

**Research Article****SOCIAL PLATFORMS, A REVERSION OR AN ACADEMIC BOOST: A SYSTEMATIC MAPPING ON STUDENTS' PERCEPTIONS OF SOCIAL MEDIA****\*Latifa SELLAM**

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**Abstract**

The massive popularity that social platforms have gained, notably Facebook, among university students is still growing, since those means launched their flagship. This paper projects the way students perceive them and handle their academic performance. With a qualitative content analysis, we identify the link between social contacts involvement and educational task management. The matter under study has three plausible variables. Firstly, are social media a reversion, in the sense of a regressive tool, or an academic support? Secondly, are those means sustaining the educational process, or not. Thirdly, and does this depend heavily on the awareness degree of the user/student? All these considerations will be pondering in the Algerian context. The findings postulate that self-regulation was found to be a significant predictor of educational success. And that, effective learning requires a self-regulated learner, and the one who maintains monitoring the task in hand till the end. Rationally, students at this age should be recognizant and aware of the potential outcomes of social media's trickery. Therefore, this paper highly recommend effort-adjustment towards learning, besides, purposeful and reasonable social sites engagement.

**Keywords:** Academic performance, Effort-adjustment, Reversion, Self-regulation, Social media engagement, Trickery.

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**INTRODUCTION**

Social media is a collective term for websites and applications. Their central concerns are communication, community-based input, interaction, content sharing, and collaboration (adapted from the net). In fact, social forums have switched the ways people talk and exchange with each other. The phrase 'Social Media' is not a recent invention; however, it was coined many years ago, according to (Carton, 2009) humanity has created technology to facilitate the interaction and communication between individuals. Different age categories of people are using social means to set relationships, share knowledge, or post contents for entertainment or gaining proficiency, no matter the motive is, since everyone is taking advantage of. Besides, social media has extended its offerings, and become an essential part of education. In other words, social media is gaining approval; this fact is applicable on university students (Anser *et al.*, 2020). Students are using social media for various reasons as communication, interaction, cooperation, and for exchanging ideas and opinions (Mantymaki & Riemer, 2016). In fact, these last two decades, social media has received much popularity within the field of education. Therefore, teaching and learning with technology have become essential rather than optional. The current study reminds us that the use of social mediums in teaching and learning is becoming an integral part within the educational process. Furthermore, the implementation of those technological channels has shifted both teachers and students' perception of learning. Social media encompasses popular websites such as Face Book, You Tube, Instagram, etc. Students use these on a regular basis to interact, build relationships, share information, upload videos, and else. In the academic domain, university students consider those channels in facilitating the communication with their teachers, through breaking the hindrances of time and space.

Moreover, social means promote independent learning and foster self-reliance. Multiple studies have been conducted in this sense to conclude that, social platforms have generated an effective and contemporary learning environment. This means that their role is definitely meant for meeting learners' educational needs, in whatever instructional stage. Therefore, the present paper advocates that some EFL learners are said to have high rates of engagement and academic productivity. In contrast to some who have low commitment and noticeable reversion. In fact, there has been much debate around the fact that, social platforms are they contributing positively in students' education. In the same line of thought, there are some negative outcomes stemming from the heavy usage of those mediums, notably the irresponsible one. We intend to address this issue and its dimensions in the Algerian context. By tackling this, we look into the outcomes of social media usage on language learners. The questions that this research study orbits around are: To what extent social media are metrics for academic performance? Do they incarnate an intangible threat for educational advancement, or the palpable support? Therefore, a dichotomic account is surfacing that sets merits, as well as demerits of social sites usage.

