

## **The Effects of Social Media on Students' Performance by Applying Binary Regression: Case Study Soran University**

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### **ABSTRACT**

Social media demonstrates the method for collaboration between individuals wherein they make, offer, and trade data and thoughts on virtual networks. The motivation behind this article is to examine the effect of social media on students at Soran University. Decreased science execution is perhaps the main result of person to person communication abuse for students. The survey was utilized to create essential information from a delegated irregular

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sample of 205 students. Enlightening measurements, Chi-square test, and Binary Logistic relapse by utilizing SPSS program investigation. The outcomes showed that, despite the genuinely huge coefficient, there was no improvement in my grades since I became connected with these informal communication locales, a constructive outcome on social media. Then again, the results showed that the chances of there being no improvement in my grades since I became drawn into these informal communication destinations concentrated on the impact of social media on students of 3.672. This suggests that there has been no improvement in my grades since I became drawn into these persons to person communication locales. There are 3.672 occasions bound to include social media sway on students. As indicated by the genuinely huge coefficient, the social informal communities divert me from my examinations. 'Positively affects the social media sway on students. Then again, the outcomes showed that the chances of social interpersonal organizations diverting me from my examinations for the effect of web-based media on students are 2.841.

**KEY WORDS:** social media, students, performance, Soran University.

## **INTRODUCTION**

The web is more than just an approach to looking for data. Individuals have uncovered that the Internet can be utilized to interface with others for business or business purposes, to make new companions, or to bring back old companions and tragically missing family members. Web-based media has been radiating since individuals began to impart. Social alludes to human culture, as the impedance of the individual. The word media is the utilization of another medium to make articulations. The vast majority of the states of web-based media are not advanced. It produces an enormous number of developments. Thus, web-based media is perhaps the greatest innovation of innovation, which is presently generally known and broadly utilized. Web-based media is characterized by (Brunton and Nissenbaum, 2015). An interpersonal interaction administration (likewise, long-range informal communication webpage or web-based media) is a social stage which individuals use to construct informal organizations or social associations with others who share comparable individual or vocational interests, exercises, foundations, or genuine associations (Akram, and Kumar, 2017).

The world is today praising the enhancements in correspondence innovation which have widened the extent of correspondence through Information and Communication Technologies. But correspondence innovation has influenced the schooling system. It is fitting for parents and schools to watch out for what their youngsters are doing when utilizing the web. A lot of utilization of social media can effectively affect students' psyches, and they may likewise be presented with awful posture, eye strain, and stress. However, different examinations have tracked down a solid connection between hefty web-based media and an expanded danger of misery, tension, depression, self-hurt, and surprisingly self-destructive contemplation. Social media might advance negative encounters, for example, inadequacy about your life or appearance, physical and mental pressure (Sloup, 2021).

The start of social web-based media goes back once again to 2001. Then, at that point, social local area apparatuses spread and begin supporting various blends of profiles and freely expressed companions. As it referenced, in the last decade, informal community locales have become well known social ends (Ahmed, 2019). Person to person communication destinations are those "social administrations that permit people to: create a public or semi-public profile inside a limited framework; articulate a rundown of different clients with whom they share an association (Liu and Ying, 2010). The investigation of components is the greatest connection between computerized morals that can't be seen effectively, or which don't exist, with various outcomes on friendly ethics and set up customs. Wild dangers are intrinsic due to the vulnerability caused by new innovation, just as the inquiries indicated by the new innovation. There are different approaches to utilizing social media for training. Social media has various uses in the study hall simultaneously to help reasonable and rise schools and colleges (Gülbahar and Center 2014). Social media implies utilizing portable and electronic innovation to create profoundly intelligent stages on which people and their local area share, co-make, and alter client produced content (PETER, 2015).

The coming of informal communication stages may likewise affect the manners in which students draw in with innovation overall. For various years, (Ramanigopal et al., 2012). The division between Digital Natives and Digital Immigrants has been viewed as a generally precise portrayal of the straightforwardness with which individuals of a specific age range, specifically those brought into the world prior to and then afterward 1980—use innovation. In any case,

Prensky's hypothesis has been generally invalidated. In any case, similitudes like White and Le Cornu's are more prominent by virtue of the thriving ubiquity of long range interpersonal communication sites (Sahu, 2013).

