

The Effect of Social Media on Student Academic Performance: A Case Study at the Islamic University of Bangladesh

Md. Shahbub Alam¹, Hena Aktar²

¹ Assistant Professor, Dept. of Accounting and Information Systems, Islamic University, Bangladesh.

² MBA Student, Dept. of Accounting and Information Systems, Islamic University, Bangladesh.

Abstract

Social media is a computer-based technology that allows users to share information, ideas, and opinions through virtual platforms. Students are the most active users of social media. This study looked into the effect of social media on students' academic success at an Islamic university in Bangladesh. Primary data was gathered using a systematic questionnaire, interviews, and observation techniques, while secondary data was gathered from related journals, journal articles, surveys, and websites, among other sources. Random and purposive sampling techniques were used in the study, and two research hypotheses were created. The Microsoft Office Excel software kit and SPSS were used for data processing. According to the results of the study, almost all students at Islamic University have access to the internet, and the majority of them use various social media, which has a mildly negative effect on their academic performance. The findings suggest that students should strike a balance between chit-chat and academic activities. This is to strike a balance between students' social networking and academic activities to prevent academic setbacks.

Keywords: Social media, Academic activities, Academic success, Bangladesh.

Introduction

Social networking is a web-based service that allows users to build either public or semi-public profiles within a controlled environment (Obi et al., 2012). The smartphone's innovation has expanded social media use by allowing users to access various social networking sites with only a few clicks (Kim & Khang 2014; Obi et al., 2012). Social networking sites have long been known as valuable platforms for educating and connecting people from various walks of life (Lenhart et al., 2010; Ahmad, 2011; Wodzicki et al., 2012). Students can express their everyday learning experiences via social media, which has a positive effect on academic success (Tariq et al., 2012; Khan, 2012; Liccardi et al., 2007; Hasnain, et al., 2015; Amin et al., 2016). On the other hand, social media has hurt students' academic success (Obi et al., 2012; Junco et al., 2010;

Rabin et al., 2011). When a student becomes too engrossed in the use of social media, it affects his success in class and overall academic performance (Tamayo & Dela Cruz 2014; Alwagait et al., 2015; VandenBoogart, 2006). Students' attention is drawn to social networking sites and is then diverted to non-educational and inappropriate activities such as pointless chatting (Kuppuswamy & Shankar, 2010). Extracurricular and academic programs are insufficient to accommodate certain students who are socially isolated due to social networking (Tinto, 1997). Social media is particularly dangerous for teenagers; the more they use it, the more it influences their study habits, provided that friends from social media will begin to exert control on one another (Trusov et al., 2009).

Social media has become one of the most widely used forms of communication by people of all ages. Students, in particular, have easy access to the internet and engage in social networking activities. Since its inception, the number of users has steadily increased, especially among students, who are subjected to a great deal of neglect and challenges in their academic performance, resulting in a rapid decline in educational quality. Students are found to pay more attention to social media than to their studies. Instead of reading their books, students spend their time on social media talking and making friends, which may affect their academic success. As a result, it's important to look at some of the hot topics affecting students' academic success as a result of social media. As a result, this study aims to look into the impact of social media on students' academic performance at Islamic University in Bangladesh.

Significance of the Study

Teachers, parents, and students will benefit from this research. This study will assist Islamic university teachers in understanding the impact of social media on their students, as well as enlightening and raising awareness among students about the potential impact of social media on them. The study is important for parents in that it will inform them of the potential effects of social media use on their children, allowing them to act as a watchdog over their children's use of the social networking site. The study will educate senior students so that they are aware that, in addition to the social benefits of social networking sites, using them more often than necessary may pose health risks. It will be useful in helping students appreciate the various types of social media. It will provide useful information for students and other researchers working on related projects. The analysis would provide more information to researchers about the impact of social media on student academic success.

Objectives of the Study

The main goal of this research is to find out how social media affects undergraduate and graduate students' academic success at an Islamic university in Bangladesh.

The following are some specific goals:

- i) To determine how much time students spend on social media in their daily lives.

- ii) To determine how the use of social media has affected students' academic success at Islamic University in Bangladesh.
- iii) To suggest any suggestions and strategies that the university administration should implement to inspire students who are negatively influenced by social media.

Literature Review

Several studies have been conducted by various researchers to determine how students' use of social media affects their academic performance. According to the reports, one of the most significant factors that can affect students' educational success positively or negatively is their use of technology, such as the internet. Many parents and guardians are concerned that students are spending too much time on Facebook and other social media sites and not enough time studying, according to the report. Below is a list of several works.

Vanden Boogart (2006) analyzed the responses of 3134 students in a study conducted at four universities to examine the effect of Facebook on campus life at four higher education institutions. He discovered important correlations between the amount of time spent on Facebook and a variety of demographic factors. Females spent much more time on Facebook than males. Students with a GPA of 2.99 or lower said they spent more time on Facebook than students with higher GPAs.

Junco et al. (2010) investigated the relationship between social media and student participation and grades. Students were divided into two classes, one of whom used Twitter and the other who did not. Students in the Twitter community have higher GPAs and test scores than the students in the other group.

Ahmad (2011) According to his research Social networking sites provide many benefits to their users, including the ability to stay in contact with peers and reconnect with old ones. As a result, the global social media network is expanding.

Rabin et al. (2011) Focusing on a study of self-reported executive functioning associated with academic procrastination by distributing a thirty-minute questionnaire to 212 university students, researchers discovered that there is a connection between social media use, procrastination, and poor academic performance. Between 30 and 60 percent of students stated that they use social media to procrastinate on their assignments.

Lin et al. (2012) concentrating on a study focused mainly on Facebook results, which are used by foreign students in the United States. The researchers discovered that students' ability to engage socially and culturally in their new world was aided by their use of Facebook. According to a study, 46 percent of international students mention using a social media platform.

Khan (2012) the influence of social networking websites on students is investigated. A research questionnaire was created to evaluate the factors that influence students' use of social networking websites. Age, gender, education, social impact, and academic performance are among the

variables listed. The study's findings indicate that respondents aged 15 to 25 years old are the most likely to use social networking websites for entertainment, although gender analysis reveals that males are the most likely to use social networking sites.

Wodzicki et al. (2012) pointed out that social media can help students improve self-directed learning skills by providing a forum for them to explore subjects and gather information by accessing existing data on the internet or engaging with like-minded students to constructively share ideas and create awareness through informal and formal activities.

Rambe (2012) examined the effect of social media on meaningful learning and pedagogical methods using an ethnographic approach. They did so by looking at the Facebook posts of students and teachers enrolled in a South African Information Systems course. According to the findings, Facebook served as a collaborative "open" "third room" that facilitated student speech, learning community growth, and knowledge creation.

