic Performance: A Case Study at the University of Jordan

أثر وسائل التواصل الاجتماعي على الأداء الأكاديمي للطلبة: مؤشرات من الجامعة الاردنية

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ABSTRACT

There is no doubt that social media continues to influence the communication setting of our modern world, and it continues to contribute to and influence the academic lives of the students across the globe. The aim of this study is to survey the impact of using social media on the academic performance of Business College's Students at the University of Jordan. Four independent variables were selected including: The duration of use, the nature of use, the number of social media outlets used and the appropriateness of use. A sample of 235 students was randomly selected and analyzed using SPSS. The data were quantified using descriptive means and then analyzed using regression analysis. The findings of this research have provided a strong statistical evidence that social media indeed tends to positively impact student GPAs, with duration of use and appropriateness of use as the most influencing factors.

الملخص

مع تزايد تأثير وسائل التواصل الاجتماعي على بيئة الاتصال في عالمنا الحديث، فقد تعرضت الحياة الأكاديمية للطلاب في جميع أنحاء العالم لهذا التأثير. يهدف هذا البحث الى دراسة تأثير استخدام وسائل التواصل الاجتماعي على الأداء الأكاديمي لطلاب كلية الاعمال في الجامعة الأردنية، حيث تم اختيار أربعة متغيرات مستقلة كعوامل محتملة وهي فترة الاستخدام، وطبيعة الاستخدام، وعدد وسائل التواصل الاجتماعي المستخدمة وملاءمة الاستخدام. استخدمت الدراسة عينة عشوائية من 235 طالب وتم تحليلها باستخدام برنامج التحليل الاحصائي SPSS. كما تم استخراج البيانات الوصفية ومن ثم تحليل البيانات باستخدام تحليل الانحدار البسيط والمتعدد. تقدم نتائج هذا البحث دليلًا إحصائيًا قويًا على أن وسائل التواصل الاجتماعي تميل بالفعل إلى التأثير الايجابي على الأداء الاكاديمي للطلبة، حيث أظهرت النتائج ان فترة الاستخدام و مدى ملاءمة الاستخدام كانت الأكثر تأثيرا.

1. Introduction

Over of the past decade, the use of social media platforms has become one of the most important means of communication across the globe. The rise of social networking has made it so virtual that anyone can instantaneously share information, files, and ideas, regardless of distance (Asur & Huberman, 2010).

The term "social" in social networking simply stems from the fact that users are now able to communicate with each other in a much easier and more accessible manner than ever before — especially with the exponential rates of growth of digital technology (such as smart phones and tablets) in recent years. Needless to say that social networks have become an integral part of people's daily lives (Asur & Huberman, 2010).

At first glance, it may seem that spending hours on social media websites may seem like an entire waste of time, however, it could also be said that social media can help people develop important knowledge and skills, as it provides instant access to valuable information. Currently, technology and social media in particular are accessible for almost every student who can benefit from various social platforms and utilize them in their academic achievements (Kauser & Awan, 2019). According to Shambare et al. (2012), (2012) social media platforms have multiple effects on students' lives and could enhance their academic performance. Others like Wentworth, & Middleton (2014) pointed that students' addiction on social media usage leads to negative consequences on their academic performance.

However, the question here is whether the pros of social media availability exceed the cons. Students can be easily distracted by social media outlets, but they would still have a chance to utilize these outlets to their benefit.

Currently, University of Jordan is emphasizing the use of information technology, social media platforms as well as mobile applications to facilitate the interaction with students (Maqableh et al., 2015). The findings of their study revealed that the use of social media platforms has played a vital role in improving the academic performance of students.

The aim of this research is to investigate how social media platforms in general impact the overall academic life and performance of Business College students at the University of Jordan (UJ). This paper will investigate this impact by cross-examining some student-reported factors with their academic performance (measured through their GPA).

1.1 Statement of the Problem

Nowadays, new technology in its various aspects is the main interest of the young people, particularly students of schools and universities. Most of their daily life activities either academic or non-academic are in one way or another rely on new technologies including social media platforms. Several studies have investigated the influence of using SNS on the academic

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performance of students. However, the results varied. The majority of these studies showed a positive influence of using SNS's social media platforms on students' academic achievement (Queder & Abousaber, 2018; Amin et al., 2016).

