

# Impact of Social Media on Higher Education System and Its Effect on Students in China

Robin David Carey

Lancashire School of Business and Enterprise, University of Central Lancashire, Preston,  
United Kingdom

Email: rcarey@uclan.ac.uk

---

## ABSTRACT

*This paper focused on identifying the present state of social media usage and its impact on higher education, in relation to its effect on students in China. Social networks and social media has gained much popularity all over the world in a very short span of time. In order to analyze the main impact of social media on the higher education system of China, this study undertook qualitative research method as an approach and made arguments with the help of past studies. The major findings of the study showed that social media plays a vital role in the lives of young individual which eventually is playing a stronger role in their academic lives.*

**Keywords:** China, Economic Growth, Education Sector, Social Media, Social networks.

## 1. INTRODUCTION

Social network, in principle was mainly used by young people as an "instrument" of communication and with the only purpose of making contact with other people of their interest [3]. Currently, with the notable expansion of social networks, some educational institutions have started to give attention to this new form of information dissemination among students. Whereas, certain individuals have now found some useful applications in education system [1]. The second generation of the World Wide Web (Web 2.0) includes a number of internet applications which allows one-to-one communication, interaction among users, and customer engagement.

The usage of social media as a part of marketing toolkit increase significantly by the higher education institutions, but very less is known regarding the

significance of using these social media channels in higher education marketing strategies [3]. The recognition of internet as a commercial platform has been identified universally, and its rapid increase in the adaptation of online marketing channels by the businesses at the cost of traditional ones [3]. The raising issue of using social media in higher education is its increasing role in changing the future of students by influencing their education system in the choice of study online or at campus. The aim of the study is to examine the present state of social media usage and its impact on higher education, in relation to its effect on students in China.

## 2. BACKGROUND

The main purpose of social media is to get closer and connected to one another. The users of social media are connected to each other despite of national boundaries, religion, or culture within the fields and across industries [24]. However, it has been strongly supported by social media to keep updated both the institutions and students with the emerging offers and needs by providing them more direct and easy form of social relation [1]. In today's society, technology allows many different ways for the students to stay aware and informed of offerings at their universities. With reference to the annual survey of Social Media Use by faculty of higher education done by Pearson Learning Solution, the usage of Social Media in the teaching has been progressed in 2012-2013 from 34% to 41 % [13]. It has been indicated by the same source that the interactive nature of online technologies has been created for better learning environments and the communication has been by the introduction of digital communication [26].

Social networks could generate new interactions among members of an educational community, such as facilitating sharing of information involving topics studied in the classroom, group study, dissemination of the most diverse information, sharing of resources (Documents, presentations, links, and videos). Moreover, by working together on a same project also strengthens the involvement of students and teachers and creates a channel of communication between them and other educational institutions [9]. Although, with the use of social networks as a platform for collaboration, the teacher will have the opportunity to verify aspects that are often difficult to identify in a classroom, such as the ability to write texts, improve writing development, research on a subject, the presentation of an opinion and the debate among the students.

Furthermore, the use of social networks as teaching platforms is an option for building the relationship between students and teachers [9]. For instance, teachers and students could use these social networking sites to exchange experiences, assessments, and content with learning information at all levels of study. Therefore, social networks have been used by teachers as a platform for exchanging information and communication [24]. It could be used in many different ways by educators, such as creating learning communities for the school, class, or discipline; share methodology, programs, information, and ideas with other teachers; and establish a moral and dynamic relationship among professionals of the area.

There are several applications that students find useful in education, for example, to share all information, consult notes and work results, participate in surveys, exam questions, clarification of doubts, class interest dates, case studies, task instructions, job drawing and delivery tips [27]. Moreover, other benefits that a social network created to work with education includes the following:

- Allows to centralize in one place all teaching activities, teachers and students of an educational institution
- Increase the sense of educational community for students and teachers because of the relationship produced by social networks
- Increased fluency and ease of communication between teachers and students and encourages greater participation of all students with teachers and students. It promotes students' motivation because their opinion is read by all.
- Improving the effectiveness of the practical use of Information and Communication Technologies

to act as a means of agglutinating people, resources and activities

- Facilitates the coordination and work of various learning groups (such as in the class, and group of students in a course), creating the appropriate groups
- Collaboration and connection with students in the educational institutions using the social network facilitate the transition of the student. It also helps the two groups to connect and collaborate with each other
- Facilitates communication and transmission of information between teachers and parents

