

# **EFFECT OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF STUDENTS IN LIBRARY AND INFORMATION STUDIES: A CASE STUDY OF UNIVERSITY OF YANGON\***

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## **Abstract**

Social Media is one of the most important sources through which people can easily get updated information and access to online global knowledge. As university students widely engaged using social media for their various purpose, these social media will affect students personal and academic life. This study is designed to explore the positive and negative effects of social media on the academic performances of students in Library and Information Studies, University of Yangon. The research design involved survey method where questionnaires were used to collect data from target student population. The findings revealed that excessive use of social media by students has a significant impact on their academic performance. This research showed to create a balance situation between social media and academic activities of students.

**Keywords:** Social Media, University Students, Academic Performance, Library and Information Studies

## **Introduction**

Emergence and rapidly change information technology has a significant impact on social media. Social Media plays important role for communication of informations among people. Social Media as information and communication tools can be used by all type of people. Social media has been defined as ‘a collection of internet websites, services and practices that support collaboration, community building, participation and sharing’. (O. Ezeji and E. Ezeji 2008, 1-20) It contains several channels like audios/videos callings, blogging, communicating, texting, sharing contents all over the world and so many characteristics. Generally, social media sites include but not limited to Facebook, WhatsApp, Skype, YouTube, Twitter, Tango, 2go, Yahoo mail, and Blog. With smart phones, which are affordable, individuals find it easy to access the Internet and many students have these at their possessions. (Akande and Oyedapo 2018, 46 – 58)

Social websites provide tools which people can communicate, obtain & share information, and create new relationships. It has attracted the interest of different people including educators who desire to engage their students. Now students are the largest user of social media which influencing them to change their educational activities, academic performance, daily lifestyles, behaviors, community approaches, and social networking. The internet is today the most important source of information and the growing dimensions of the use of social media by students cannot be underestimated. It has been observed that students devote more attention and time to social media than they do for their studies. (Kolan and Dzandza 2018, 1637)

The use of social media offers younger generations opportunities for entertainment and communication which permits consumers to keep in touch with others and reshaping their daily life. Social media is a innovative idea with a very brilliant opportunity with additional scope for advancements. With the use of social networking, we can advertise or communicate in a more efficient way. (Akram and Kumar 2018, 20-40) Therefore, this study seeks to investigate the

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level of engagement of students of Library and Information Studies into using social media and also determine the effect of their use on the academic performance.

### **Objectives of the Study**

The main aim of this study is to ascertain how the use of social media has influenced the academic work of students of Library and Information Studies, University of Yangon. Another objective are as follows:

- To examine the level of student addictiveness to social media and the influence on the academic performance.
- To examine the frequency and purpose of students for using social media generally.
- To determine the level of exposure of students of Library and Information Studies to social networking

### **Sope of the Study**

The study is only limited to students of Library and Information Studies, University of Yangon in the academic year 2022-2023. This department offers undergraduate programme and under graduate programme. Thus, this research surveyed all students including undergraduate and post graduate.

### **Method of the Study**

The study also adopted a case study strategy. Questionnaire instrument was used for data collection. This study used a survey method to collect primary data using a questionnaire as the data collection tool. Data generated were analyzed using descriptive statistics and show graph.

### **Research Questions**

Based on the purpose of the study, the study has been conducted to answer the following research questions.

- Do social networking sites affect on academic performance of students in Library and Information Studies?
- How frequent do students use social network sites?
- How many hours do students spend on browsing social media?
- What are the students' reasons for using social media?
- What are the positive effects of social media on the academic performances of students?
- What are the negative effects of social media on the academic performances of students?

## **Research Outcome**

This survey explores the question of what effect social media have on university students, in particular, how the use of social media affects the academic success of students. This study will discover this information, giving the researchers an opportunity to explore and gain new knowledge concerned with using social media effectively. The finding will raise the awareness of the students about either positive and negative impacts of social media on their academic performances of students. It will also encourage students to use social media beneficially as effective communication tools as well as educational media to improve their knowledge and skills.

## **Literature Review**

There are many studies performed about the positive and negative effects of social media on the students' academic performances.