The purpose of this study is to assess the impact that social media platforms have on the overall academic life and performance of the Business College students in the University of Jordan. This includes examining which social media platforms the students are most familiar with, how students are currently utilizing social media resources, and how social media could possibly become more suitable and appealing for students to utilize and take advantage of.

1.2 Research Significance

The importance of this field of research steps out from understanding how social media influences students' learning behaviors and habits. This understanding could help researchers, educators, student affair practitioners, and students of the course, better focus their attitudes towards using social media. In addition, it will be of great interest to university administration to incorporate social media into their academic system as part of the process of improving the quality of education system, specially that students these days are very attached to technological tools which could be employed as an integral part with traditional education.

1.3 Research Hypotheses

This research paper primarily suggests the following hypotheses:

- **H01:** There is no significant impact resulting from the duration of use of social networks on students' academic performance at level of significant $\alpha = 0.05$.
- **H02:** There is no significant impact resulting from the nature of use on students' academic performance at level of significant $\alpha = 0.05$.
- **H03:** There is no significant impact resulting from the number of outlets on students' academic performance at level of significant $\alpha = 0.05$.
- **H04:** There is no significant impact resulting from the appropriateness of use on students' academic performance at level of significant $\alpha = 0.05$.
- **H05:** There is no significant impact resulting from use of social media on students' academic performance at level of significant $\alpha = 0.05$.

2. Literature Review

2.1 Social Media and Students

Selwyn (2012) loosely defines the term "social media" as a means that enables users to communicate and interact with one another, as well as to create, edit and share various forms of new content, as well as sort, label and recommend old content.

The use of social media platforms like Facebook and Twitter has been a global norm for quite some time now. At first, the use of social media was reserved only for the "computer-literate", which has since become the standard of communications around the globe, for students and non-students alike. According to Ellison et al. (2007), the vast majority of youth (and students in particular) have especially recognized and adopted social media outlets as their primary method of contacting peers and showcasing their online personas. "Social media have become an almost indispensable part of daily life, particularly among university students, who are generally heavy social media users" (Lau, 2017, p.286). Mahdi (2019) argued that this extensive use could attributed to the availability of internet access among students at both homes and colleges.

Various online services are commonly identified as social media, the most common of those include blogs and online journals, wikis, social bookmarking, social networking sites, and status update services. All of these services have been found associated with an increased likelihood that students will rely on them to juggle daily activities and tasks (Subrahmanyam & Smahel, 2011) Lavy & Sand (2018) found that social networking sites generally positively impact a person's non- cognitive behavior, typically resulting in social and overall happiness in the use, which could potentially lead to students favoring educating themselves via use of these outlets, leading to a better academic life.

2.2 Utilizing Social Media for Academic Purposes

During the last decade social media have been increasingly being used for academic purpose.

They played a positive role in enhancing the quality of learning as well as improving students' performance as it allows interaction, communication and sharing of knowledge among students (Qi & Chau, 2018).

An aspect that should incentivize academics to take advantage of social media is the availability of constantly updated student profiles that could help academics discover more about the students they teach than they ever could under traditional settings; helping academics personalize their curriculum materials based on these student profiles (Griffith & Liyanage, 2008, Oradini & Saunders, 2008).

Social media outlets generally focus on bringing people who share common interests and activities together. This, in and of itself, gives educationalists a well-facilitated medium in which they can make collaborative learning happen.

For instance, Gray et al. (2010) showed that academic instructors often reported that simply employing online resources and technology encouraged students to discuss class materials beyond the regular school setting.

This is especially the case for students at higher educational levels, such as undergraduates and postgraduates. These students are much more likely to explore opportunities provided by the internet on their own, and it certainly would incentivize them more if the resources they seek are easily provided by their academic instructors.

Rosen & Nelson (2008) provided a sample of college students with a blogging service to aid with their academic performance, and they found that it significantly improved their academic engagement and made them more likely to discuss class contents outside of school.

Andreas et al. (2010) showed that students at higher learning levels often resolve any personal academic issues they have, by using online resources such as social networking sites.