The point of this article is to research the effect of interpersonal organizations on students at Soran University, which is quite possibly the main result of students' utilization of informal communities. The beneficial outcomes of informal organizations on students' exhibitions and the awful impacts of interpersonal organizations on students' presentations as to whether utilizing interpersonal organizations has any antagonistic or constructive outcome on students' exhibitions. Additionally, to assess the effect on students' presentations due to the utilization of social media.

The goal of this article is to explore the impact of social media on students at Soran University. Diminished students' presentations are quite possibly the main outcome of person to person communication abuse for students. The positive effects of web-based media on student exhibitions. Just like the adverse consequences of web-based media on students' exhibitions. As indicated by whether the utilization of social media has any negative or positive impact on their students' presentations. Likewise, to research the effect on their instructive performance because of the use of social media. The issue of the exploration was directed at discovering that students who utilize numerous interpersonal organizations affect understudy instruction and a lessening in the level of students' science at college.

## **LITERATURE REVIEW**

Abubakar et al. (2020) assessed the determinants of evaluating the beneficial outcomes of web-based media on students' scholarly exhibitions. To evaluate the adverse consequences of web-based media on the students' scholarly exhibitions of college students of Bayero University, Kano (BUK). The acquired information review examiner, applied to 371 study polls directed among the students in the Faculty of Education, therefore, used to investigate ANOVA test, etc. factors in SPSS. In any case, the results show that there are no measurably huge contrasts between the positive and adverse consequences of web-based media and students' scholastic accomplishments. Instructors and students can utilize web-based media as an educational and communicational apparatus for ease and to further develop learning measures.

Osharive (2015) analyzed the impact of social media on the scholarly execution of students at the University of Lagos. The information review examiner was utilized to choose an example of 378 students. The investigation utilized a Chi-square test to dissect information. The result showed that an extraordinary number of students at the University of Lagos are dependent on social media. To this end, the analyst suggested that social media should be used for instructive purposes also; Social Networking Sites should be extended and new pages should be made to improve scholarly exercises and keep away from misfortunes in the students' scholastic presentation; and Students should be observed by instructors and guardians on how they utilize these destinations. This is to create equilibrium between web-based media and scholastic exercises of students to stay away from mishaps in the scholastic execution of students.

Richard (2016) explored the web-based media and students' scholarly exhibitions. The acquired information study poll. The examination used assessment of the Correlation Matrix and ANOVA tests, relationship Lattice and Mann Whitney tests in SPSS. The outcomes showed that there is no connection between social media use and understudy scholastic execution; there is no distinction between male and female students concerning their degree of commitment via web-based media; and that age has no huge relationship with web-based media utilization. It was prescribed that guardians and gatekeepers should assist with guaranteeing that students use the advantages of social media and that researchers and assessment pioneers should put forth attempts to dispose of the worldview that web-based media is unsafe for the scholastic improvement of students.

Suleiman (2019) analyzed the impact of social media on students' scholastic presentations. The exploration configuration is an overview for examination of the number of inhabitants in this investigation, including every one of the 6.769 students of the Federal College of Education, Kontagora, Niger State. The results of the investigation demonstrate that the impact of web-based media can be both positive and negative. The web-based media destinations, for example, Twitter, WhatsApp, Facebook, and Instagram, were the most utilized to catch the consideration of numerous students from their examinations and consequently, decidedly affect their scholarly grade focuses.

## METHODOLOGY

The data was obtained from randomly selected 205 students at Soran University from different organizations and the questionnaire was distributed in August 2021. A questionnaire was designed and used to record information based on a 4-point Likert scale. And the questionnaire was a social process. It included descriptive statistics, Chi-square test, and Binary Logistic regression by using SPSS program analysis.