These network relationships could help in adding value to educational institutions. A well-focused and managed virtual community could provide a link between the educational institution and the student and providing a platform for sharing their own views. The social network can also be a kind of "bridge" and channel of contact of the educational institution with companies and organizations [9]. Moreover, providing reference environment to the members of the educational institution that can assist them and guide them in carrying out professional and social activities, such as contact networks and employment relationships. However, establishing new relationship from the educational institution with its students already graduated employed or directing companies and organizations with which the educational institution intends to maintain relationship [31]. With these graduates, integrated with companies and organizations, the educational institution could have greater visibility. It could also help in positioning the purposes of academic research, collaborative research, and transfer of technologies and expansion of the social impact of the university.

Social networks could also be used as a platform for organizing and broadcasting events, including live event retransmission [31]. In addition to promoting specific events, some educational institutions use the tools to provide a place for the student community to engage and participate in the event that is taking place. Although, learning takes place especially outside of formal space, hence the importance of including such platforms within the virtual academic environment that completes the process of student training [31]. It is enough that the teaching institutions adapt the tools to the educational objectives of the virtual programs. Each social network has different functions available to the teaching institutions, which can test them gradually and evaluate the receptivity of the students and the influence of these tools in the teaching process.

### **2.1. Aim and Objectives**

The aim of this research paper is to examine the present state of social media usage and its impact on higher education, in relation to its effect on students in China. However, the main objectives of the paper are:

- To identify the impact of social media on higher education
- To identify the usage of the social media by students with reference to their academic education such as email, social networks, blogs, and instant messaging,
- To identify the effectiveness of adapting social media techniques to interact and get timely informed regarding the routine activities.
- To identify the impact of using social media techniques to increase the interest of the students about the activities and offers provided by higher educational institutions.

### **2.2. Research Questions**

The paper aimed to determine the influence of social media strategies in higher education and determine the engagement of students in activities related to their studies. In specific, the main research questions for this study are:

- What are the impact of social media on higher education in China?
- Do social media study related activities have an impact on the education?
- Does social media platform have an impact on increasing efficiency and interactivity among the students and the institutions?
- What are the benefits of using social media by students with reference to their academic education?

### **2.3. Purpose of the Study**

Nowadays the major problem of using social media by the adolescents is getting addictive to various other social networking sites. However, the usage of social media is increased significantly by the various higher education institution and universities for their work-related issues such as to keep up to date students for the upcoming events and for direct interaction among teachers and students, and students and students [11]. It could help many students to get appropriate understanding related to their course selection by discussing with other students on social forums of universities. The usage of social media as a part of marketing toolkit is increasing significantly by the higher education institutions, but very less is known regarding the significance of using these

social media channels in higher education marketing strategies [11].

The raising issue of using social media in higher education is its increasing role in changing the future of students by influencing their education system in the choice of study online or at campus [11]. It has been known that the use of social media has been increased significantly in all the developed and developing countries, but this study particularly focusing on the effect of social media among students in China. [11]. It could help researchers understanding the basic pros and cons of using of social media in higher education. The main purpose of the study is to identify the increasing usage of social media among the young individuals in the college and universities. The study will mainly focus on the social media study related activities impact on the education and on increasing efficiency and interactivity among the students and the institutions. It will also identify the benefits of using social media by students with reference to their academic education.

## **3. METHODOLOGY**

Research methodology is the process through which a research question, hypothesis, or a research problem is resolved. It consists of relevant steps which are proven appropriate and viable in solving generic problem of coherent kind. The research methodology as defined by the dictionary is the process of collecting data and information for the purpose of resolving a problem or hypothesis is known as methodology of research which may include techniques, surveys, interviews, publication research, and many other data of historical and present nature. The two broad ways of attempting a research is either through experimentation (use of clinical/ laboratory experiments on specific field) and surveys [34]. Experimental research is usually conducted to discover an unknown phenomenon or invent a new object/ equipment. The most recent large scale experimental research was conducted to find the reasons behind the "Big Bang Theory". For this purpose, 'large hadron collider' was used in 2014 to test the theoretical phenomenon of Big bang. The magnitude of the experiment was so great that is required over 10,000 scientists to conduct and help through the experiment. On the contrary, the survey experiments are conducted to validate a phenomenon and are usually concerned with the social and management sciences field. There are two major types of methodologies adopted in this field i.e.