Ahmad Jahed Mushtaq surveyed effects of social media on the undergraduate students' academic performances. This research was concluded that in despite of public views concerning the misuse of social media among students in the society, most of the students were interested to use social media positively for their educations. The positive impacts of social media among the undergraduates appeared to be higher as compared to negative impacts. (Mushtaq 2018, 1779)

Bernard John Kolan and Patience Emefa Dzandza examined effect of social media on academic performance of students in Ghanaian Universities. This research seeks to investigate the level of engagement of students of the University of Ghana into social networking sites and also determine the effect of their use on the academic work. A total of 165 students (82.5%) indicated that they mainly use social media for chatting and downloading of pictures/videos while the remaining 32 respondents use social media mainly for academic purposes. (Kolan and Dzandza 2018, 1637)

Dukper Bawa Kojo, Baffour Ohene Agyekum and Beatrice Arthur conducted a research about effects of social media on the reading culture of students in Tamale Technical University. The study demonstrates that students are negatively affected by their constant access to social media platforms. The findings also revealed that excessive use of social media by students has a statistically significant impact on the reading culture and to an extent their academic performance. Since most of the students' access social media with a wireless network, it is recommended that authorities in tertiary institutions must establish rules and regulations that limit students' use of social networking sites during lecture and library sessions. (Kojo, Agyekum and Arthur 2018, 55)

Shilpi Rani Saha and Arun Kanti Guha surveyed impact of social media use of University Students. This survey was done on the nature of social media uses by the students of two reputed universities in Bangladesh to clarify the impact on their other daily diverse actions. The information were collected from 502 students on a random basis from both of the universities by providing questionnaire. Some important findings in the study show that everyone possesses and uses at least one social media site and many have more than one. They spend more than one hour daily to use social media. Facebook is the most popular among all other social media activity. Students have high positive perception, low negative attitude, and moderate dependency on social media. (Saha and Guha 2019, 36-43)

Mya Thida studied effects of social media on reading habits of university students. This study is a case study of Yadanabon University. This research intends to investigate how the social media has effected on reading habits of university students. The research is a survey through questionnaires and interview to target group. The questionnaires were distributed to 100 students of Yadanabon University. The research recommended how social media effects on reading habits of university students and how to cultivate their reading habits through the effort of librarian. (Mya Thida 2010, 1-10)

### Data Analysis

Survey method with the use of questionnaire was conducted for data collection. In the academic year 2022-2023, the 71 students were attending at the department. This survey distributed questionnaire all students by google forms. But, only 63 students participated in this survey. Thus, 88.73% of students participated for this study. The data obtained from this was organized and analyzed using mean percentages.

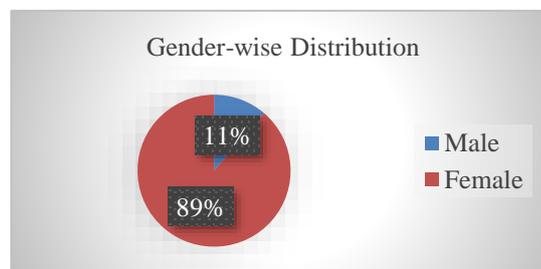
#### i. Gender-wise Distribution of Respondents

Description analysis was conducted to find out the differences in respondent's genders with respect of each category for Library and Information Studies students.

**Table1. Gender-wise Distribution of Respondents**

Gender	Frequency	(%)
Male	7	11.1%
Female	56	88.9%
<b>Total</b>	<b>63</b>	<b>100%</b>

**Source:** Responses of the Students in Library and Information Studies



**Figure 1: Gender-wise Distribution of Respondents**

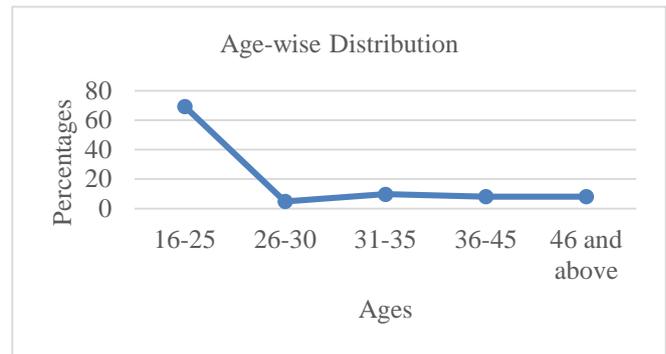
Out of the 63 copies of questionnaires administered, it was found that 7 (11.1 %) was male while the remaining 56 (88.9%) of the respondents were females. The result shows that female students were more concerned than the male students in the survey.

#### ii. Respondents by Age

The obtained data was analyzed to find out the differences in respondent's ages with respect of each category. The ages were categories by five groups such as 16-25, 26-30, 31-35, 36-45 and 46-and above.