Camilia et al. (2013) looked into the Nigerian situation. According to 536 students who responded to a survey, 97 percent of students use social media networks. The most popular social networking site was Facebook, followed by "2go" and YouTube. The majority of students (91%) used social media for less than 4 hours a day. A quarter of the students said they felt social media had a positive effect on their academic results, while 32% said it had a negative impact and the rest said it had no impact. It was confirmed by around 75% of students that they used it for academic assignments.

Kim & Khang (2014) it was discovered that social media has a positive impact on building and maintaining relationships among users, which aids in meeting students' academic needs. International students, in particular, profit more from using social media and forming new relationships that aid their academic success.

Tamayo & Dela Cruz (2014) the researchers looked into the connection between students' use of social media sites and their academic performance. The study found that using social media interferes with students' learning and has a direct impact on their attendance at school. The study's results were plotted in a scatter diagram to display the association or relationship between the variables. Academic success and social media affect each other. It simply means that when a student becomes too engrossed in the use of social media, his success in class and overall academic performance suffers.

Mawdsley (2015) conducted a study to assess students' views of social media in education and to explore how it could be used as a supplement to traditional learning. Even though 92 percent of respondents said they use social media regularly, 57 percent prefer the University virtual learning environment to social media for learning. Respondents have concerns about online professionalism and question the role of social media in education, according to the survey, which includes teachers.

Hasnain et al. (2015) aim of this research was to look into the connection between social media use and academic performance in Pakistani students. The findings indicate that social media hurts academic success. When used correctly, social media sites can assist students and youth in acquiring information that can be used to improve their academic performance.

Alwagait et al. (2015) the impact of social media on the academic performance of 108 Saudi students was investigated. According to survey results, Twitter is the most popular social media platform, followed by Facebook. Sixty percent of respondents admitted that heavy use of social media had a detrimental effect on their performance and that 10 hours of use per week would ensure that their academic performance was not harmed.

Amin et al. (2016) researched to see how the usage of social media platforms affects university and college students' academic success. A total of 300 students were chosen at random. The questionnaire was used as the data collection tool. The responses to the questionnaire were evaluated using descriptive statistics. The findings suggest that social media may have a positive impact.

Tezer et al., (2017) have researched to examine students' general attitudes toward the use of social media in light of socio-demographic variables such as their class, gender, academic history of their parents, socio-economic status, memberships in social media tools, social media contexts, and, finally, tools used to link social media accounts. Students' attitudes toward using social media were found to be strong and optimistic, according to the report.

Sangwaan (2019) explains how social media has affected the field of education. The study found that social media had both positive and negative effects on education and students. It also emphasized steps to reduce the negative effect of social media on students' academic performance, such as restricting access to social media platforms and limiting the amount of time spent on them.

Research Gap

There has been some research on the effect of social media on students' academic success in various universities and countries, but none on Islamic University in Bangladesh. As a result, this study will assist us in determining how social media influenced the academic success of students at the Islamic University of Bangladesh.

Methodology of the Study

Research Design

The primary goal of this research is to investigate the impact of social media on student academic success. The study's participants are 150 students who use social media regularly. For easy access to data, the study will concentrate on students at the Islamic University of Bangladesh. The questionnaire and interview methods, as well as the observation process, were used to collect

data for the study's purpose of analyzing the effect of social media on students' academic performance at Islamic University in Bangladesh.

Sources of Data

This study's data was gathered from both primary and secondary sources. A formal questionnaire, as well as interview and observation methods, were used to gather primary data. Secondary data was gathered from a variety of sources, including related publications, dissertations, books, journal articles, records, government publications, laws, regulations, and acts, among others.

Sampling

The Islamic University is Bangladesh's largest educational institution, with more than 16, 000 students studying at various levels in a variety of faculties and departments. As a result, this sampling was the most efficient for obtaining detailed data in support of the study motion. Purposive and random sampling techniques were used to collect data from students at Islamic University in this study. A total of 150 respondents were selected at random from Islamic University in Bangladesh, ranging from honors 2nd year to master's level.

Methods of data collection

- Structured Questionnaire
- Interview methods
- Observation method

In this study, structured and unstructured interviews, observation techniques, and a structured questionnaire were used as effective tools for gathering necessary and genuine data from students as primary respondents.

Techniques of Data Analysis

The knowledge gathered was quantitative as well as qualitative. The average, ratio, and correlation are calculated using the Microsoft Office Excel software package and SPSS.

Percentages

The percentage is the proportion of fraction articulated in hundredth. It was computed by

$$\text{Percentage} = F / N * 100$$

Where,

F = Respondents of the desired class

N = Total number of respondents

Correlation

A correlation is a statistical measure of how closely two variables are related. The measure works better for variables that have a linear relationship with one another. A scatterplot can be used to visualize how well the data fits together. We evaluate the relationship between the variables and decide whether they are correlated or not using a scatterplot.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Variables

Independent Variable

The independent variable is the cause. Its value is independent of other variables in the study. In this study, social media is the independent variable.

Dependent Variable

The dependent variable is the effect. Its value depends on changes in the independent variable. In our study student's academic performance is the dependent variable.

Hypothesis of the Study

A hypothesis is an assumption about relations between variables. The following hypotheses are generated by the researcher and were tested in this study:

Null Hypothesis

There is no relationship between the use of social media and academic performance.

Alternative Hypothesis

There is a relationship between the use of social media and academic performance.

Reliability of Data

Real observation and proper analysis are needed for data to be reliable. The concept of reliability varies from one observation to the next and over time. The researcher was concerned about the data's reliability from the start. At the time of primary data collection, all precautionary steps were taken to eliminate errors. While providing details, the study discovered that some respondents slightly misinterpret some data about their online time, claiming to spend more time online than they claim. The questionnaire was created in such a way that cross-checking was

always possible, primarily to verify the validity of those things that were filled out through verbal interrogation. Secondary data was gathered from various websites and other outlets. These may be considered trustworthy for research.