### Data Analysis

The logistic regression model was utilized in this investigation. The logistic regression model shows how a set of independent factors and a categorical response variable are linked. As a result, the logistic regression model was utilized in the statistical section of the study since it can be used to determine the relationship between the likelihood of the severity of social media. The study focused on a logistic regression model with a Wald test to analyze the social demographic variables of (faculty, gender, age and stage) and social media categories like (students, the mission, outcomes expected, chance to practice). There is a relationship between social media's impact on students and socio-demographic variables. In this survey, it has been focused on indicating the connections between variables of faculty, gender, age, and stage. There should be a test to analyse the links between both of them. At the 0.05 level of significance, Chi-square ( $X^2$ ) was employed to test the hypotheses. Social media is often utilized as a criterion for deciding whether or not to include or exclude independent variables from a model.

$$X^2 = \sum \frac{(O_i - E_j)^2}{E_j} \quad (1)$$

Based on the values of the independent variable predictors, binary logistic regression is used to forecast the likelihood of being a case. The odds are calculated by dividing the likelihood of a specific outcome being a case by the probability of it not being a case. The odds are calculated by dividing the likelihood of a specific outcome being a case by the likelihood of it not being a case. The odds are calculated by dividing the likelihood that a given outcome is a case by the probability that it is not. Binary logistic regression is a technique for describing data and explaining the relationship between one dependent binary variable and one or more independent variables at the ordinal, nominal, interval, or ratio level.

$$\ln\left(\frac{P}{1-P}\right) = B_0 + B_1 X_1 + B_2 X_2 + \dots + B_k X_k \quad (2)$$

In logistic regression, the Wald test is also used to determine whether a certain predictor variable X is significant. The null hypothesis that the associated coefficient is zero is rejected. The t statistic is computed by dividing the coefficient by its standard error. To think about the details with which to be measured as a measure. And also think about the details that are measured as a measure of the precision with which the regression coefficient is measured.

$$w = \frac{\hat{P}_1}{Se(P_1)} \quad (3)$$

Furthermore, the odds ratio compares the probabilities of two events. The likelihood of an event occurring divided by the probability of it not occurring is the event's odds.

$$Odd = \frac{\pi}{1-\pi} \quad (4)$$

## RESULTS AND DISCUSSIONS

### Socio Demographic Characteristics of Respondents

The table 1 showed the dissemination of students from the chosen Soran University as follows: Arts 33.7%, Education 29.3%, Sciences 9.8%, Law, Political Science and Management 14.6% and Engineering 12.7%. As the finding of order of respondents by sexual orientation addressed, 42.0% of the respondents were male, while the remaining 58.0% were female. This implies that the level of female students is higher than males. In a comparable report, Abubakar et al. (2020) discovered various outcomes and showed that as the sex of the members, members partook in the examination. Larger parts of 63.6% of them were male, while 36.4% were female. Additionally, 97 which addressed 47.3% of the respondents were between 18-21years old, 54 which addressed 78 noting 38% were between 22-25years old, and 30 which addressed 14.6% were between 26 years of age or more. Just as 34.6% of the respondents are from stage 1, 15.1% from stage 2, 24.4% from stage 3, and 25.9% are from stage 4. As per consequence, Musa et al. (2020) found distinctive show the tables of respondents, 31.0% were first-year students and 14.8% were second-year students. Likewise, 23.5% were third-year students, while 30.7% were fourth-year students.

Table 1: Demographic information of the respondents.

Variable		Frequency	Percentage	Mean	Standard Deviation
Faculty	Science	20	9.8	2.87	1.170
	Arts	69	33.7		
	Education	60	29.3		
	Low, Political Science and Management	30	14.6		
	Engineering	26	12.7		
Gender	Male	86	42.0	0.58	0.495
	Female	119	58.0		
Age group	18-21	97	47.3	1.67	0.718
	22-25	78	38.0		
	26 and Above	30	14.6		
Stage	Stage 1	71	34.6	2.41	1.208
	Stage 2	31	15.1		
	Stage 3	50	24.4		
	Stage 4	53	25.9		
Total		205	100.0		

### Factor effect social network on students' academic performance

According to Table 2 the results of the survey showed that out of 205 participants, 66.8% of respondents said yes, while 33.2% of respondents said no. Social media has an impact on students. According to the, social media was more interesting than the lectures in the classroom for the participants. The obtained answer yes shows that 31.2% of the participants were students while 68.8% of the participants answered no.