Qualitative and Quantitative research methods. It is noteworthy that the purpose of all researches is the same i.e. test a hypothesis, resolve a problem, or answer the research questions [28].

### **3.1 Qualitative Research Method**

Qualitative research method is a way of collecting information in non-numerical form and is usually concerned with the human nature, behavior, emotions, and expressions. Psychology is a complex field which is usually answered through this research. The basic interest in qualitative research grew among the scientists due to the dissatisfaction of the statistical tools to interpret everything. Mathematics and statistics consider that all human emotions and behavior can be interpreted in the form of numbers. Psychologist and behaviorist strongly disagree this notion as the traditional ways of study cannot fully address the people's view and concerns on a specific topic with proper interpretation of what they actually meant by what they said [20]. Exploring participant's experience in a qualitative research is addressed as phenomenological approach.

Arguments are based on the fact in support of qualitative research which states that the quantitative approach only gathers the isolated pieces of behavior from a human response [19]. As the people are studying people in a qualitative research with interpretation being biased due to values and attitudes of the respondents and the researcher interpreting the result, it is an appropriate fashion that the researcher's attitude, value and behavior should be acknowledged in the beginning of the research, yet should be the contextual part of the research. A perfect example for qualitative research would be the group interviews and unstructured questions with open-ended responses which would produce qualitative data. These open-ended questions allow the respondents to express and respond to the question in-depth with their own words instead of the words fed by the researcher (in case of close-ended MCQ type questions). These responses help the researcher to gain an in-depth analysis and the real understanding of the respondent about the situation. However, this method can be time consuming and a very limited respondent can only be considered in such a research [18].

The qualitative research is exploratory research [17]. The main purpose of qualitative research as highlighted by Flick (2015) is gaining understanding of the underlying reason, opinions and motivate for a certain study [7]. Qualitative researches provide the research with the insight in the issue and assist them in developing the appropriate hypothesis for the

study. It also enables the researcher to generate potential research technique and ideas. Karlsson (2016) argued that several trends are uncovered by the researcher with the use of qualitative research [13]. It also enables the researcher to explore thoughts and opinions as well as to diver deeper into a certain issue. As per Robson and McCartan (2016), there are several methods which are used in the qualitative research where the research is either unstructured or it is semi-structured [23].

The most common types of qualitative research conducted are interviews and focus groups. Whichever technique is selected by the researcher of the study for the qualitative research should have the ability to provide an insight to the results of the study. Taylor et al. (2015) indicated that this insight may include the responses of the participants of the study, their comments, or ideas [28]. Discussion group is another form of qualitative research where the respondents of the study participate in a more active manner rather than any other method. This type of research enables the participants of the study to add something useful to the study since they are usually responding to the discussion and counter questions. Blumberg et al. (2014) further elaborated that it also lets the researcher of the study to determine the personal opinions of the individuals which are mostly useful for the research [2]. This also creates opportunity for the researcher to interpret the observation in a better manner. Body language of the respondents can also be analyzed while they are answering a certain question. This non-verbal communication can become part of the respondent's feedback. Non-verbal communication can be valuable during the analysis and discussion section of the study.

### **3.2 Research Topic**

The topic of this research study is 'Effects of social media on higher education system and its effect on students in china'. In fact, there have been several articles written on similar topics and several research works have been conducted in a similar setting due to the importance of the topic. It is pertinent that an appropriate way is used to analyse and interpret the data of such importance. For this purpose, an extensive literature is conducted to gain a proper insight of every possible aspect of the topic, facilitating the researcher in developing familiarity and expertise in the topic and its related fields. The focus of this research study is based on identifying the present state of social media usage and its impact on higher education, in relation to its effect on students in China [29]. Hence, the core of this

research study is to determine the impact of social media on higher education system.

#### 4. FINDINGS & DISCUSSION

Social networks could also be used as a platform for organizing and broadcasting events, including live event retransmission. In addition to promoting specific events, some educational institutions use the tools to provide a place for the student community to engage and participate in the event that is taking place. Although, learning takes place especially outside of formal space, hence the importance of including such platforms within the virtual academic environment that completes the process of student training. It is enough that the teaching institutions adapt the tools to the educational objectives of the virtual programs. Each social network has different functions available to the teaching institutions, which can test them gradually and evaluate the receptivity of the students and the influence of these tools in the teaching process.