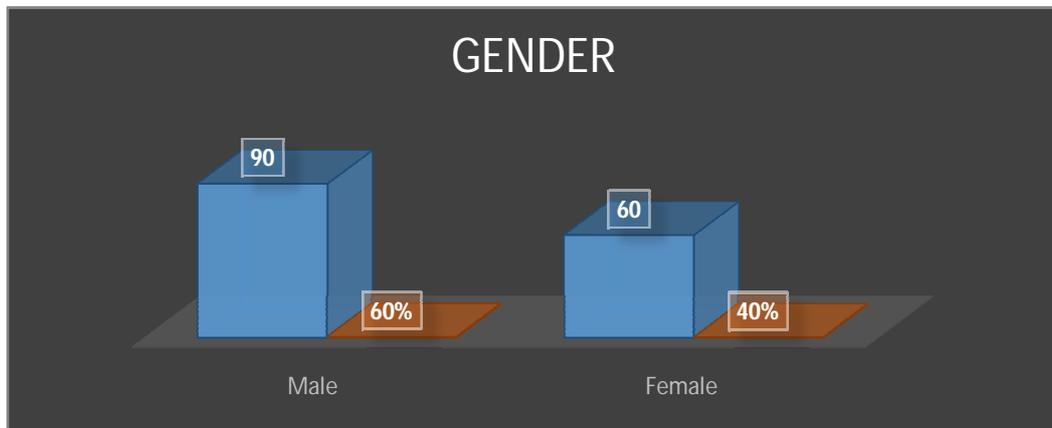
Data Analysis, Result, and Discussion

The process of organizing the information collected from respondents to arrive at conclusions is known as data analysis. The data is analyzed in such a way that it supports the research goals and hypothesis. To find out the effect of social media on students' academic success, data was collected from 150 respondents who are students of Islamic University, Bangladesh, and this was done directly by the respondent. The data collection was conducted through a questionnaire, semi-structured questions, focus group discussion, and interview schedule. The researcher evaluated and tabulated the quantitative data in tables, and then interpreted it to gain a better understanding.

Table 1. Number of Respondents

Faculty Name	Number of Respondents
Faculty of Theology and Islamic Studies	12
Faculty of Business Administration	60
Faculty of Science	9
Faculty of Engineering and Technology	6
Faculty of Biological Science	6
Faculty of Social Science	21
Faculty of Arts	27
Faculty of Law	9
Total	150

For research purposes, data collected from 150 respondents of 8 faculties of Islamic University, Bangladesh. Among them 60 respondents from Faculty of Business Administration, 27 respondents from Faculty of Arts, 21 respondents from Faculty of Social Science, 12 respondents from Faculty of Theology and Islamic Studies, 9 respondents from Faculty of Science, 9 respondents from the Faculty of Law, 6 respondents from Faculty of Engineering and Technology, and 6 respondents from Faculty of Biological Science.



Source: Field Survey

Figure 1. Gender of the respondents

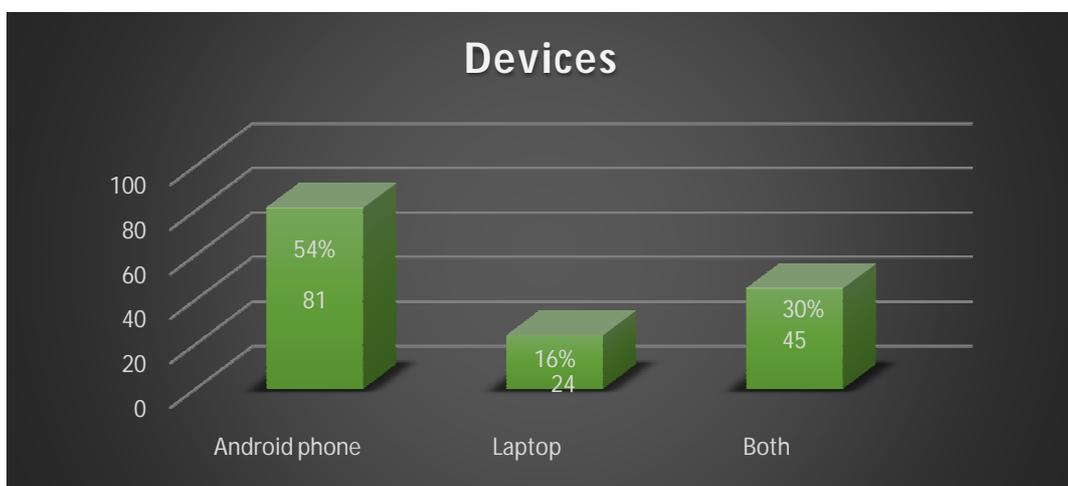
From the selected respondents 60% are male and 40% are female.



Source: Field Survey

Figure 2. Respondents Educational Qualification

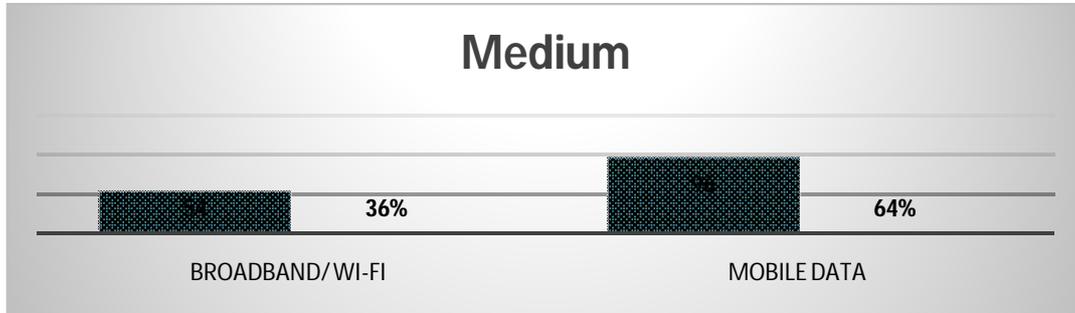
Among the respondents 56% are graduates and 44% are undergraduate.



Source: Field Survey

Figure 3. The device used by respondents

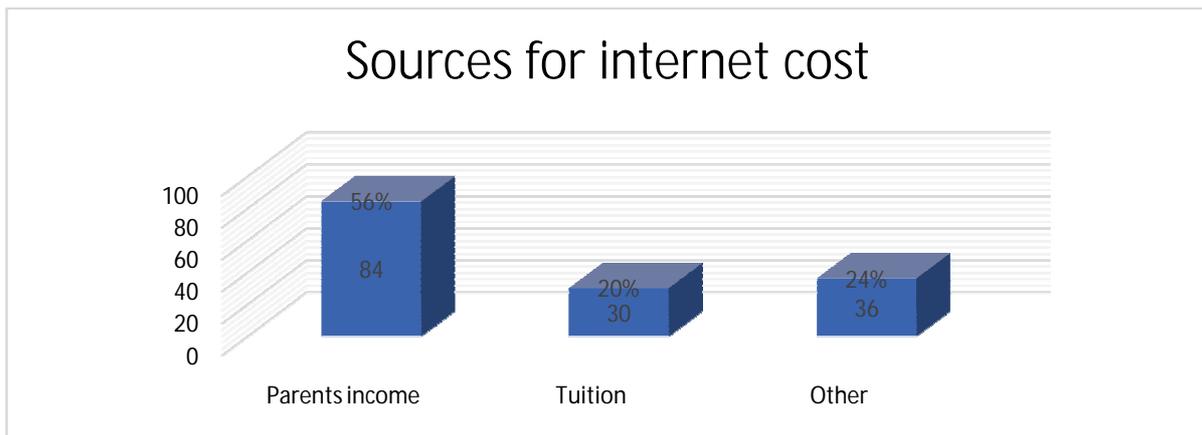
The research shows that only 54% of the respondents use an android phone, 16% laptop, and 30% use both of them for browsing the internet and social media.



