Social Networking Exposure and Academic Performance of Secondary Students in Kabankalan City, Philippines

JOVEL G. MINSALVAS¹

ABSTRACT

This study determines the relationship between the social networking exposure and the academic performance of the second-year high school students in selected schools in Kabankalan City. It aims to assess the respondents’ visited networking sites, the purpose and importance of visits, frequency of visits, the number of hours spent on each visit, their demographic profile, as to gender and school classification, and their academic performance. This study utilized the descriptive correlational design to determine and discuss the quality and characteristics of the variables on students’ demographic data, their social networking exposure, and their academic performance. There were 286 respondents who were enrolled as second-year high school from three private and three public schools in Kabankalan City and who had been internet users for at least about a year. Findings show that there is no significant difference in students’ academic performance when grouped according to the networking sites visited and the number of daily hours spent during visit. The data further revealed that neither gender nor school classification have any correlation with the social networking sites that students choose to visit. A

¹Corresponding Author: Jovel G. Minasalvas, Central Philippines State University- Ilog Campus, Ilog, Negros Occidental, Philippines. Email: minasalvasjovel01@gmail.com

DOI: https://doi.org/10.36292/piej.v1i1.26
significant correlation was noted between students’ school classification and the number of hours they spend on daily visits. Finally, this study found that students’ school classification did not have any correlation with their purposes for visit, leading to the conclusion that being enrolled in a public or private high school does not have any relationship with students’ utilization of the SNS.

Keywords: Academic Performance, Social Networking Exposure, Social Network Visits, Social Networking Importance, Social Networking Purpose

INTRODUCTION

Millions of Filipino students today or 45% of the 12 to 19-year-old population utilize social networking sites to access and exchange not only global information and knowledge but also to acclimatize with cultural values (Report of the Institute of Journalism and Communication to UNICEF, 2008).

Social networking sites had brought positive and negative implications to school age children (Averion, Abad, & Judalena, 2010). The 2006 findings of McCann-Erickson Intergenerational Youth Study showed the increased popularity of activities for virtual connectivity such as watching TV and listening to the radio among the youth. With the advent of cell phones and the internet, a techno-centric life was fashioned for them as it hinged on the popularity of technology and connectivity.

It generated greater interest and participation among the high school students resulting in new priorities. As expected, this technological revolution brought about benefits and dilemmas as well as darker issues along with it (Livingstone, 2002).

These increasing online links are setting back the real values of life, specifically for the high school students, whose academic performance may be affected by the adverse impacts of using these social networking sites (Freedman, 2009).

In Kabankalan City, school administrators are looking into this phenomenon. Hence, this study was conducted to find whether social networking exposures influence the academic performance of secondary students in selected private and public secondary schools in Kabankalan City. These selected schools include three private and three public schools in Kabankalan City where internet is available and accessible to their students.
OBJECTIVES

This study aims to determine the social networking exposure and academic performance of secondary students of selected schools in the City of Kabankalan. Specifically, the objectives of this study are to:

1. Describe the students’ demographic profile as to their gender and school classification;
2. Determine the students’ social networking exposure in terms of networking sites visited, number of hours spent on daily visits, and the purpose and importance of visits, when grouped according to gender and school classification and when taken as a whole;
3. Present students’ academic performance when grouped according to gender and school classification;
4. Decide if there is a significant difference between the academic performance of the respondents and their social networking exposure; and
5. Determine if there are significant relationships between students’ social networking exposure in terms of networking sites visited, number of hours spent on daily visits, and the purpose and importance of visits, when they are grouped according to gender and school classification.

Hypotheses

1. There are no significant relationships between students’ social networking exposure in terms of networking sites visited, number of hours spent on daily visits, and purpose and importance of visits, when they are grouped according to gender and school classification.
2. There is no significant difference between the academic performance of the respondents and their social networking exposure.

Theoretical Framework

This study hinges on the learning theory of Siemens (2005) on Connectivism with a premise that knowledge exists in the world, rather than in the head of the individual taking the effect of technology, on how people live, how they communicate, and how they learn. This theory is an offshoot from Vygotsky’s Activity Theory (1933) that knowledge exists within systems which accessed through people participating in play or activities.
In the connectivist learning activities, currency or up-to-date knowledge is the intent of all. Likewise, among the principles of connectivism, nurturing and maintaining connections are needed to facilitate continual learning. It also presupposes that learning and knowledge rest in a diversity of opinions.