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Boateng & Amankwaa (2016) conducted various comprehensive qualitative interviews with 10 students that lasted over the course of two weeks. Their findings support the idea that students at higher educational levels typically use social media in such a way that contributes a significant quota to their academic lives, making it a good tool to be used by academics to encourage students to perform better in their courses.

2.3 Social Media Effects on Academic Performance

There isn't a general consensus in research literature on the matter of whether social media have a positive or negative impact on the academic performance of an individual.

For instance, some of the available literature (Khan, 2009, Karpinski & Duberstein, 2009, Englander et al., 2010, Karpinski et al., 2013 Al-Menayes, 2015) have reported generally negative impacts on student performance directly due to social media use, Facebook in particular. They found that those users were less devoted to their studies in comparison to other students, with their GPA suffering as a result. Uzun & Kilis (2019) conducted a cross-sectional survey to discover the association between social media and technology usage among university students and their academic performance. The findings revealed that a weak significant negative association exists between academic performance, technology and media usage and multitasking preferences. This indicates that the heavy use of social media and technology is related to a higher level of multitasking and consequently a lower level of academic performance. Similarly, Habes et al. (2018, p.12) stated that "a large number of university students are using social media with more focus on Facebook, which in turn negatively affect their academic results".

Other studies like (Hargattai & Hsieh, 2010, Ahmed & Qazi, 2011) reported that they found no significant relationship whatsoever between social media use and impact on students' academic performance. Other studies reported a dual impact of social network use on academic performance, and it is a necessity to approach students' use of social networks (Talaue et al., 2018).

On the other hand, plenty of recent studies show the exact opposite effect in some students; whose GPA improves because of proper educational social media use. Samad et al. (2018) conducted a study on female students at a major research university in Malaysia and reported a positive significant association between social presence, students' social well-being and their academic performance. Similarly, Mensah & Nizam (2016) collected data from 102 students and analyzed that data using mean and regression analysis. They found that several factors contribute to the effect of social media on students' academic performance, such as time appropriateness, people-friend connections, nature of use, and student health addictions. They argued that social media generally has a positive impact on students if they were expedited by their academic institution for educational purposes. Jha et al. (2016) found that social media outlets have a strong potential to influence the overall academic performance of students, should those students be willing to balance between their personal and academic use of those outlets.

Al-rahmi et al. (2017) investigated whether the use of social media outlets improved the academic performance of university students by means of collaborative learning with their fellow peers and lecturers. They concluded that social media facilitate a better academic experience with the majority of students if they can manage their time well.

Similarly, a study by Al-Taraweneh (2014) found that the use of social media, especially Facebook could improve the performance of high school students.

Unlike most previous studies, this study included an unexamined variable in previous work that may have an influence on students' academic performance. This variable is the number of social media outlets that students are engaged in. According to Doleck & Lajoie (2018) this variable has been overlooked by researchers.

3. Materials and Methods

3.1 Research Method

This research paper is deductive and quantitative in nature. The data for this paper were collected by means of survey questionnaires, selected on the basis that questionnaires are naturally the most suitable approach for this kind of research, since it is a research based on surveying and investigating the data sample's responses to obtain information about their personal social media usage.

Along with reporting and confirming each student's cumulative GPA, the questionnaire was based on a set of 16 questions regarding the four independent variables: the daily duration of use, the nature of social media use, the typical number of outlets used and the time appropriateness of social media use. SPSS was used to analyze the data based on regression analysis, by first examining the correlation between each independent variable and the dependent variable, and then building a multiple regression model to test the overall impact of the four variables on students' performance.

3.2 Research Sample

The random sampling method was used to distribute questionnaires to undergraduate and postgraduate students at the Business College. The population of this study consisted of all graduate and undergraduate students who have enrolled as regular students in Business College at the university since 2014/2015. According to the registration office, the total number of students in Business College is around 4500. Emory & Cooper (1991) suggested that a sample size of 5% of the population is suitable for probability sampling as random sampling. Therefore, the required sample size to be drawn from a population of 4500 is:

$$5\% * 4500 = 220$$

A total of 250 surveys were distributed and collected from the respondents, with 235 surveys accepted for analysis in this research, resulting in a final response rate of 94%. The excluded surveys were on the basis of contradictory answers placed in the questionnaire to root out arbitrary responders.