As indicated by Davenport et al., (2014) that students are more active on different platforms of social media such as twitter and Facebook, to get up to date about the upcoming events and obtain pertinent information related to their campus [5]. As affirmed by another study Tess, (2013) that the use of social media has been increased to 100% that represents the use of social media particularly the usage of Twitter (84%) and Facebook (98%) [29]. It has been showed by many recent researches [8] [21] [24] that the ratio of students using Facebook and YouTube is higher than any other social media platform. There is usually less amounts of students using Blogs, MySpace, Linkedin, and Twitter. Moreover, it has been showed by the study that social networking sites are in more use by the professors to assist in establishing a strong bond among teacher-student relationships [29] [33]. Hence, at many universities and colleges, it is wonder that the use of SNS1 is still in use as a pedagogical tool.

The most widely used social networks are Facebook, YouTube, Hi5, Twitter, and Myspace. The main characteristics of these social networking sites related to its use in higher education are discussed below:

##### 4.1 Facebook

It was launched on February 4, 2004, it started out as a network used only by students but then started using by many other professionals in different setting. Today, it is the most widely used network throughout the world [25]. It is a social networking service that shares information, and could be used as the student

directory featuring photos and other basic information [25]. Moreover, students could be benefited by joining different groups to interact with other people with common interests.

##### 4.2 YouTube

YouTube is known as the fundamental network for video sharing. It includes additional social characteristics such as insertion of video comments and sharing of opinions [22]. The service was created in 2005 and is currently one of the most popular sites due to the diversity of content available from entertainment videos to educational and business promotion videos. In 2006, YouTube was elected by Time Magazine as the greatest invention of the year because it is a platform includes both educational and entertainment media used by millions of people around the world [22].

##### 4.3 Hi5

Hi5 for many years is known as the most popular social network and reported to be the second largest social network after Myspace. It was founded in 2003 with the metaphorical meaning "friend to share". It is widely used to make personal information available, share photos, and share comments among friends. The group that uses this network the most is the young people, 25% of its users are between 13 and 17 years old. Students could be benefited by exchanging necessary details related to their work and assignment.

##### 4.4 Twitter

Twitter is an online news and free social networking service that was created in 2006 and since then it has grown all over the world [12]. Twitter can be characterized by having an interface which allows users to send and read "tweets" or messages from others users. Tweets are known as text-based post which do not exceed 140 characters. It could be useful in education by both teachers and students through easy and quick exchange of details related to upcoming events and projects. Moreover, students could also share links to important online pages and mention the due dates in their tweets [12]. In this way, all the users will receive notification as well as they can forward, share, or respond to the tweet.

##### 4.5 Myspace

Myspace was created in 2003. It aims to provide a platform for sharing information, by creating group in which people with common interests could be interact and linked [29]. Although it is possible to identify with a high degree of certainty that these

social networks are being used most of the time in the world. The use My Space in education system might be most appropriate for the arts students to share the portfolio of their work with others creators [29]. It will help them in adapting new ideas by sharing their work with the students of other universities.

These social networking platforms could be beneficial for the students in many ways like by exchanging their thoughts, ideas and work with other students help them improving their work. It also helps students to carry out a new work beside the regular work done by the previous students of the academy [12]. Moreover, various groups of universities on Facebook and Twitter help students selecting their course according to their own interest [25] [12]. It will further help them in achieving good grades. These groups also improve interaction between teachers and students and help them eliminating communication gap among them.

#### **4.6 Social Media and Students in China**

The increasing population of China has experienced great access to social networking sites and in return the increase use of social media. In the past, tendency of additive traits among youth has been investigated by the researchers with increasing usage of social media [15] [10]. Although, most of the researches of college students has been conducted in the Republic of China and Taiwan, yet not among people of Mainland China. However, in Taiwan, there is a specific term Chai-nan; which means 'room-bound male' i.e. personal who usually spends much of his time on the Internet engaging in social media, blogs, games, and may other non-academic activities on internet [11]. The researchers at the National Chiao Tung University are interested in the emergence of RBM's (room-bound male) and the ways by which other particular students perceive them.