Creating experiential learning environments with the use of social networking sites can be challenging for educators who are used to traditional classroom techniques (Ravenscroft, 2001). Moreover, it is daunting for them to identify activities that will allow learners to understand and absorb concepts by experience by allowing students to use social network sites to expand on classroom lessons and issues by providing direct experiences on top of standard written and visual materials, students with different types of learning abilities and strengths will be accommodated.

**Conceptual Framework**

This research study determined the influences of social networking exposure on the academic performance of students in selected private and public secondary schools in the City of Kabankalan.

Qualitative demographic variables such as students’ gender and school classification were used as independent variables while social networking exposure, such as networking sites visited, number hours spent on daily visits, and the purpose and importance of the visit were used as the dependent variables.

Students’ social networking exposure in terms of networking sites visited, number of hours spent on daily visits, and the purpose and importance of the visit were correlated with their gender and school classification.

Figure 1 shows the schematic diagram of the relationship between the variables in the study.

---

**Figure 1.** Schematic Diagram Showing the Relationship of the Variables in the Study
Scope and Limitations

This study determined the influence of social networking exposure on the academic performance of secondary students in the City of Kabankalan.

The scope of the study was the students’ social networking exposure, in terms of networking sites visited, number of hours spent on daily visits, and the purpose and importance of visits. The study limitations were set on the 286 secondary students from three public and three private secondary schools in Kabankalan City, namely, Fellowship Baptist College, Fortress College, Kabankalan Catholic College, Binicuil National High School-Main, Binicuil National High School-Poblacion Extension and Talubangi National High School.

The student respondents were selected on the basis of the criteria set for respondents: (1) They are bona fide students for academic year 2011-2012, and (2) They have been internet users for at least a year prior to the conduct of this survey.

Limitations were also set on the demographic profile on gender and school classification; on academic performance; and on the social networking sites visited, the purpose and importance of visit, and number of hours spent on daily visits as these were the options set in the questionnaire.

METHODOLOGY

This study utilized the descriptive correlational design to determine and discuss the quality and characteristics of the students’ variables on demographic data, their social networking exposure, and their academic performance.

This was conducted on three private high schools in Kabankalan City, namely, Kabankalan Catholic College, Fellowship Baptist College, and Fortress College; and three public high schools, namely, Binicuil National High School-Main Campus, Binicuil National High School- Poblacion Extension, and Talubangi National High School. These schools are located in premises of the city proper wherein the internet is accessible.

The selection of the students was based on set criteria at the time of gathering: (1) They are currently enrolled as second-year students, and (2) they are internet users for about one year. Using Slovin’s formula, 286 secondary students from the participating schools were included using stratified random sampling. There were 164 students from the private schools representing 57.34% of the total population while 122 students or 42.66% participants were from public schools.
A two-part researcher-constructed survey instrument was used to gather the students’ demographic profile on gender and school classification, mean academic performance and students’ social networking exposure in terms of networking sites visited, the number of hours spent on daily visits, and their purpose of visit.

Part 1 of the questionnaire assessed the students’ demographic profile in terms of gender and school classification. The students’ first year mean academic performances were taken from the Official Records of Form 138 from the Registrar’s Office of the participating schools in the locale.

Part II of the questionnaire determined students’ social networking exposure on networking sites such as Twitter, Facebook, MySpace, and YouTube. Other responses not indicated were written on the space provided. Multiple responses were expected from the participants for this question. As to gender, the male and female groupings were used. As to mean academic performance, the following scale, and interpretation was used: 90.00 and above – Outstanding, 85.01 to 90.00 – Very Satisfactory, 80.01 to 85.00 – Satisfactory, and 75.00 to 80.00 – fair.

As to the frequency of visit, the following scaling and interpretation were adapted from Walther et al. (2008): more than three times a day – high user, 2 to 3 visits a day – medium user, and less than two visits a day – low user.

On purpose of visit, the following degrees of importance were applied: 3- very important, 2- important, and 1- not important.

As to the number of hours spent on a daily visit, the respondents’ ratings were categorized as: More than 3 hours – High User; 2 to 3 hours – Medium User; and, Less than 2 hours – Low User. On the importance of the visit to social networking sites, responses were limited to the following: to do research, to read the news, to send e-mails, to chat, to play games, to type, to listen to music, to watch movies, and no purpose at all. The following degrees of importance were applied: 3-Very important, 2 – Important, and 1- Not Important.