4. Results and Discussion

4.1 Demographic Profile

Table (1) presents the overall demographic profile of the students surveyed for the purposes of this study. The population sample

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was made up of 62.6% males and 39.4% females, averaging of an age 22, it is clear from the table that 60.0% of students were from the second- and third-year level.

Table(1): Respondents' Demographic Profile

Demographic Category	Classification	Frequency	Percent %
Gender	Male	147	62.6
	Female	88	37.4
	Total	235	100
Age	17-20 years	103	43.8
	21-24 years	114	48.5
	25-28 years	18	7.7
	Total	235	100
Academic Level	First year	29	12.3
	Second year	69	29.4
	Third year	72	30.6
	Fourth years	60	25.5
	Fifth and more years	5	10.3
	Total	235	100

To quantify how appropriately students utilized their time using social media, the students were asked to report how many hours they typically tend to use social media outlets during periods of examination (reported as the time appropriateness of use factor). This was done to measure the difference between regular use and use when students are under considerable strain to perform and achieve good academic results.

4.2 Validity and Reliability

The reliability was measured by Cronbach Alpha Coefficient that measures the internal consistency between the items. Cut-offs values for acceptable internal consistency were set to a value greater than 0.7 (Nunnally, 1978). In the current study, the value of Cronbach Alpha Coefficient for the independent variables was 0.736, which is considered acceptable. Validity refers to the degree to which a set of measures represent the construct. In this study, peer review was used to validate the measurement. A group of five professors have reviewed the measurement and based on their feedback some items have been cancelled or modified.

4.3 Hypothesis Testing

4.3.1 Results First Hypothesis:

H01: There is no significant impact resulting from the duration of use of social networks on students' academic performance at level of significant $\alpha = 0.05$.

In order to test this hypothesis, a simple linear regression used. A significance level of 0.05 was chosen, thus, a p-value less than or equal to this significance level will result in a rejection of the null hypothesis. The results for simple linear regression appear as in the following tables:

Table (2): Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.247	.061	.057	.46793

From table (2) it is clear that there is a positive relation between daily duration of use and academic performance since the correlation coefficient r = 0.247 with determination coefficient R^2 = 0.061 which means that 6.01% of variation in academic performance is explained by daily duration of use.

Table (3) ANOVA table for simple linear regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.313	1	3.313	15.130	.000b
	Residual	51.017	233	.219		
	Total	54.329	234			

The result of table (3) is significant since p-value = 0.000 which is less

than $\alpha = 0.05$ specified in the hypothesis. This means that there is statistically significant impact at level of significant $\alpha = 0.05$ of daily duration of use on students' academic achievement.

Table (4) coefficients for simple linear regression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.934	.068		42.845	.000
	Duration of use	.099	.025	.247	3.890	.000

Table (2) shows that use of daily duration of use is significant with p-value = 0.000, which means we can rewrite a simple linear model to explain the impact of daily duration of use on student academic achievement as follows:

$$GPA = 2.934 + 0.099 \text{ daily duration of use.}$$

4.3.2 Second Hypothesis:

H02: There is no significant impact resulting from the nature of use on students' academic performance at level of significant $\alpha = 0.05$.

The results for simple linear regression appear as in the following tables:

Table (5) Model Summary

Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate
1	.012a	.000	-.004-	.48284

From table (5) it is clear that there is a positive too week relation between nature of use and academic performance since the correlation coefficient r = 0.012 with determination coefficient R^2 = 0.00 which means that no variation in academic performance explained by nature of use

Table (6) ANOVA table for simple linear regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.008	1	.008	.034	.854b
	Residual	54.321	233	.233		
	Total	54.329	234			

The result of table (6) is not significant since p-value = 0.854 which is more than $\alpha = 0.05$ specified in the hypothesis. This means that there is no statistically significant impact at level of significant $\alpha = 0.05$ of nature use on students' academic achievement.

Table (7) coefficients for simple linear regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.713	.098		27.693	.000
	Nature of use	0.006	.032	.012	185	.854

Table (7) shows that nature of use is not significant with p-value = 0.854, which means we can't rewrite a simple linear model to explain the impact of the nature of use on student academic achievement because this factor is not significant.