Table 2: Distribution of respondents according Analysis of article Questions

Variable		Frequency	Percentage	Mean	Standard Deviation
Social media have impact on students	Yes	137	66.8	1.33	0.472
	No	68	33.2		
Do you feel that study through Social Media Sites is far more interesting than that of the lectures in the classroom	Yes	64	31.2	1.69	0.465
	No	141	68.8		
Total		205	100.0		

### Factors Affecting students' academic Performance

To exhibit respondents' social media factors, expressive measurements were utilized to assemble and gather the mean and standard deviation for every factor. As displayed in Table 3



that shows 58% of the members' reactions Agree 21% disagree, 15.1% emphatically concur, while 5.9% unequivocally differ about 'dependence on social informal organizations is a risky issue that influences my scholarly life'. By taking a gander at the consequences of 'Social interpersonal organizations occupy me from my investigations', it was tracked down that 51.7% of respondents concur, 16.6% emphatically concur, 24.9% differ and 6.8% unequivocally conflict. Consequently, 'hours spent social can never measure up to the quantity of hours I spend perusing', as indicated by the outcomes, 35.1% of respondents concur, 32.7% emphatically concur, 24.4% differ, and keeping in mind that 7.8% unequivocally conflict. Furthermore, 33.75% of respondents deviate, 12.7% emphatically concurs, 23.9% unequivocally concur and 29.8% concur that 'There is no improvement in my grades since I became connected with these informal communication destinations'. Other than that, 13.2% of the students chose to differ and expanded to 41% differ about 'I, for the most part, have limitless admittance to Facebook and this has influenced my scholarly exhibition contrarily'. Just as 40.5% of the students picked differ and diminished to 11.7% unequivocally concur on the term of 'I participate in scholarly conversations on Twitter and this has worked on my scholastic presentation'. Further, 38.0% of the students chose to concur and diminished to 10.7% unequivocally concur about 'I utilize WhatsApp to disperse information to my cohort'. Accordingly, students have reprimanded web-based media. What's more, the outcome mirrored that 8.8% of understudy's respondents emphatically concur, 23.9% unequivocally dissent, 26.3% concur and 41.0% differ about 'I solely depend on data gotten from Wikipedia to finish my tasks without talking with different sources'. Likewise, 7.8% of the students picked concur and expanded to 41.0% differ about 'the use of Wikipedia for research has worked on my grades'. As, 11.2% of the student respondents unequivocally concurred and expanded to 48.8% differ on the term of 'participating in scholastic discussions on yippee decreases my pace of comprehension'. Besides, 8.3% of the students picked unequivocally differed and expanded to 51.2% concurred about 'I use materials gotten from writing for blog destinations to supplement what I have been educated in class'. Likewise, 12.2% of the students chose to emphatically concur and expanded to 40.1% differ about 'I won't perform well in my academics regardless of whether I quit utilizing web-based media'. Further, the outcome mirrored that 4.4% of the respondents firmly dissent, 9.3% deviate, 30.2% unequivocally concur and 56.1% concur, concerning '0 and 1 students utilize social media networks contrastingly at various frequencies'. In the term of 'students utilize long range

interpersonal communication destinations more to expressly cultivate social associations', 10.7% of students emphatically deviate, 15.1% unequivocally concur, 30.2% differ and 43.9% concur. As indicated by the results, reward affects social media. Likewise, 12.2% of the students picked emphatically concurred and expanded to 40.5% differ about 'sex decides the degree of social media network use'. Further, 12.7% of the students picked deviate, and expanded to 39.5% emphatically concur that 'are more viable at utilizing long range interpersonal communication destinations for nonacademic purposes'.

Table 3: students Addictiveness to Social Network and Academic Performance.