The statements made from the composed surveys consist of answers on a scale of 1-5. As indicated by Xu et al., (2015) that majority of the statements includes self-evaluation and evaluation of others. It has been claimed by the researchers in the results section that the particular behavior has been observed by the student-affair officers and professors where RBMs 'spend most of their time in their residence' and have leisure to do so in the campuses of Taiwan and also having services of food delivery in the place [33]. Moreover, they usually prefer internet mediated communication and avoid face to face communication whenever interaction is required. Whereas, the idea experience of someone to confine in the dorm room for most of their period of college life may seems dire.

Furthermore, the most prominent study related to the addiction of social media in China was carried out among middle school students as subjects [32] [10]. It is expected that the study intended to reveal in time, the awareness for teachers and parents for discussing and various stage interventions with the children found to have an increase addiction of social media [32]. Although, there is a major problem of social media dependence, where both the researchers as well as the Chinese government have paid more attention to the increasing issue of using internet and its addiction related problems among young individuals in China [15]. It has been noted by the researches [15] [10] that the symptom related to the addiction of social media has been consistent with the substance dependence. The majority of the symptoms often related to the young individuals who has been considered addicted includes change in behaviors such as more emotional, hyperactive, and conduct problems, and behaviors that are less pro-social as compared to the normal group [10]. Thus, in the study only about 15 % of the students of middle school were found to be addict, whereas majority of the electronic devices are getting cheaper and leads rise in the usage of social media with easily access of internet by the students.

#### **4.7 Information Technology in the Academic Environment**

The use of Information Technology in the academic environment began with the insertion of computers into teaching practices, and then with applications running on laboratories and portable devices, causing many activities to be simplified [4]. Therefore, access to information became easier and better and knowledge has been organized to facilitate learning. Thus, the global growth of internet with new paradigms have significantly emerged in the teaching-learning process. The development of Virtual Learning Environments (VLE) which is an important tool for Distance Learning in order to complement face-to-face classes. Its success achieved by social networks and its increase use as a strong channel to enhance students' socialization is the main object of this tool [30]. Numerous other social media platforms that are collaborative spaces of sharing information and collective construction of knowledge through internet interactions are mostly in use. The development of applications of different formats includes social networking sites, is the success due to the advent of Web 2.0 in which the internet evolves from a concept of information use. It has been made for the purpose of transformation and sharing of contents, which establish better

communication, interaction, collaboration, reliability, interconnectivity, expression of ideas and discussion of diverse subjects in an environment easy to manipulate and managed.

Some social networks like Edu 2.0, Ebay, and Sclipo are being introduced in academic education. However, solutions are still scarce for strategies of the learning process, in addition to some being paid, or being tested [4]. Therefore, the future project for continuity of this line of research is the preparation of a structure involving a virtual environment of learning (VLE). VLE is known as the academic community with an easy-to-use social network, thus for increasing the interest of the students. Moreover, within the network environment, resources managed by VLE, includes evaluations, questionnaires, note notices and instant messaging [30]. The creation of group spaces is reserved for discussions and for other technological innovations of the social network. After the implementation of this structure, classes of high school, technical and technological development of a particular course of an educational institution will be analyzed. The structured system will analyse the efficiency of the social network, the VLE integrated into this entity, and if it has achieved the goal of making learning more collaborative and innovative.

According to Kiraly (2014), educators consider that the knowledge is constructed socially through educational processes facilitated by collaboration and social interactions [14]. As affirmed by Siemens, (2014), the learning is not only the union between people and content, but the connection of people with others to support the collaborative construction of knowledge [27]. It has been further emphasizing that evolution has been accompanied by the integration of new technologies and social networks in formal education. Therefore, there is need to take a new direction similar to the web and become more open, dynamic, and focused on the student. Although, with the use of a space for collaboration, such as social networks, the teacher in turn will have the opportunity to verify aspects that are often difficult to identify in a classroom, such as the ability to write texts, improve writing development, research on a subject, the presentation of an opinion and the debate among the students [4]. Furthermore, the use of social networks as teaching platforms is an option for building the relationship between students and teachers. For instance, these teachers and students use some networks to exchange experiences, assessments, and content with learning information at all levels of study [16]. Social networks have been used by teachers as a platform for exchanging

information and communication. Social networks can also be used in many ways by educators, such as creating learning communities for the school, class, or discipline; Share methodology, programs, information, and ideas with other teachers; Generate a didactic and dynamic relationship among professionals of the area.