For validity and reliability, the questionnaire was evaluated by three experts related to the topic being investigated with a rating of 4.25 interpreted as very good and it was pilot tested at Ilog National High School and at Immaculate Conception Academy using Cronbach’s Apha Reliability index, with a reliability coefficient of 0.839. Thus the instrument was confirmed as reliable and appropriate for the study.

Frequency count and percentage distribution were used on Objectives 1 and 2, on students’ demographic profile and on their social networking exposure.
Mean was used on Objective 3 to determine the students’ mean academic performance when they are grouped according to profile. For Objective 4, The Chi-square test for independence was used to find the relationship between students’ social networking exposure and their profile.

Finally, the One-way Analysis of Variance (ANOVA) was used on Objective 5 to determine the significant differences between students’ academic performance when grouped according to social networking exposure.

RESULTS AND DISCUSSION

The following were the data gathered and their analyses and interpretations supported by tables and discussions of findings on the social networking exposure and academic performance of secondary students of selected schools in Kabankalan City.

Students’ Demographic Profile

Table 1.a presents the demographic distribution of students’ profile on gender.

Table 1.a. Demographic Distribution of secondary Students’ on Gender Profile

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 150       | 52.4       |
| Female | 136       | 47.6       |
| Total  | 286       | 100.00     |

Table 1.a illustrates that out of 286 students, 150 (52.4%) were male and 136 (47.6%) were female. It shows therefore, that majority of these secondary student participants were male.

Table 1.b demonstrates the demographic distribution of secondary students according to their school classification profile.

Table 1.b. Demographic Distribution of Secondary Students on School Classification Profile

| School Classification | Frequency | Percentage |
|-----------------------|-----------|------------|
| Public                | 164       | 57.34      |
| Private               | 122       | 42.66      |
| Total                 | 286       | 100.00     |
The table reveals that out of 286 secondary student participants, 164 or 57.34% studied in public schools while 122 or 42.66% attended private schools.

Table 2.a shows students’ social networking exposure in terms of networking sites visited when grouped according to gender and school classification. Results show that both genders have similar choices on sites.

Table 2.a. Students’ Networking Sites Visited when Grouped according to Gender and School Classification

| Networking Sites Visited | Gender | School Classification | As a whole |
|--------------------------|--------|-----------------------|------------|
|                          | Male n=150 | Female n=136 | Public n=164 | Private n=122 | Total N=286 |
| Facebook                 | 80 4 | 76 5 | 67 4 | 89 3 | 156 5 | 54.6 |
| YouTube                  | 35 6 | 44 6 | 25 6 | 54 6 | 79 6 | 27.6 |
| Twitter                  | 30 7 | 27 8 | 20 7 | 37 8 | 57 7 | 19.9 |
| MySpace                  | 5 10 | 9 10 | 4 10 | 28 9 | 14 10 | 4.9 |

On school classification, students from the public and private schools have visited and ranked these networking sites (1) Facebook (2) Youtube (3) Twitter and (4) MySpace

Collin (2010) confirmed that these social networking sites were widely-used by people to build social networks or social relations with others with whom they have shared interests and activities. Its services provide social links and additional services such as electronic mail and instant messages.

Table 2.b. Students’ Number of Hours Spent on Daily Visits when grouped according to Gender and School Classification

| Number of Daily Hours Spent on Visit | Gender | School classification | As a whole |
|-------------------------------------|--------|-----------------------|------------|
|                                     | Male n=150 | Female n=136 | Public N=154 | Private N=123 | Total N=286 |
| High User                           | 19    | 22 16.17 | 20 12.20 | 28 22.95 | 29 10.14 |
| Medium User                         | 29    | 39 28.68 | 39 23.78 | 34 18.88 | 55 19.23 |
| Low User                            | 102   | 75 55.15 | 105 68.18 | 72 59.01 | 202 70.63 |

The table indicates that on gender groupings, 102 males (68%) and 75 females (55.15%) are low users of social networking sites who spent less than 2 hours on their daily visit to SNS sites. Further, classified as medium users are only 29 males (19.33%) and 39 females (28.68%) visit the social networking sites between 2 to 3 hours on a typical day. Those classified as high users are in an even smaller number of 19 males (12.66%) and 22 females (16.17%) who
visit social networking sites for more than 3 hours on daily visits.

Data on the variable for school classification both in public and private groups reveal that the highest number of respondents fall under the low user category. Only a small percentage of students, 12.20% from public schools and 22.95% from private schools, have been found to be high users.