Variable		Frequency	Percentage	Mean	Standard Deviation
Addiction to social networks is a problematic issue that affects my academic life.	Agree	119	58	1.75	0.982
	Strongly agree	31	15.1		
	Disagree	43	21		
	Strongly disagree	12	5.9		
Social networks distract me from my studies.	Agree	106	51.7	1.87	1.013
	Strongly agree	34	16.6		
	Disagree	51	24.9		
	Strongly disagree	14	6.8		
Hours spent social can never be compared to the number of hours I spend reading.	Agree	72	35.1	2.05	0.954
	Strongly agree	67	32.7		
	Disagree	50	24.4		
	Strongly disagree	16	7.8		
There is no improvement in my grades since I became engaged into these social networking sites.	Agree	61	29.8	2.29	1.030
	Strongly agree	49	23.9		
	Disagree	69	33.7		
	Strongly disagree	26	12.7		
I usually have unlimited access to Facebook and this has affected my academic performance negatively.	Agree	54	26.3	2.54	1.082
	Strongly agree	27	13.2		
	Disagree	84	41		
	Strongly disagree	40	19.5		
I engage in academic discussions on twitter and this has improved my academic performance.	Agree	61	29.8	2.47	1.100
	Strongly agree	24	11.7		
	Disagree	83	40.5		
	Strongly disagree	37	18		
I make use of WhatsApp to disseminate knowledge to my class mate.	Agree	78	38	2.27	1.112
	Strongly agree	22	10.7		
	Disagree	77	37.6		
	Strongly disagree	28	13.7		
I Solely rely on information gotten from Wikipedia to do my assignments without consulting other sources.	Agree	54	26.3	2.26	1.116
	Strongly agree	18	8.8		
	Disagree	84	41		
	Strongly disagree	49	23.9		
The usage of Wikipedia for	Agree	71	34.6	2.40	1.127

research has helped improve my grades.	Strongly agree	16	7.8		
	Disagree	84	41		
	Strongly disagree	34	16.6		
Engaging in academic forums on yahoo reduces my rate of understanding.	Agree	57	27.8	2.45	1.026
	Strongly agree	23	11.2		
	Disagree	100	48.8		
	Strongly disagree	25	12.2		
I use materials gotten from blogging sites to complement what I have been taught in class.	Agree	105	51.2	1.92	1.054
	Strongly agree	28	13.7		
	Disagree	55	28.8		
	Strongly disagree	17	8.3		
I will not perform well in my academics even if I stop using social media.	Agree	68	33.2	2.36	1.087
	Strongly agree	25	12.2		
	Disagree	83	40.1		
	Strongly disagree	29	14.5		
0 and 1 students use social media networks differently in different frequencies.	Agree	115	56.1	1.62	0.829
	Strongly agree	62	30.2		
	Disagree	19	9.3		
	Strongly disagree	9	4.4		
Students use social networking sites more to explicitly foster social connections.	Agree	90	43.9	2.08	1.082
	Strongly agree	31	15.1		
	Disagree	62	30.2		
	Strongly disagree	22	10.7		
Gender determines the level of social media network usage.	Agree	62	30.2	2.44	1.095
	Strongly agree	25	12.2		
	Disagree	83	40.5		
	Strongly disagree	35	17.1		
Are more effective at using social networking sites for nonacademic purposes.	Agree	65	31.7	2.33	1.056
	Strongly agree	33	16.1		
	Disagree	81	39.5		
	Strongly disagree	26	12.7		

### Data Analysis and Hypotheses Testing

Table 4 indicated a statistically significant relationship between the influence of social media on students and socio demographic factors such as addiction to social networks, social media being more fascinating than classroom lectures. Hours spent on social media can never be compared to the hours I spend reading, there is no increase in my grade, use is confined to Facebook, students utilize social networking, social media is dull, and young people are the most active users.

The results reveal that there is a statistically significant relationship between social networks has a positive and significant effect on Social media impact on students ( $\chi^2 = 65.857$ , p:

0.000). According to result 70.8% of the respondents chose agree and decreased to 3.6% of the answer strongly disagree.

There is a link between social media and lectures in the classroom that is more interesting. Students' reactions to social media ( $\chi^2= 8.729$ ; p: 0.003). On the other hand, the results represent that a combined of 38.0% of the respondents chosen yes and 62.0% of the answer no.

Social media has an impact on students, and it distracts me from my schoolwork ( $\chi^2= 74.777$ ; p: 0.000) is significant. The majority of respondents 63.5% selected agree on the term of the mission and decreased to 1.5% of answer disagree about social media have impact on students.

Hours spent on social media can never be compared to the number of hours I spend reading, and social media has an impact on students, according to the findings ( $\chi^2= 61.937$ ; p: 0.000). The highest percentages of respondents 43.1% agree about responsibility and decreased to 1.5% around social media have impact on students.