In the social networking environment, this virtual space opens the opportunity for students and teachers to interact with each other, exchanging information, sharing experiences both personal as well as professional. It also helps in sharing knowledge in a collaborative and dynamic way, making this space an extension of the classroom and creates even more interest in participating and discussing topics for learning. Thus, this could lead to the learning of everyone participated in this exchange of knowledge [30]. Additionally, other important thing to note is that content of the lecture that is not completely assimilated in the classroom ends up being reviewed and reinforced in these environments through discussions and exchanges of information in a creative and dynamic way. Another factor that can occur during these virtual meetings is in increase the interest of the students to research beyond the subject, because the curiosity. The use of social networks for educational purposes must come along with changes in the teaching-learning process, but not initially promoting the rupture with existing pedagogical practices. While with the aim of complementing them with new emerging virtual learning environments [4]. The basis for such innovations is socio-constructivist vision that has the socially constructed knowledge from the human relations. This idea is in line with the collaborative environment of social networks where there is a complementation of the traditional method, allowing the student to construct of their own knowledge in collaboration with their peers and teachers.

## 5. CONCLUSION

It has been concluded by the qualitative analysis of data that the influence of social networks is growing stronger not only in personal life, but also in academic life, due to the significant presence of young students in these environments. The social network become an important tool for interaction, communication, exchange of experiences and knowledge, taking into account the socialization of the individuals. As it can express their opinions, share their problems and solutions that would often go unnoticed in the first analysis with its peers, bringing greater reliability and credibility in the development

of extra class activities of reinforcement and research beyond the motivation for searching new scientific fields. Moreover, teachers and students could use these social networks to exchange experiences, assessments, and content with learning information at all levels of study. Therefore, social networks have been used by teachers as a platform for exchanging information and communication. It could be used in many different ways by educators, such as creating learning communities for the school, class, or discipline; Share methodology, programs, information, and ideas with other teachers; and establish a moral and dynamic relationship among professionals of the area.

The aim of the study is to examine the present state of social media usage and its impact on higher education, in relation to its effect on students in China. Although, the increasing population of China has experienced great access to social networking sites and in return the increase use of social media. One of the major problem of social media dependence, where both the researchers as well as the Chinese government have paid more attention to the increasing issue of using internet and its addiction related problems among young individuals in China. It has been noted by the researches that the symptom related to the addiction of social media has been consistent with the substance dependence.

Social networks as a tool to support education center in an online environment includes all teaching activities in combination with the exchange of information among network users provided by teachers. However, one of the difficulties encountered in the use of these networks is the lack of information or even the resistance by teachers who do not understand how to apply such environments in the classroom to change the traditional paradigm [16]. Thus, it does not achieve the expected results of the teaching-learning process. It has been concluded by several researchers that the improvement in productivity through the available tools in these environments allows students to manage their performance more effectively. Since, it makes them feel an integral part of this process and not only receivers of vertically passed knowledge. The increase in proximity between teachers and students within these social networks education might reduce communication gap in classrooms. Hence, social networks successfully contribute to learning when it is used responsibly and wisely by the main actors of education. Virtual learning environments also contribute to the management of teaching activities and facilitating the work of the teacher [16]. It has been recommended for the future research studies to

identify the structure of virtual learning that could be implemented to integrate a network and a virtual learning environment, making it possible to analyses the effectiveness of social networking tool in higher education.