Findings show that most students had low usage of social networking sites and this could be due to the limited weekly allowances that students received. Students visit social networking sites depending on the availability of money and time, as well as on the demands of school and home.

Table 2.c shows students’ social networking exposure, particularly their purpose and the importance of visits when grouped according to gender and school classification. The data show that both male and female groups, and both the public and private schools groups indicated that it was very important for them to do research when they visit the social networking sites.

Table 2.c. Students’ Purpose and Importance of Visits when Grouped according to Gender and School Classification

| Purpose and Importance of Visit | Gender | School Classification | As a whole |
|---------------------------------|--------|-----------------------|------------|
|                                 | Male   | Female    | Public | Private | Total |
| 1. To do research               |        |           |        |         |       |
| 3-Very Important                | 112    | 74.66     | 91     | 67      | 203   |
| 2-Important                     | 29     | 19.33     | 34     | 25      | 63    |
| 1-Not Important                 | 9      | 6.00      | 11     | 8       | 20    |
| 2. To type/create doc           |        |           |        |         |       |
| 3-Very Important                | 43     | 28.66     | 27     | 20      | 71    |
| 2-Important                     | 52     | 35.33     | 58     | 42      | 110   |
| 1-Not Important                 | 54     | 36.00     | 51     | 38      | 105   |
| 3. To chat                      |        |           |        |         |       |
| 3-Very Important                | 30     | 20.0      | 40     | 29.4    | 68    |
| 2-Important                     | 70     | 46.66     | 63     | 46.4    | 123   |
| 1-Not Important                 | 50     | 33.33     | 33     | 24.2    | 95    |
| 4. To listen to music           |        |           |        |         |       |
| 3-Very Important                | 21     | 14.00     | 40     | 29      | 51    |
| 2-Important                     | 61     | 40.67     | 66     | 49      | 127   |
| 1-Not Important                 | 68     | 45.33     | 30     | 22      | 108   |
| 5. To email                     |        |           |        |         |       |
| 3-Very Important                | 20     | 13.33     | 47     | 41      | 35    |
| 2-Important                     | 77     | 49.33     | 49     | 42      | 131   |
| 1-Not Important                 | 54     | 37.33     | 15     | 11      | 120   |
| 6. To read news                 |        |           |        |         |       |
| 3-Very Important                | 19     | 12.67     | 50     | 37      | 40    |
| 2-Important                     | 77     | 51.33     | 65     | 48      | 142   |
| 1-Not Important                 | 54     | 36.00     | 21     | 15      | 104   |
| 7. To watch movies              |        |           |        |         |       |
| 3-Very Important                | 12     | 8.00      | 50     | 37      | 34    |
| 2-Important                     | 30     | 33.33     | 64     | 47      | 114   |
| 1-Not Important                 | 88     | 58.67     | 22     | 16      | 138   |
Out of the nine identified purposes of students’ SNS use, both male and female groups indicated that doing research is most important for them. There were more male (74.66%) students who considered doing research very important compared to their female (67%) counterparts.

The two gender groups showed that they manifested different levels of importance in the rest of the identified purposes of SNS use. While the second most important purpose of SNS use for male is to type or create documents (28.66%), the second purpose with the highest percentage of “very important” responses for the female group is to read and send emails (47%).

It is worth noting how most (70%) male students indicated that to play games is not important at all. In contrast, a bigger percentage (40%) in the female group consider playing games very important.

The next data show students’ academic performance when grouped according to gender and school classification.

Table 3.a. Students’ Academic Performance when grouped according to Gender

| Respondent’s Gender | Mean  | Population (N) | Std. Deviation |
|---------------------|-------|----------------|----------------|
| Male                | 85.621| 150            | 3.82056        |
| Female              | 84.632| 136            | 4.27485        |
| Total               | 85.151| 286            | 4.06602        |

Table 3.a shows that the male group’s academic performance was 85.621 and was interpreted as Very Satisfactory while the female group’s mean academic performance was 84.632, interpreted as Satisfactory.
Table 3.b. Students’ Academic Performance when Grouped according to School Classification

| School Classification | Mean   | Population (N) | Std. Deviation |
|-----------------------|--------|----------------|----------------|
| Public                | 84.088 | 164            | 3.75006        |
| Private               | 86.390 | 122            | 4.08270        |
| Total                 | 85.151 | 286            | 4.06602        |

Table 3.b shows the Mean Academic Performance of respondents when grouped according to School Classification. Students from the public schools had a mean academic performance interpreted as *Satisfactory* while students from the private schools as a mean academic performance interpreted as *Very Satisfactory*. These data show how male students and those coming from private schools have higher mean academic performance than the other groups.