There is a link between the fact that my grades haven't improved since I started using these social networking sites and the fact that social media has an impact on students' grades ' ( $\chi^2= 73.460$ ; p: 0.000). On the other hand, the results represent that a combined of 40.9% of respondents chose somewhat agree in the row of work group and decreased to 5.1% disagree about social media have impact on students.

Furthermore, the findings revealed that in my normal relationship, I had unrestricted access to Facebook, which has had a negative impact on my academic achievement' ( $\chi^2=38.780$ ; p=0.006) is significant. Moreover, nearly 35.8% of the students selected disagree and decreased to 29.1% strongly disagree on the term social media have impact on students.

Also, there is a good correlation between students using social networking sites to intentionally promote social bonds and significant effects on social media have impact on students ( $\chi^2= 13.463$ ; p: 0.004). The results indicate that 51.8% of respondents chose agree and decreased to 7.3% strongly disagree on the term of social media have impact on students.

The findings revealed that the association between social media being less interesting as I get older has a good and significant impact on students' learning' ( $\chi^2=12.831$ ;  $p=0.005$ ) is significant. Moreover, nearly 46% of the students selected agree and decreased to 2.2% disagree on the term social media have impact on students.

Furthermore, the younger generation is the most active social media users, and social media has an impact on pupils ( $\chi^2= 16.306$ ;  $p: 0.001$ ) is significant. The majority of respondents 55.5% selected strongly agree on the term of the mission and decreased to 2.9% of answer strongly disagree about social media have impact on students.

Table 4: Relationship between social characteristics and the Social media impact on students.

Factor		Percentage	Total	$\chi^2$	P-value
Addiction to social networks	Agree	70.8%	100.0	65.857	0.000
	Strongly agree	19.7%			
	Disagree	5.8%			
	Strongly disagree	3.6%			
Social media is more interesting than classroom lectures.	Yes	38.0%	100.0	8.729	0.003
	No	62.0%			
Social network	Agree	63.5%	100.0	74.777	0.000
	Strongly agree	24.1%			
	Disagree	10.9%			
	Strongly disagree	1.5%			
The number of hours I spend reading can never be compared to the number of hours I spend socializing	Agree	43.1%	100.0	61.937	0.000
	Strongly agree	42.3%			
	Disagree	13.1%			
	Strongly disagree	1.5%			
No improvement in my grade	Agree	40.9%	100.0	73.460	0.000
	Strongly agree	33.6%			
	Disagree	20.4%			
	Strongly disagree	5.1%			
Use limited to Facebook	Agree	34.3%	100.0	38.780	0.000
	Strongly agree	19.0%			
	Disagree	35.8%			
	Strongly disagree	10.9%			
Students use social networking	Agree	51.8%	100.0	13.463	0.004
	Strongly agree	15.3%			
	Disagree	25.5%			
	Strongly disagree	7.3%			
Social media boring	Agree	46.0%	100.0	12.831	0.005
	Strongly agree	34.3%			
	Disagree	17.5%			
	Strongly disagree	2.2%			
Social media is especially popular among the younger generation.	Agree	37.2%	100.0	16.306	0.001
	Strongly agree	55.5%			

	Disagree	4.4%			
	Strongly disagree	2.9%			

### Characteristics of social media using a binary logit model

As indicated by examining the effect of social attributes via web-based media sway on Soran University, the understudy's twofold logit model was utilized. Table 5 demonstrates illustrative insights into factors in the model. The Nagelkerke  $R^2$  A variety that reaches from 0 -1 is a more solid proportion of the relationship. For our situation, it is 0.541, demonstrating a somewhat solid relationship of between the indicators and the expectations (Table 5). In the event that the HL integrity of fit test measurement is more noticeable than 0.05, as we need for well-fitting models, we neglect to dismiss the invalid speculation that there is no distinction between noticed and model anticipated qualities, suggesting that the model's gauge fits the information at a satisfactory level.