**LITERATURE REVIEW****Social Platforms Benefits**

The English language has now replaced all the other languages, since it is used everywhere. It is nearly impossible to find a nation where English is not needed. Actually, it is the most spoken language in the world, since; it is the language of tourism, business, communication, science, and education. Recently, technology and social media have improved teaching and learning. Moreover, they met under the name of e-teaching and e-learning. The wide usage of social media at schools and universities than ever, especially in these recent years, (Kirschner & Karpinski, 2010), significantly affect every

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student's life. According to (Greenhow & Robelia, 2009), the integration of social platforms in education could result in new forms of research communication, cooperation, as well as a good effect on the level of cognition, social, and emotional states. Likewise, according to (Jumaat & Tasir, 2016) enormous benefits are brought with the use of social platforms including the ability to interact and communicate with a system dominated by privacy. Additionally, social media services as Facebook have caught the attention of many educationalists, which they tend to use it, as a learning platform. They found the integration of Facebook as an appropriate strategy to make the learning accessible to all students. In the same respect, according to (Wang *et al.*, 2013) most of students, especially in higher education setting create a common group on Facebook to stay in touch with their peers, ease conversations, mainly for distant learners, who cannot attend regular full-time classes. Facebook pages serve also in announcement about assignments and projects lead by their teachers; and share lessons with a cooperative learning environment. Along with vocabulary acquisition, improved grammar, and the four language skills are expanded with the use of social media (Seddik, 2017). Similarly, several studies revealed that social means motivate them to use the target language efficaciously, and produce a purposeful learning process. As it empowers them to achieve high rates of educational success. Eventually, according to (Tonta, 2009), social media are used for educational purposes, in addition to networking, and amusement. This means that they can use those platforms in leisure time for recreation, as they can use them for enriching and promoting academic yield.

### Social Platforms Drawbacks

There is growing evidence that young adults might encounter some attention-deficit due to excessive exposure to social platforms, as well as lack of self-regulation. This may have negative effects on their academic return. In this respect, some findings were consistent with another study (Abdulahi *et al.*, 2014), in which students were asked similar questions about their social media usage and their overall academic performance. The results indicated that the majority of students reported spending much of their time using social media sites, in checking and posting. Furthermore, students spent time on social means, while or instead of engaging in academic assignments, and educational performance, therefore, was negatively affected. Similarly, students who frequently engage in social platforms may not see the impact of their use on general academic performance, or the relationship between key strategies and skill important for academic success, and social media use. Engaging with social mediums implies that students are not removing the distractions from their environment to allow them to focus their attention as well as regulation of time and study environment. In addition, choosing a more favorable task such as social media, may mean that they are not persisting on the primary study-related task, when it becomes difficult or they are not motivated (effort regulation). Research suggests relationships between these variables; however, there has not been research conducted that explicitly examines the connection between social media usage, and regulation of time, and study environment, effort adjustment, and academic performance. The current study addresses the association that might exist between heavy-social media engagement, and attention-deficit, resulting to task-recreationally-oriented, rather than task-academically-oriented. This phenomenon, however, is not widespread, but frequent. The consequences

sometimes can be detrimental, if students do not possess self-regulation asset.

## METHODS

### Participants

To collect data for our study, we conducted two research instruments involving master's students from Saida, Dr. Tahar Moulay University of Algeria. To meet the study's intents, we were looking into the outcomes of social media usage. We administered the investigative tools (interviews and observations) in person. Recreation has been found as the underlying reason behind social media usage. There has been exceptions with regard to awareness and responsibility rates emanating from diligent learners. However, the vast majority is more prone to the problematic of social media attention-deficit and lack of self-regulation.

### Procedure

A qualitative method was used to gain an insight and a deep understanding of the informants' experiences with regard to instrumentalising social media, for an academic sake or not, relying on semi-structured interviews and observations. The study group consisted of 30 students, belonging to didactics pathway. The interview was set after an in-depth literature review on the usage of those platforms, Facebook notably, in education. The respondents were transparent in communicating their perceptions, and the others adopted, rather unresponsive stances. In parallel, some inquiries revolved around the perception of social websites as a trickery, or not, in the sense of two-faceted. Other questions had a direct bearing on how disciplined they are to synchronise their effort and time between academic, and recreational.