**Table 2. Age-wise Distribution**

Age	Frequency	%
16-25	44	69.8
26-30	3	4.8
31-35	6	9.7
36-45	5	8.1
46 and above	5	8.1
<b>Total</b>	<b>63</b>	<b>100 %</b>



**Figure 2: Age-wise Distribution**

**Source:** Responses of the Students in Library and Information Studies

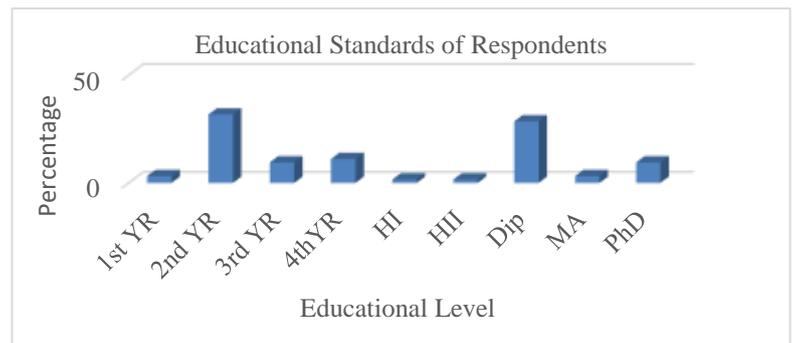
Age classification of those who were engaged in the survey are 16-25 years 69.8%, 26-30 years 4.8%, 31-35 years 9.7% and 36-45 years & 46 and above 8.1% respectively.

**iii. Educational Qualification**

Based on educational level of students, the use of social media can be different. The following table state educational standards of respondents.

**Table 3. Educational Qualification of Respondents**

Years	Frequency	%
1st YR	2	3.2
2 <sup>nd</sup> YR	20	31.7
3 <sup>rd</sup> YR	6	9.5
4 <sup>th</sup> YR	7	11.1
HI	1	1.6
HII	1	1.6
Dip	18	28.6
MA	2	3.2
PhD	6	9.5
<b>Total</b>	<b>63</b>	<b>100%</b>



**Figure 3. Educational Qualification of Respondents**

**Source:** Responses of the Students in Library and Information Studies

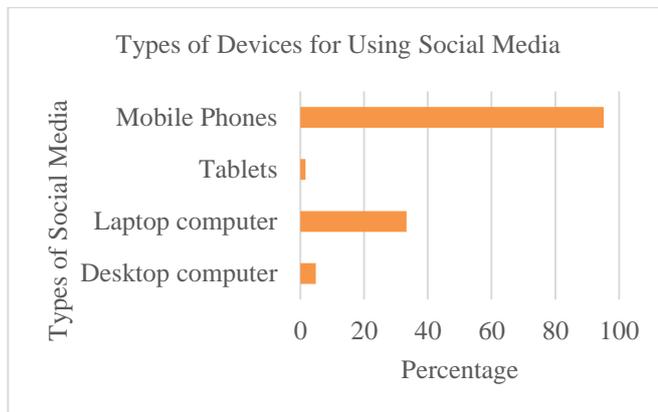
The above table shows that 2 (3.2%) are first-year students, 20 (31.7%) second year, 6 (9.5%) third year, 7 (11.1%) fourth year, 1 (1.6%) first year honours & second year honours, 18 (28.6%) diploma, 2 (3.2%) master, and 6 (9.5%) PhD students. The result points out that the second year students are the most participation in this research.

**iv. Types of Devises for Using Social Media**

There are various types of social media. The respondents were asked to choose among four types of devise: Desktop Computer, Laptop, Tablets and Mobile Phone. The results are shown in the following table.

**Table 4. Types of Devices for Using Social Media**

Types of Devices	Frequency	%
Desktop computer	3	4.8
Laptop computer	21	33.3
Tablets	1	1.6
Mobile Phones	60	95.2