## 6. REFERENCES

- [1]. Beqiri, G. (2014). The Impact of Social Media on Higher Education in Kosovo: The Student's Perspective. *International Journal of Interdisciplinary Research SIPARUNTON*, 1(4).
- [2]. Blumberg, B. F., Cooper, D. R., & Schindler, P. S. (2014). *Business research methods*. McGraw-hill education.
- [3]. Chaffey, D. (2016). Global social media research summary 2016. *Smart Insights*, 8.
- [4]. Coiro, J., Knobel, M., Lankshear, C., & Leu, D. J. (Eds.). (2014). *Handbook of research on new literacies*. Routledge.
- [5]. Davenport, S. W., Bergman, S. M., Bergman, J. Z., & Fearington, M. E. (2014). Twitter versus Facebook: Exploring the role of narcissism in the motives and usage of different social media platforms. *Computers in Human Behavior*, 32, 212-220.
- [6]. Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project*. Sage.
- [7]. Hew, K. F., & Cheung, W. S. (2013). Use of Web 2.0 technologies in K-12 and higher education: The search for evidence-based practice. *Educational Research Review*, 9, 47-64.
- [8]. Holmes, K. M., & O'loughlin, N. (2014). The experiences of people with learning disabilities on social networking sites. *British Journal of Learning Disabilities*, 42(1), 1-5.
- [9]. Huang, H. (2014). *Social media generation in urban china: A study of social media use and addiction among adolescents*. Springer Science & Business Media.
- [10]. Iosub, I., Ivanov, A., & Smedescu, D. (2016). Social-Media Platforms and Marketing of Higher Education Institutions. *Journal of Emerging Trends in Marketing and Management*, 1(1), 328-338.
- [11]. Jacquemin, S. J., Smelser, L. K., & Bernot, M. J. (2014). Twitter in the higher education classroom: a student and faculty



- assessment of use and perception. *Journal of College Science Teaching*, 43(6), 22-27.
- [12]. Karlsson, C. (2016). 8 Clinical management research. *Research Methods for Operations Management*, 268.
- [13]. Kiraly, D. (2014). *A social constructivist approach to translator education: Empowerment from theory to practice*. Routledge.
- [14]. Lin, I. H., Ko, C. H., Chang, Y. P., Liu, T. L., Wang, P. W., Lin, H. C., ... & Yen, C. F. (2014). The association between suicidality and Internet addiction and activities in Taiwanese adolescents. *Comprehensive psychiatry*, 55(3), 504-510.
- [15]. Marín Juarros, V., Salinas Ibáñez, J., & de Benito Crosetti, B. (2014). Research results of two personal learning environments experiments in a higher education institution. *Interactive learning environments*, 22(2), 205-220.
- [16]. Neuman, W. L. (2016). *Understanding research*. Pearson.
- [17]. Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544.
- [18]. Palys, T. S., & Atchison, C. (2014). *Research decisions: Quantitative, qualitative, and mixed method approaches*. Nelson Education.
- [19]. Panneerselvam, R. (2014). *Research methodology*. PHI Learning Pvt. Ltd...
- [20]. Perrin, A. (2015). Social media usage. *Pew Research Center*.
- [21]. Rennie, F., & Morrison, T. (2013). *E-learning and social networking handbook: Resources for higher education*. Routledge.
- [22]. Robson, C., & McCartan, K. (2016). *Real world research*. John Wiley & Sons.
- [23]. Saw, G., Abbott, W., Donaghey, J., & McDonald, C. (2013). Social media for international students—it's not all about Facebook. *Library Management*, 34(3), 156-174.
- [24]. Saxena, A., & Majumdar, P. (2015). Use of Facebook in Higher Education: An extension of classroom learning. *IMS Manthan (The Journal of Innovations)*, 10(1).
- [25]. Seaman, J., & Tinti-Kane, H. (2013). *Social media for teaching and learning*. UK: Pearson Learning Systems.
- [26]. Siemens, G. (2014). Connectivism: A learning theory for the digital age.
- [27]. Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods: A guidebook and resource*. John Wiley & Sons.
- [28]. Tess, P. A. (2013). The role of social media in higher education classes (real and virtual)—A literature review. *Computers in Human Behavior*, 29(5), A60-A68.
- [29]. Venkatesh, V., Croteau, A. M., & Rabah, J. (2014, January). Perceptions of effectiveness of instructional uses of technology in higher education in an era of Web 2.0. In *System Sciences (HICSS), 2014 47th Hawaii International Conference on* (pp. 110-119). IEEE.
- [30]. Vromen, A., Xenos, M. A., & Loader, B. (2015). Young people, social media and connective action: From organisational maintenance to everyday political talk. *Journal of Youth Studies*, 18(1), 80-100.
- [31]. Wang, C., Lee, M. K., & Hua, Z. (2015). A theory of social media dependence: Evidence from microblog users. *Decision Support Systems*, 69, 40-49.
- [32]. Xu, J., Yang, T., Cong, T., & Zeng, Y. (2015). Use of social networking sites among Chinese and American researchers: a comparative study. *Journal of Scholarly Publishing*, 47(1), 60-76.
- [33]. Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory and Practice in Language Studies*, 3(2), 254.