Source: Field Survey

Figure 4. Accessibility on the internet by respondents

The table shows that 64% use mobile data and 36% of respondents use broadband/Wi-Fi to browse the internet and social media.



Source: Field Survey

Figure 5. Sources of money to manage the cost of internet

The research shows that 56% of respondents manage money from their parents, 20% from tuition, and 24% from other sources for bearing their internet cost.

Table 2. Social media used by the respondents

Social media	Frequency	Percentage	Percent of cases
Facebook	120	34.3%	80.0%
Twitter	50	14.3%	33.3%
Instagram	70	20.0%	46.7%
Tiktok	30	8.6%	20.0%
LinkedIn	60	17.1%	40.0%
Others	20	5.7%	13.3%
Total	350	100.0%	233.3%

Source: Field Survey

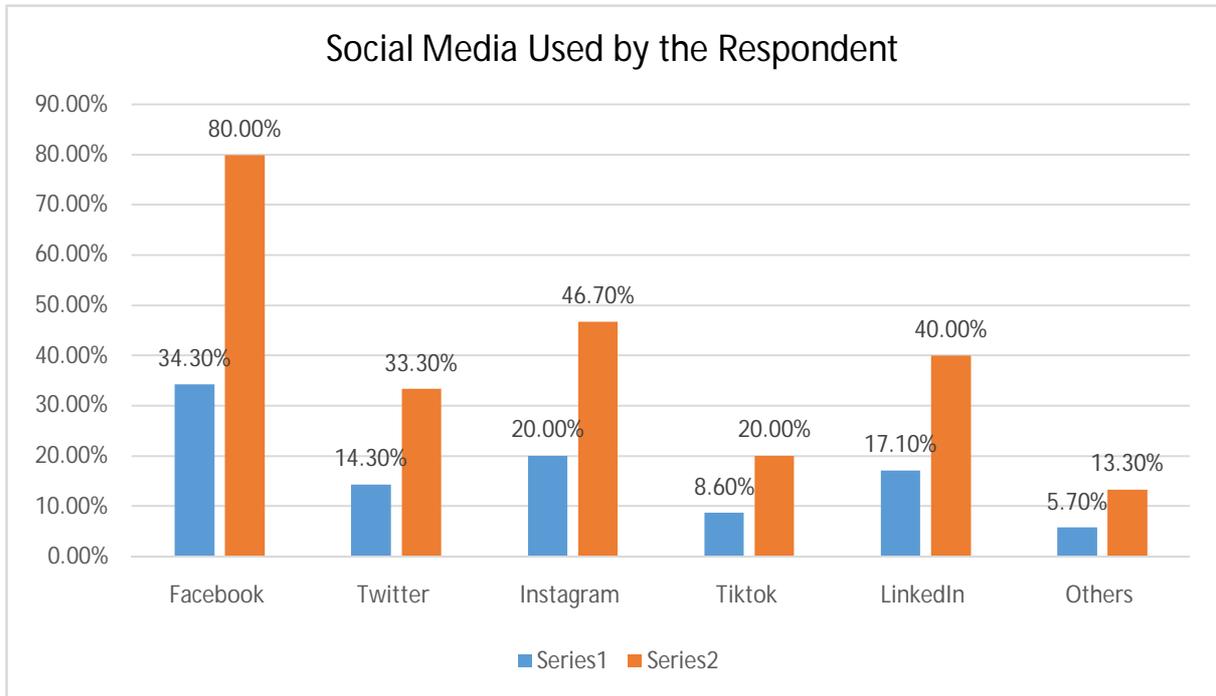
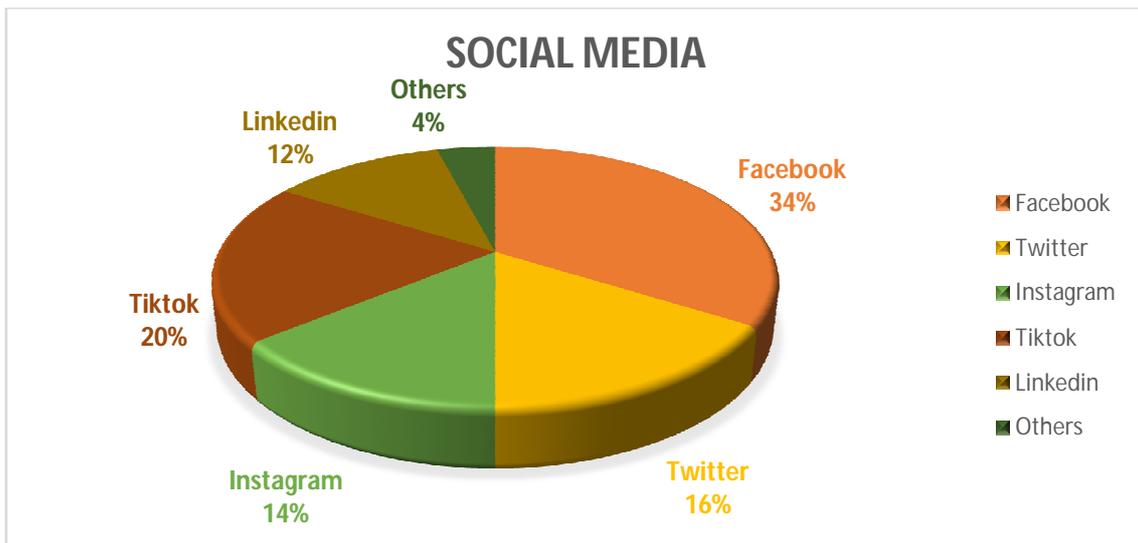