4.3.3 Third hypothesis:

H03: There is no significant impact resulting from the number of outlets on students' academic performance at level of significant $\alpha = 0.05$.

In order to test this hypothesis a simple linear regression used. The results for simple linear regression appear as in the following tables

Table (8) Model Summary

Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate
1	.208a	.043	.039	.47232

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From table (8), it is clear that there is a positive relation between number of outlets and academic performance since the correlation coefficient r = 0.208 with determination coefficient R2 = 0.043 which means that 4.3% of variation in academic performance can be explained by number of outlets.

Table (9) ANOVA table for simple linear regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.350	1	2.350	10.533	.001b
	Residual	51.980	233	.223		
	Total	54.329	234			

This means that there is statistically significant impact at level of significant α = 0.05 of the number of outlets on students' academic performance.

Table (10) coefficients for simple linear regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.892	.068		42.559	.000
	Number of outlets	.068	.021	.208	3.245	.001

Table (10) shows that number of outlets used is significant with p-value = 0.001, which means we can rewrite a simple linear model to explain the impact of number of outlets us on student academic achievement because this factor is significant, then the model can be written as follows

$$GPA = 2.892 + 0.068 \text{ number of outlets.}$$

4.3.4 Fourth hypothesis:

H₀4: There is no significant impact resulting from the appropriateness of use on students' academic performance at level of significant α = 0.05.

In order to test this hypothesis a simple linear regression used. The results for simple linear regression appear as in the following tables

Table (11) Model Summary

Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate
1	.210a	.044	.040	.47207

From table (11) it is clear that there is a positive relation between appropriateness of use and academic performance since the correlation coefficient r = 210 with determination coefficient R^2 = 0.044 which means that 4.4% of variation in academic performance is explained by appropriateness of use

Table (12) ANOVA table for simple linear regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.406	1	2.406	10.797	.001b
	Residual	51.923	233	.223		
	Total	54.329	234			

The result of table (12) is significant since p-value = 0.001 which is less than α =0.05 specified in the hypothesis. This means that there is statistically significant impact at level of significant α = 0.05 appropriateness of use and students' academic achievement.

Table (13) coefficients for simple linear regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.836	.053		53.795	.000
	Appropriateness of use	.088	.027	.210	3.286	.001

Table (13) shows that appropriateness of use is significant with p-value = 0.001, which means we can rewrite a simple linear model to explain the impact of appropriateness of use on student academic achievement because this factor is significant, then the model can be written as follows GPA = 2.836 + 0.088

appropriateness of use.

4.3.5 Fifth Hypothesis (Multiple Regression):

H₀5: There is no significant impact resulting from use of social media on students' academic performance at level of significant α = 0.05.

In order to test this hypothesis , a simple linear regression was used. The results for simple linear regression appear as in the following tables

Table (14) Model Summary

Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate
1	.284a	.081	.065	.46594

From table (14) it is clear that there is a positive relation between social media use and academic performance since the multiple correlation coefficient r = 0.284 with determination coefficient R2 = 0.081 which means that 8.1% of variation in academic performance is explained by use of social media.

Table (15) ANOVA table for multiple regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.396	4	1.099	5.062	.001b
	Residual	49.934	230	.217		
	Total	54.329	234			

The result of table (15) is significant since p-value = 0.001 which is less than α =0.05 specified in the hypothesis. This means that there is statistically significant impact at level of significant α = 0.05 social media and students' academic achievement.

Table (16) coefficients for multiple regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.151	.142		22.267	.000
	Duration of use	.254	.092	.632	2.77	.006
	Nature of use	.013	.031	.026	.415	.679
	Number of outlets	.054	.033	.167	1.636	.103
	Appropriateness of use	.219	.106	.524	2.063	.040

Table (16) shows that a significant impact of duration of use with p-value = 0.006, and appropriateness of use with p-value = 0.04, which means we can rewrite a regression model with significant factor to explain the impact of social media use on student academic achievement, then the model can be written as follows

GPA = 3.151 + 0.254 duration of use + 0.219 appropriateness of use.

By looking at standardized beta, it is clear that the duration of use has more influence on academic achievement than appropriateness of use since standardized beta for duration of use = 0.632 which is greater than standardized beta for appropriateness of use = 0.524. but the other two factors, nature of use a number of outlets use, have non-significant factors because p-values are 0.679 and 0.103 which is greater than α = 0.05.