## RESULTS AND DISCUSSION

The findings suggest that nowadays students are in need of social media, because most of them are digital. Investigations on students' use of social platforms at the university in question reveal that the vast majority are using those platforms, for a day-to-day usage, since it is part of their routine. Moreover, among the most used social mediums are Facebook, and Instagram, with the respective percentages of 54%, and 47%. In fact, the primary focus of the research study is to determine whether those platforms contribute positively in the academic development or not. In the same respect, several studies show that they have a significant place in education, and characterised by their massive support by instructors, educationalists, and learners as well. Perspectives from Saida University also indicate that learners are not interested in the old teaching method like memorising techniques, tutorial papers, etc. In addition, these strategies turn them into passive receivers. On the other hand, the overwhelming percentage of students prefer receiving courses via e-mail or Face group. It cannot be denied, therefore, that social platforms serve greatly the teaching and learning processes. Likewise, several studies have shown that social media aim at raising the learners' academic performance, when it is used properly. Additionally, the findings postulate that the informants' daily use of social mediums is more than 04 hours, with an average of 47%. We can speculate then, that there is a correlation between social platforms and students' academic success. Similarly, 25

students, which is equivocal to 73.33, reported that they own an account with Face, the remaining percentage with Instagram. Accordingly, the current result enacts that social websites are a double-edged tool, and this results in detrimental educational outcomes. Furthermore, the study posits that those means promote active participation to knowledge sharing. This fact corroborates with (McLoughlin & Lee, 2007) view point, collaborative and participatory tools like wikis, blogs and Google Docs can encourage students to become active participants or even co-producers, rather than passive consumers of content. Likewise, they can learn from each other and generate insightful results, this reality interacts with (Lin & Yuan's 2006) attitude, these collaborative tools can successfully enhance interactivity among students. At the institutional level, learners have the opportunity to gain attention and further involvement, (Rutherford, 2016), views that, as the social features of social media resources have attracted the millions of people around the globe. These same features are capable of drawing the attention of students to the learning opportunities provided by their academic institutions. Evoking some students' indifference towards educational advancement. As it was reported by some who lose attention from time to time, when consulting their accounts in class, under the excuse of 'teachers' lack of communication'. This is in line with (Yazzie-Mint, 2010) standpoint, some bored students, however, indicate that the source of their boredom is mainly due to a lack of interaction with their teachers. In fact, experience has shown that instructional methods that encompass working and learning with peers, are the most highly rated of all the instructional ways that the teachers use.

### Conclusion and Recommendations

Tremendous opportunities for learning more and scaffolding expertise in multiple disciplines of science are being offered by different websites. University students, for instance use Facebook namely in exchanging and creating spaces where they meet such as groups, the entire number of students can join the group for sharing knowledge or dispatching teachers' input (courses' contents/synopses comprising recent researches, and latest publications) besides, Google Docs. Both are interesting tools in acquiring knowledgibility. The preferential treatment students have towards social platforms leads us to conclude that the excessive use of social platforms was taken for granted, for a long time, by youngsters. The academic process being victimised by an overuse of those means, is recording the beats and breaths of each phase of the educational trail negligence. The angle where students perceive social mediums as relaxation spaces affords a sharp vision with respect to their tendencies and approaches. A conceptual representation has been delivered to address the question of instrumentalising social means for only or, at least, partially educational ends. This paper is a call for disregarding the idea of using those mediums for uniquely recreational purposes. However, more serious mindset should be adopted to buffer the distraction caused by social media, as well as the negative effects that those may have on young adults' academic achievement. This can be endorsed by some recommendational guidelines such as: Students should set their educational goals, and should be working in realising them. Similarly, they should balance between the use of social media for entertaining time and serious study time.

Ultimately, university students or else should rationalise their social platforms usage, in the sense that it should not be at the expense of their academic return. It would be regrettable if students at this age do not own self-regulation asset, and are likely to be prone to attention deficit problems and fall into social media's trickery.

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