Figure 6. Social media used by the respondents

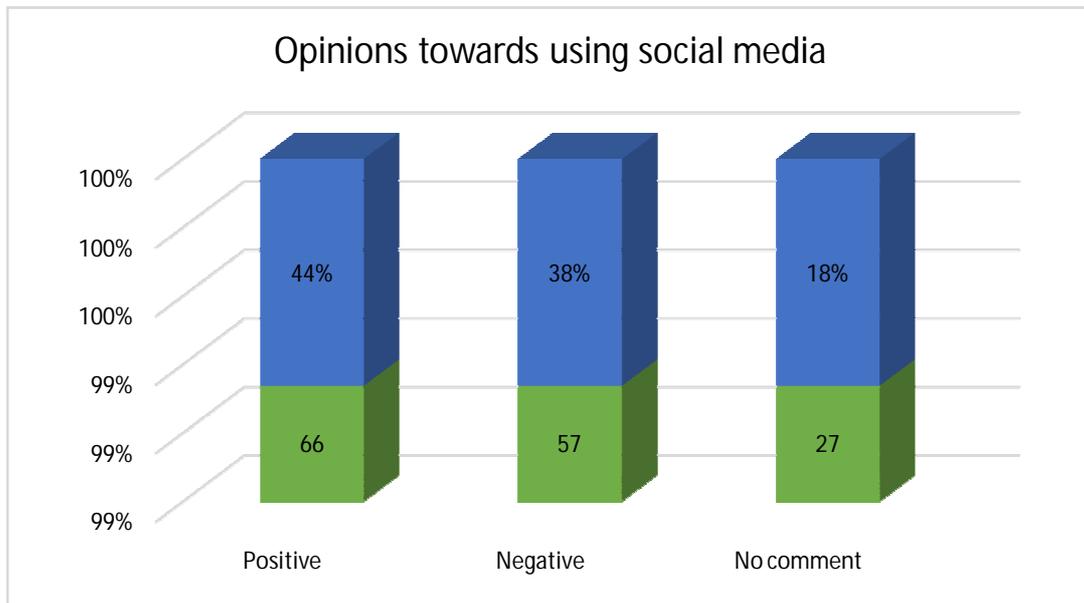
The table represents that most of the students about 80.0% have an account on Facebook, 46.7% have in Instagram, 40.0% have in LinkedIn, 33.3% have in Twitter, 20.0% have in Tiktok and 13.3% of students have an account in some other social websites.



Source: Field Survey

Figure 7. Social Media preferred by the respondents

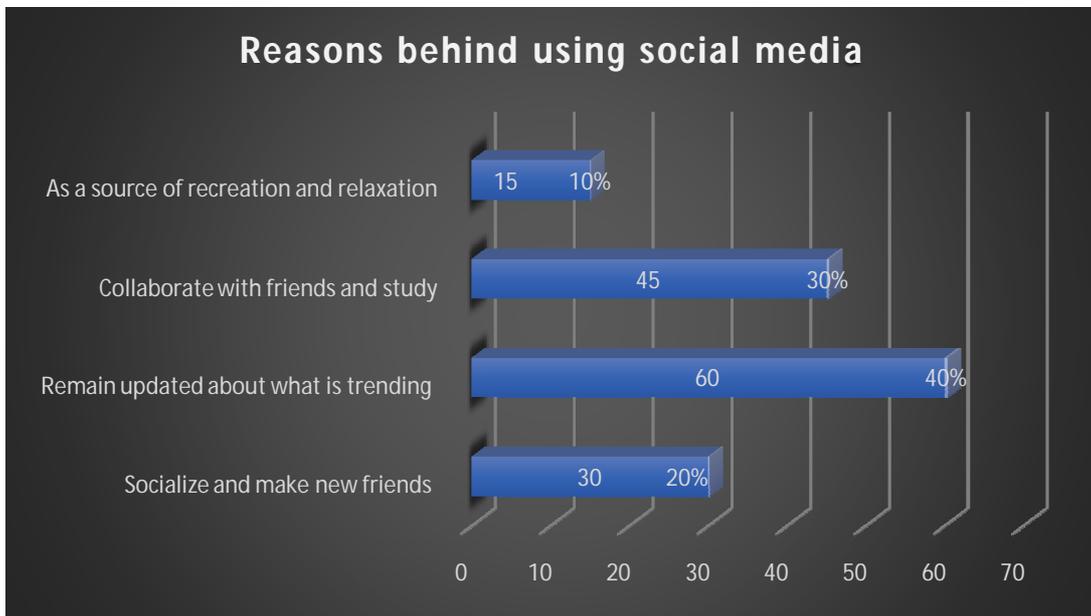
The table shows that among the 150 respondents 34% prefer Facebook, 20% prefer TikTok, 16% prefer Twitter, 14% prefer Instagram, 12% prefer LinkedIn and 4% prefer others.



Source: Field Survey

Figure 8. Respondent’s opinion towards using social media

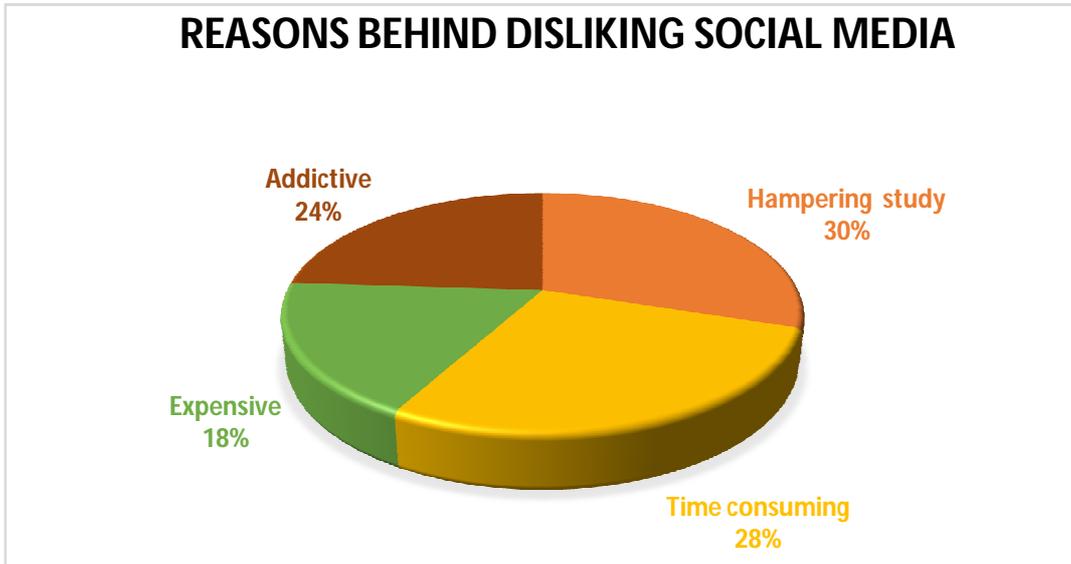
The research represents that 44% of the respondents provide a positive opinion regarding using social media, 38% provide a negative opinion and 18% did not provide any opinion.