This result affirms the findings of Bernardo, Ganotice Jr., and King (2015) which revealed that students in private schools tend to outperform those studying in public schools, a phenomenon which could be attributed to the differences in the availability of funding and infrastructure, among other factors, between the two classifications of schools. Sharma and Jha (2014) also had similar results in their study but found no significant difference between the two values. Although the difference in the academic performance of students from public and private school is slim, this implies that the challenge of providing both groups with sufficient resources remains.

Table 4 reveals how students’ academic performance means differ according to their social networking exposure.

Table 4. One-Way Analysis of Variance on Differences of Students’ Academic Performance when grouped according to Social Networking Exposure

| Variable                        | Df | F-value | p-value | Conclusions     |
|---------------------------------|----|---------|---------|-----------------|
| Networking Sites Visited        | 2  | 1.663   | 0.191   | Not Significant |
| No. of Daily Hours Spent During Visit | 2  | 0.638   | 0.529   | Not Significant |
| Purpose of Visit                |    |         |         |                 |
| -to do research                 |    | 0.469   | 0.625   | Not Significant |
| -to read news                   |    | 3.735   | 0.025   | Significant     |
| -to chat with friends/loved ones|    | 2.308   | 0.101   | Not Significant |
| -to play games                  |    | 3.928   | 0.021   | Significant     |
| -to open/send emails            |    | 1.109   | 0.331   | Not Significant |
| -to listen/download music       |    | 1.019   | 0.362   | Not Significant |
| -to watch movies                |    | 0.050   | 0.951   | Not Significant |
| -to type/create a document      |    | 5.319   | 0.005   | Significant     |
| -no purpose at all              |    | 3.053   | 0.017   | Significant     |
The ANOVA results show that there is no significant difference in students’ academic performance when grouped according to the networking sites visited and the number of daily hours spent during visit.

The same result was observed in most of the specific purposes of visit. There were, however, a significant difference in students' academic performance when they are grouped according to the specific purposes, namely, to read the news, to play games, to type/create a document, and no purpose at all. Thus, this study shows that the way students use the social networking sites could affect their performance at school, especially when they use it for learning and typing school works. The results imply that secondary school students’ use of internet brought about what Freedman called “the benefits and dilemmas concerning priorities of use.” It also implies setting back the real values for the students whose academic performance may be affected by the adverse impacts of using these social networking sites (Freedman, 2009).

Finally, the last set of data on Table 5 presents the results of the Chi-square test to test the correlation between the varying degrees of students’ networking exposure and their profile.

| Variables | Df | X2-value | p-value | Conclusion       | Decision for Ho |
|-----------|----|----------|---------|------------------|-----------------|
| Networking sites visited | 8  | 11.681   | 0.166   | Not Significant  | Accept          |
|            | 8  | 10.512   | 0.231   | Not Significant  | Accept          |
| Number of hours spent during visit | 2  | 5.136    | 0.077   | Not Significant  | Accept          |
|            | 2  | 7.456    | 0.024   | Significant      | Reject          |
| Purpose of visit | 2  | 8.071    | 0.0485  | Significant      | Reject          |
|            | 2  | 13.237   | 0.199   | Not Significant  | Accept          |

The data reveal that gender does not have a significant correlation with the social networking sites that students visited nor with the number of hours they spend using these sites. This means that both male and female students share the same preferences of SNS and spend the same amount of time on these sites. In contrast, gender was found to have a correlation with their
purpose of visiting SNS. Female students differ from male students when it comes to using SNS for specific purposes.

The second demographic variable, school classification, was found to have no relationship with the networking sites students use, nor with the purpose that they are visiting these sites. This shows that students from public and private schools use the same social networking sites. They visit these sites to do the same activities. This implies that being enrolled in a public or private high school does not have any relationship with their utilization of the SNS, making students from both groups similar with the way they use SNS and with the level of importance they place on the features or uses of SNS.

On the other hand, results show that the two groups differ in the number of hours they spend on SNS on a daily visit. This means that the type of school the students are enrolled in has a significant relationship with the amount of time they spend on social networking sites. This only shows how private school students are able to use SNS for a longer time, compared to their counterparts in the public high schools.