5. Discussion

This study aims to investigate the influence of social media platforms on academic performance of students of the Business College at University of Jordan (UJ). In order to achieve this goal, five hypotheses have been proposed. Regarding the first hypothesis concerning duration of use of social media, the result of simple regression analysis indicated that duration of use positively influences students' performance. These results match the findings of other studies (Lambić, 2016; Ainin et al., 2015; Drain et

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al., 2012). Whereas these results contradict the findings of Junco (2012) study which revealed a negative association between duration of use of social media and grades.

This result could be attributed to the fact that successful students usually spend more time studying by using all available means including social media to improve their academic performance. On the other hand, students with lower academic performance may actually spend a lot of time using social media, but this usage might be for nonacademic purposes.

The results of the second hypothesis test showed that the nature of use of social media is insignificant. This result contradicts the findings of previous work such as Mensah & Nizam (2016) who found a significant impact of nature of use of social media on students' academic performance. The reasons behind using social media diverse including academic and non-academic purposes such as sharing information, socializing, contacting friends, downloading music and videos...etc. according to Oye et al. (2012), the main reason for using social platforms among students is socializing activities rather than academic purposes.

For the third hypothesis that tests the impact of the number of outlets used on academic performance, a significant positive impact was found, this reveal that as the number of outlets increase, the academic performance increases accordingly. Unfortunately, no previous studies included this factor as a predictor of academic performance. Therefore, this result forms a first attempt that needs to be clarified in future work in different contexts. The justification for this result is similar to that of the first hypothesis, since as the number of outlets increase, new sources of information are created, this might help persistent students do better in their academic work.

The fourth hypothesis' results revealed a positive impact of appropriateness of use on students' academic performance. This result is consistent with a recent study by Kauser & Awan (2019) that revealed a positive impact of time appropriateness on Pakistani students' academic performance. This is because appropriateness of use plays an important role in determining the failure or success of students. Furthermore, acquiring the skills of time management, and proper selection of social platforms may contribute in improving their academic performance.

Hypothesis five tested the overall impact of using social media on students' academic performance by building a multiple regression model. The model revealed a significant influence of using social media on academic performance of Business College students at UJ. This result is consistent with the findings of Queder & Abousaber (2018). The most contributing factor in predicting academic performance was duration of use, followed by appropriateness of use; matching the results of other previous studies (Mensah & Nizam, 2016; Lambić,2016; Ainin et al, 2015). Whereas the results contradict the findings of the majority of previous work which either indicated a negative relationship between the use of social media and students' academic performance such as (Liu et al., 2017; Janković et al., 2015), those research where no significant relationship was found like Lau (2017), Rahman & Stephen (2016) and Rashid & Asghar (2016). Although that the number of outlets was significant when tested separately, it became insignificant in the general model, indicating that the influence of this variable was revoked due to the interactions with the other variables.

The findings of the current study reflect the fact that technology use in general and social media in particular affect many aspects of life including academic life of students. Most of universities students these days are growing up in an environment that enhances the use of technological means, thus utilizing social media in their academic work were expected. The degree to which this usage affect their performance is depending mainly on the student himself who can either take advantage of it, thus reflecting a positive impact on his performance, or misuse this opportunity by using it negatively and for nonacademic purposes.

6. Conclusions and Recommendations

The findings of this paper conclude that social media platforms in general have a statistically significant positive impact on students' academic performance of students of Business College at the University of Jordan. Based on the findings, social media could be classified as a useful learning aid. The most significant predictors were duration of use and appropriateness of use. When the variables were tested separately, three factors were found to be significant including duration of use, number of outlets and appropriateness of use. The fourth predictor nature of use was insignificant. This is likely because of the importance that personal time management plays in the overall attainment of a person's goals, where in students who display a good time management skills are less likely to find themselves too distracted by their online presence to focus on their academic achievement.

Future studies on this topic should focus on studying the implications of differences in time spent on social media during different relevant periods, such as when students are given academic breaks. Furthermore, there should be more research done on whether students who spend less time using social media outlets are prone to study more, or whether there is no direct correlation between the two.

Bio

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