Source: Field Survey

Figure 9. Reasons behind using social media

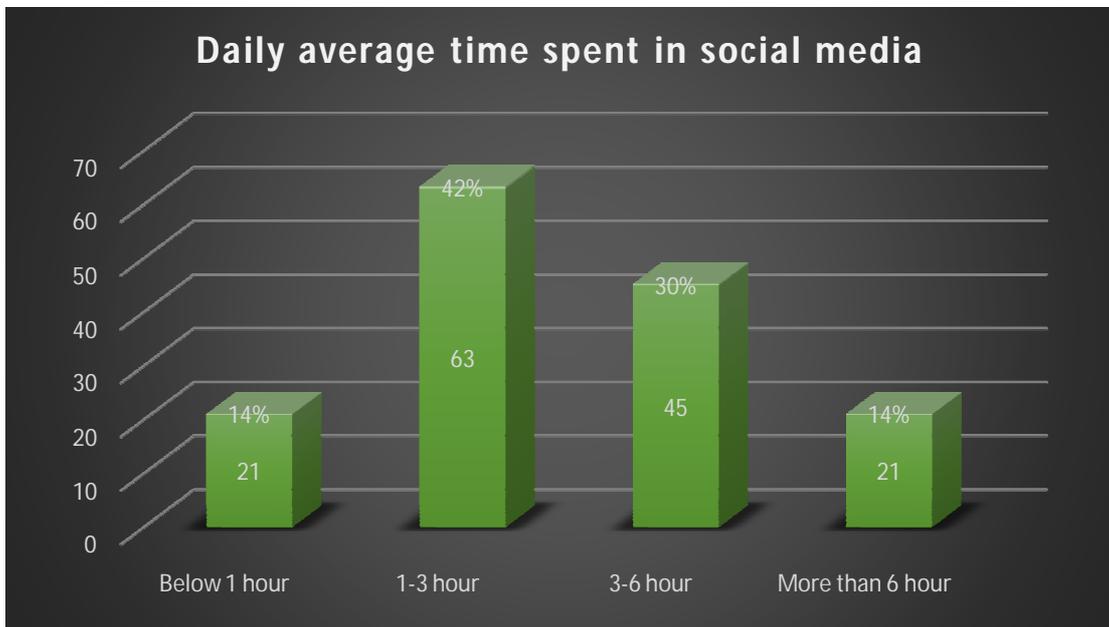
The research represents that 40% of the respondents use social media to remain updated about what is trending, 30% use it to collaborate with friends and study, 20% use it to socialize and make new friends, and 10% use it as a source of recreation and relaxation.



Source: Field Survey

Figure 10. Reasons behind disliking social media

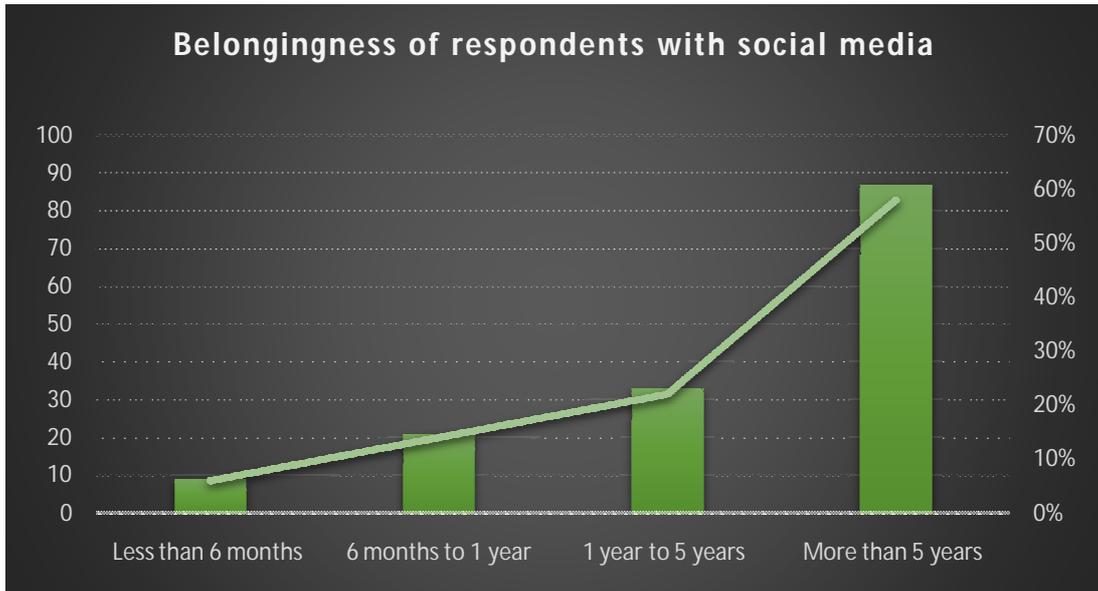
The research shows that 30% of the respondents dislike social media because they think that it hampers their study, 28% dislike it. After all, it consumes time, 24% dislike it because it is addictive and 18% dislike it because it is expensive.



Source: Field Survey

Figure 11. Daily average time spent in social media by the respondents

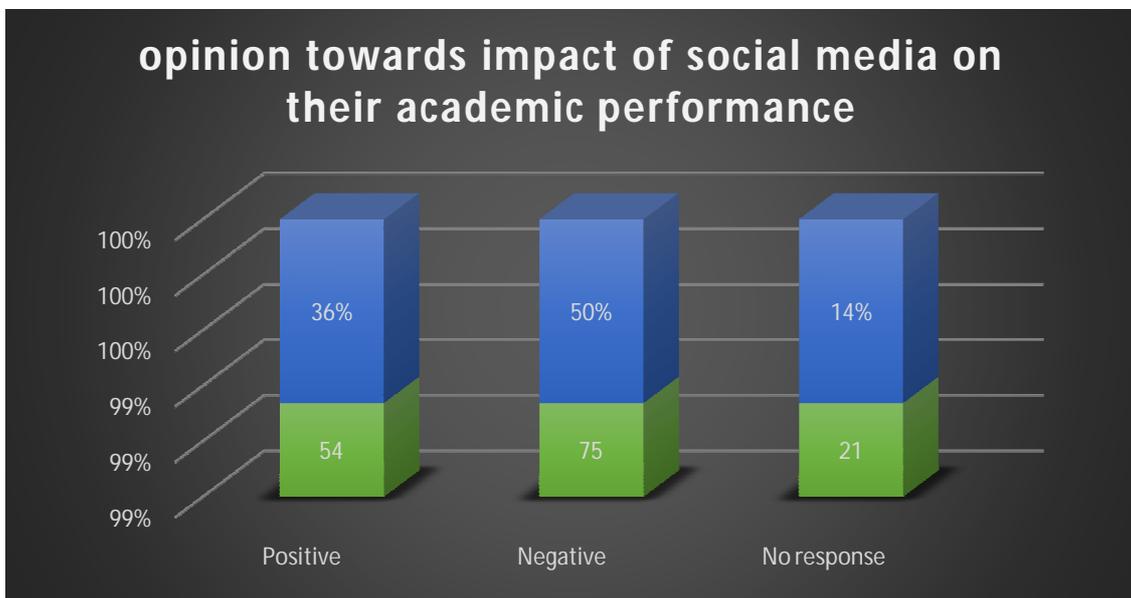
Our analysis represents that most of the respondents about 42% spent an average of 1-3 hours every day on social media, 30% spent 3-6 hours, 14% spent less than 1 hour and 14% spent more than 6 hours.