The examiner might well have to drop free movers from the model when their effect isn't critical to the Wald measurement. This is a great change from the 50.4% right course of action with the consistent model, so we understand that the model with markers is a fundamentally better model. Concerning the consequences of strategic relapse; there was a measurably huge connection between social media sway on students and social informal communities diverting me from my investigations, Social consideration is an issue that influences scholastic examinations and there has been no improvement in my grades since I became drawn into these persons to person communication destinations', while they didn't uncover a huge connection between other autonomous factors. For example, the foundation's conversation of sex decides the degree of social, social media isn't pertinent to individuals of more seasoned age. Age affects the utilization of web-based media and students utilize interpersonal interaction locales more to unequivocally cultivate social associations.

In view of the genuinely huge coefficient, the social informal communities that occupy me from my examinations 'positively affect the social media sway on students. Then again, the outcomes showed that the chances proportion of social informal communities diverting me from my examinations is 2.841. In a similar study, Osharive, (2015), found the same results, showing

that as "social networks keep me busy in my studies" of respondent's increases. That had a huge impact on students.

As indicated by the genuinely huge coefficient, there has been no improvement in my grades since I became drawn into these interpersonal interaction locales study a beneficial outcome of social media sway on students. Then again, the outcomes showed that the chances of there being no improvement in my grades since 'I became drawn into these person to person communication locales concentrate on the impact of web-based media on students'. 3.672. This infers that there is no improvement in my grades since I became connected with these long range informal communication destinations. There are 3.672 occasions bound to include social media sway on students. According to the results of Junco, (2015), As a result of the discovery, social networks (Facebook) have an impact on students and student grades.

Table 5: Results of the logistic regression model for social media characteristics

Variables	Coefficient	St. Error	Wald Test	p-value	Odd Ratio
Social networks distract me from my studies.	1.044***	0.211	24.557	0.000	2.841
Gender determines the level of social media network usage.	-0.057	0.198	0.083	0.773	0.944
Social media is not relevant to people of older generation.	0.111	0.235	0.225	0.636	1.118
There is no improvement in my grades since I became engaged into these social networking sites.	1.301***	0.242	28.868	0.000	3.672
Age has impact on the use of social media.	-0.263	0.238	1.227	0.268	0.769
Students use social networking sites more to explicitly foster social connections.	0.298	0.206	2.090	0.148	1.347
Constant	-6.289	0.979	41.240	0.000	0.002
-2 log likelihood	159.504*				
Nagelkerke R <sup>2</sup>	0.541				
X <sup>2</sup> ( p:value)	101.002 (0.000)				

Note: \*\*\*, \*\*and\* indicate significance levels at 1%, 5% and 10% respectively

## CONCLUSION

Social media is a total term for destinations and applications which are based on correspondence, neighborhood data, association, content-sharing and participation. The impact of social media on students' presentations by applying a combined backslides. The assessment has been investigated at Soran University. As shown by the delayed consequences of the match, there is a quantifiably critical association between social casual associations. Resulting from taking apart the assessment data, as it turns out, students who have been using relational associations for a long time will have a significant issue and their academic level will be reduced. Because they have been managing relational associations for a long time, students put a little energy into considering the way that the level of understudy science is decreasing. Similarly, as the disclosures of this examination showed, social media effects influences students like shortfalls in safety, redirecting students from their assessment work, taking by far most of their valuable time, and so on. Moreover, it has benefits and can be used appropriately. Relational associations enjoy extraordinary benefits for students who can exchange science and information among themselves. The examination reasons were that social media districts, for instance, Twitter, WhatsApp, Facebook, were attracting the thoughts of various students, thusly impacting unfavorably and emphatically on their assessments subject to a really enormous coefficient. On the other hand, the results showed that the possible extent of social relational associations redirecting students from their examinations is 2.841.

Students should limit their time spent on social networks to prevent them from getting addicted to social networks. Seminars should be held at various faculties to educate students about the potential effects of social media use on academic achievement. Students should use caution when using social networking sites to ensure that they do not jeopardize their academic performance. Teachers and lecturers might use innovative techniques such as directing assignments or debates to social media platforms in order to assist students in developing the habit of utilizing these sites for academic purposes. Users of social media should be informed



about how it affects their academic achievement. The pages of social media sites should be reviewed in order to include and promote academic activity.

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