The difference between the school classifications could be attributed to the fact that the group from private schools have extra money to spend on their internet use. It can also be inferred that the private school students may have access to internet connection at home, explaining the frequency of visit on the social networking sites. This affirms the study of Boyd and Ellison (2009) when they found that students with readily and widely available technologies at home are able to access the internet more. This implies that students from private schools could use SNS for more hours a day due to the availability of internet access at home or through the internet-ready gadgets they own.

**CONCLUSION**

The study reveals that neither gender nor school classification have any correlation with the social networking sites that students choose to visit. Gender does not have a correlation with the number of hours students spend on their daily visit to the sites. In contrast, a significant correlation was noted between the number of hours that students spend on daily visits and their school classification, implying that the type of school has a significant relationship with the amount of time they spend on social networking sites. The school classification was also noted to have a correlation with students’ purpose of visit, while gender does not have a relationship students’ purpose in using the sites. Furthermore, no significant difference had been found in
students’ academic performance when grouped according to the networking sites visited, the number of daily hours spent during visit, and in most of the specific purposes of SNS visit. There were, however, a significant difference in students’ academic performance when they are grouped according to the specific purposes, namely, to read the news, to play games, to type/create a document, and no purpose at all. Thus, this study shows that the way students use the social networking sites could affect their performance at school, especially when they use it for learning and for typing school works.

RECOMMENDATIONS

Based on the findings and conclusion, the following actions are recommended:

1. The educational leaders may act on legislative measures to promote and regulate the use of social networking sites in and off campus to balance its opportunities and risks among high school students.
2. Guidance counselors may determine the influence of social networking exposure on high school students by closely monitoring their attitude, behaviors, and academic performance to ensure that such exposure leads to positive effects.
3. The school network administrators may implement guidelines on using social networking sites in school to regulate students’ exposure and to determine its effect on academic performance by conducting regular campus surveys.
4. The teachers and parents may collaborate on how to effectively use social networking sites as a positive tool to enhance students’ higher-order thinking skills learning in school and at home.
5. The students may need to attend a series of lecture or workshops on how social networking exposure can serve their best interests in life.

REFERENCES

Acquisti, A. and R. Gross. (2006). Imagined Communities: Awareness, Information Sharing, and Policy on Facebook. Pre-proceedings version. Private Enhancing Technologies Workshop. Retrieved from http//www.heinz.cmu.edu/acquisti/paper/acquisti-gross-facebook-privacy
Averion, M. E., J.Z. Abad, KJ. M. Judalena. (2010). The Impact of Social Networking Sites to the Academic Performance of the College students of Lyceum of the Philippines-Laguna. A group paper. Lyceum of the Philippines-Laguna.

Bernardo, A., Ganotice, F. & King, R. (2014). Motivation Gap and Achievement Gap Between Public and Private High Schools in the Philippines. The Asia-Pacific Education Researcher. 24. 10.1007/s40299-014-0213-2.

Collin, P. (2010). Building and Connecting to Online Communities for Action: Young People, ICT, and everyday politics. Special Edition on E-Democracy Online Youth Participation and Engagement. Vol. 1 (3): pp. 1-18.

Freedman, T. (2009). Can social networking sites affect your ability to concentrate, communicate and feel empathy? Retrieved from http://terry-freedman.org.uk/artman/publish/article_1474.php

Hargittai, E. (2007). Whose space? Differences among users and non-users of social network sites. Journal of Computer-Mediated Communications. Vol. 13 (1).

Livingstone, Sonia. (2002). Young People and New Media: Childhood and the Changing Media Environment / S. Livingstone.

Acquits, A. and R. Gross. (2006). Imagined Communities: Awareness, Information Sharing, and Policy on Facebook. Pre-proceedings version. Privacy Enhancing Technologies Workshop. Retrieved from http://www.heinz.cmu.edu/acquiti/papers/acquisti- gross-facebook-privacy

Ravenscroft, C. (2001). Designing e-learning interactions in the 21st century: revisiting and rethinking the role of theory. European Journal Of Education. Vol. 36 (2). pp. 133-156.

Sharma, G. & Jha, M. (2014). Academic performance in relation to parents’ education, institution and sex. Journal of Psychosocial Research, 9(1), 171-178. Retrieved from https://search.proquest.com/docview/1542693902?accountid=47253
Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology & Distance Learning*. Retrieved from http://www.itdl.org/Journal/Jan_05/article01.htm

Vygotsky, L. S. (2016). *The Collected Works of L. S. Vygotsky*. New York, NY: Springer.