Source: Field Survey

Figure 12. Belongingness of respondents with social media

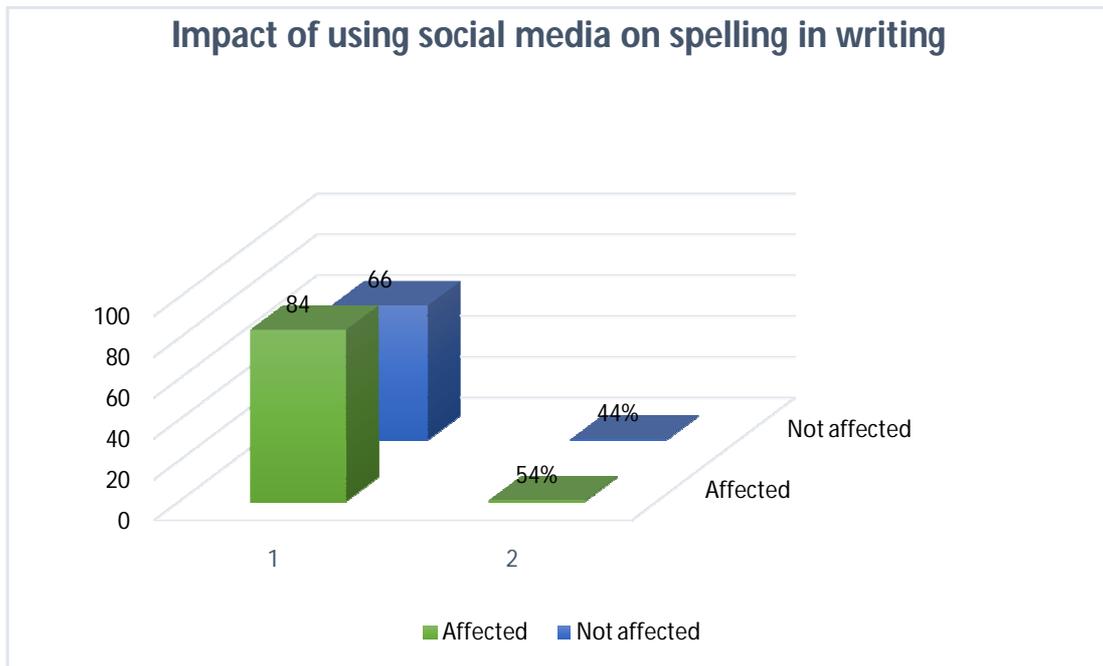
The figure shows that most of the respondents about 58% use social media for more than 5 years, 22% use 1-5 years, and the rest of them use less than 1 year.



Source: Field Survey

Figure 13. Respondent's opinion towards the impact of social media on their academic performance

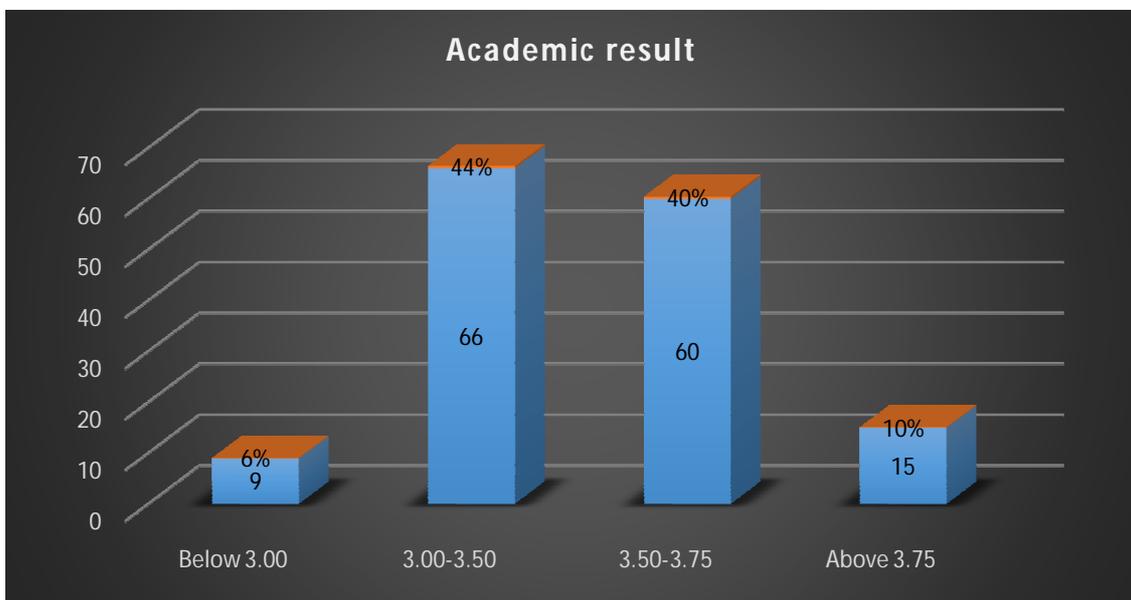
Our analysis shows that majority of students about 50% think that social media negatively affected their academic results, 36% of students think that it positively affected their academic results, and 14% of students did not provide any opinion.



Source: Field Survey

Figure 14. Impact of using social media on spelling in writing

The analysis shows that 54% of the students think that their spelling in writing is affected by using social media and 44% think that it did not affect for use of social media.



Source: Field Survey

Figure 15. Respondent's academic result

The research shows that 44% of the students result is between 3.00-3.50, 40% of the students result is 3.50-3.75, 10% of the students result is more than 3.75 and only 6% students result is less than 3.00.

Table 3. Statistical Analysis (Correlation)

Descriptive Statistics			
	Mean	Std. Deviation	N
Spending hours in social media	2.7200	2.02707	150
Result of the Respondents	3.4230	.28442	150

Correlations			
		Spending hours in social media	Result of the Respondents
Spending hours in social media	Pearson Correlation	1	-.294**
	Sig. (2-tailed)		.000
	N	150	150
Result of the Respondents	Pearson Correlation	-.294**	1
	Sig. (2-tailed)	.000	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation test was used to determine the association between students' use of social media and their academic success. According to the findings of the test, there is a negative moderate association [$r(150) = -.294, p = .000$] between time spent on social media and respondents' results. It seems that the more time students spend on social media, the lower their academic performance becomes.

Recommendations

From the findings of the study, the researchers recommended that:

According to the results of the report, various departments or faculties may hold seminars to educate students about the possible effects of social media use on academic performance.

Instead of only talking with friends, students with internet-enabled phones should be encouraged to use it to supplement their library research and for purely academic purposes.

Teachers may use new approaches to inspire students to use social media for academic purposes, such as steering assignments or conversations to social media channels.

Students should limit their time spent on social media to avoid being addicted to these platforms for pointless chatting.

To minimize their use, the university authority can also limit access to such social media platforms that are vulnerable to disrupting students' attention during school hours.

Students should strike a balance between socializing and academic pursuits. Studying should receive more coverage.

To preserve a sense of balance, the impact of social media on student academic performance should be viewed from a constructive rather than a negative perspective.

It is also recommended that students be warned about the risks of social networking site addiction during orientation. They should be directed to websites that will benefit their academic work and study.

The university can offer students the opportunity to participate in extracurricular activities such as debating, gaming, quizzes, essay writing, or any other environmentally friendly activity.

Conclusion

The latest social media trends have captivated the attention of people all over the world, especially the youth and students. The study aimed to see how social media affected the academic performance of students at Islamic University in Bangladesh. While many students' use social media as a useful means of communication and source of information, the researcher discovered that a large number of them use it for fun and entertainment, which does not benefit them. While the former used their time productively without impacting their studies, the latter wasted a lot of time, which often affected their studies. According to the findings, students' use of social media has both positive and negative consequences depending on how they are used. The results showed that students' academic performance is negatively impacted by their time spent on social media. As a result, it is recommended that students reduce the amount of time they spend on social media to improve their academic results.

References

1. Ahmad, A. (2011). Rising of social network websites in India overview. *International Journal of Computer Science and Network Security*, 11(2), 155-158.
2. Amin, Z., Mansoor, A., Hussain, S. R., & Hashmat, F. (2016). Impact of social media on student's academic performance. *International Journal of Business and Management Invention*, 5(4), 22-29.
3. Alwagait, E., Shahzad, B., & Alim, S. (2015). Impact of social media usage on students' academic performance in Saudi Arabia. *Computers in Human Behavior*, 51, 1092-1097.
4. Camilia, O. N., Ibrahim, S. D., & Dalhatu, B. L. (2013). The effect of social networking site usage on the studies of Nigerian students. *The International Journal of Engineering and Science*, 2(7), 39-46.
5. Hasnain, H., Nasreen, A., & Ijaz, H. (2015, August). Impact of social media usage on academic performance of university students. In *2nd International Research Management & Innovation Conference (IRMIC)*.
6. Junco, R., Heiberger, G., & Loken, E. (2010). The effect of Twitter on college student

- engagement and gradesjcal_387.
7. Kim, Y., & Khang, H. (2014). Revisiting civic voluntarism predictors of college students' political participation in the context of social media. *Computers in Human Behavior*, 36, 114-121.
 8. Khan, S. (2012). Impact of social networking websites on students. *Abasyn Journal of Social Sciences*, 5(2), 56-77.
 9. Kuppuswamy, S., & Narayan, P. S. (2010). The impact of social networking websites on the education of youth. *International journal of virtual communities and social networking (IJVCSN)*, 2(1), 67-79.
 10. Liccardi, I., Ounnas, A., Pau, R., Massey, E., Kinnunen, P., Lewthwaite, S., & Sarkar, C. (2007). The role of social networks in students' learning experiences. *ACM Sigcse Bulletin*, 39(4), 224-237.
 11. Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social Media & Mobile Internet Use among Teens and Young Adults. Millennials. *Pew Internet & American life project*.
 12. Lin, J. H., Peng, W., Kim, M., Kim, S. Y., & LaRose, R. (2012). Social networking and adjustments among international students. *New media & society*, 14(3), 421-440.
 13. Mawdsley, A. (2015). Pharmacy students' perceptions of social media in education. *Pharmacy Education*, 15(1), 108–110. Retrieved from <http://pharmacyeducation.fip.org/pharmacyeducation/article/download/346/315>
 14. Obi, N. C., Bulus, L. D., Adamu, G. M., & Sala'at, A. B. (2012). The need for safety consciousness among Youths on Social Networking Sites. *Journal of Applied Science and Management (JASM)*, 14(1), 29.
 15. Rabin, L. A., Fogel, J., & Nutter-Upham, K. E. (2011). Academic procrastination in college students: The role of self-reported executive function. *Journal of clinical and experimental neuropsychology*, 33(3), 344-357.
 16. Rambe, P. (2012). Constructive Disruptions for Effective Collaborative Learning: Navigating the Affordances of Social Media for Meaningful Engagement. *Electronic Journal of e-Learning*, 10(1), 132-146.
 17. SANGWAAN, R. (2019). Use of social media in education: Positive and negative impact on the students. *International Journal on Transformations of Media, Journalism & Mass Communication (Online ISSN: 2581-3439)*, 4(2).
 18. Tamayo, J. D., & Dela Cruz, G. S. (2014). The relationship of social media with the academic performance of Bachelor of Science in Information Technology Students of Centro Escolar University-Malolos. *International Journal of Scientific and Research Publications*, 4(5), 1-10.
 19. Tezer, M., Taşpolat, A., Kaya, Ö. S., & Hamza, F. S. (2017). The impact of using social media on academic achievement and attitudes of prospective teachers. *International Journal of Cognitive Research in Science, Engineering and Education*, 5(2), 75.
 20. Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *The Journal of higher education*, 68(6), 599-623.
 21. Trusov, M., Bucklin, R. E., & Pauwels, K. (2009). Effects of word-of-mouth versus

- traditional marketing: findings from an internet social networking site. *Journal of Marketing*, 73(5), 90-102.
22. Tariq, W., Mehboob, M., Khan, M. A., &Ullah, F. (2012). The impact of social media and social networks on education and students of Pakistan. *International Journal of Computer Science Issues (IJCSI)*, 9(4), 407.
23. VandenBoogart, M. R. (2006). *Uncovering the social impacts of Facebook on a college campus* (Doctoral dissertation, Kansas State University).
24. Wodzicki, K., Schwämmlein, E., &Moskaliuk, J. (2012). “Actually, I wanted to learn”: study-related knowledge exchange on social networking sites. *The Internet and Higher Education*, 15(1), 9-14.