**Figure 4. Types of Devices for Using Social Media**

**Source:** Responses of the Students in Library and Information Studies

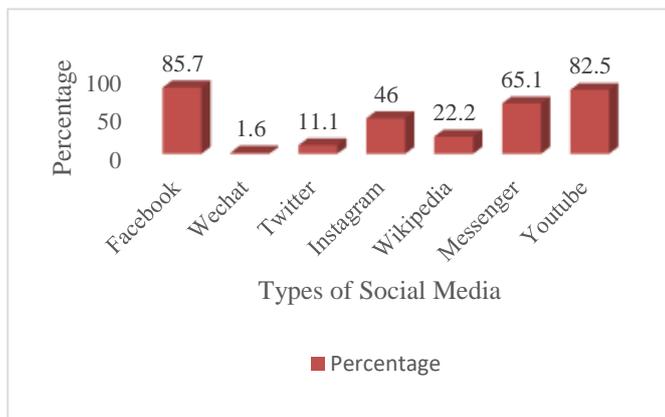
The result reveals that 95.2% of students use mobile phones, 33.3% use laptop computer, 4.8% use desktop computer and 1.6% use tablets. By the survey, the most of devices are mobile phones for social media, tablets used the lasted of students. Thus, it can be said that the students are mainly using their mobile phones because mobile phones are to be quite handy compared to the use of other types.

**v. Types of Social Media**

Social Media provides various types of communications channels. The survey's questionnaire expresses eight types of social media to choose. The respondents were asked to state mostly use of social media shown in the following table.

**Table 5. Types of Social Media**

Social Media	Frequency	%
Facebook	54	85.7
Wechat	1	1.6
Twitter	7	11.1
Instagram	29	46
Wikipedia	14	22.2
Messenger	41	65.1
Youtube	52	82.5



**Figure 5: Types of Social Media**

**Source:** Responses of the Students in Library and Information Studies

From the above table, it could be observed that out of 63 students, 54 (85.7%) use Facebook. Meanwhile, 52 (82.5%) of them used YouTube. It was followed by Messenger 41 (65.1%), Instagram users 29 (46%), Wikipedia 14 (22.2%), Twitter 7 (11.1%), and WeChat 1(1.6%). From the trend of the responses it can be concluded that Facebook, and YouTube are mostly accessed by students.

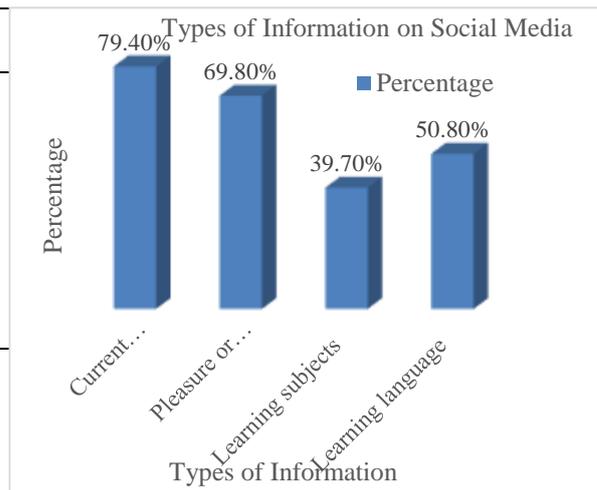
**vi. Types of Information on Social Media**

Social Media provides various types of information platform from the different subject field. The respondents were asked to state which types of information they use on the social media. The survey provides four types of information to state for respondents. They are shown in the following table.

**Table 6. Types of Information on Social Media**

Information	Frequency	%
Current information	50	79.4%
Pleasure or entertainment	44	69.8%
Learning subjects	25	39.7%
Learning language	32	50.8%

**Source:** Responses of the Students in Library and Information Studies



**Figure 6.** Types of Information on Social Media

The result shows that 79.4% of respondents used social media for current information. It was followed by 69.8% of students for pleasure or entertainments, 50.8% for learning language and 39.7% of them used for the information of subjects.

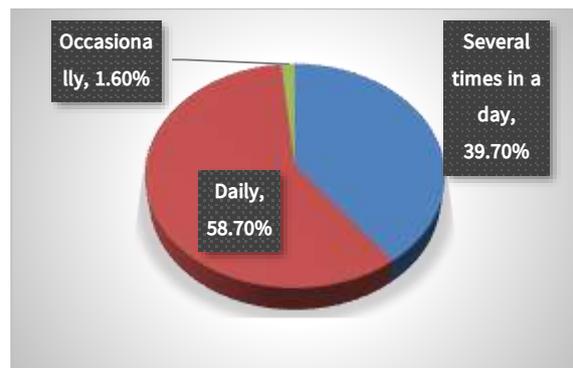
**vii. Times Spent on Social Media**

Regarding with respondent's time spent on social media, the survey asked the students how often they used for social media and how long they used. The collected data are shown in the following table.

**Table 7. Times Spent on Social Media**

Times	Frequency	%
Several times in a day	25	39.7%
Daily	37	58.7%
Occasionally	1	1.6%
Total	63	100

**Source:** Responses of the Students in Library and Information Studies



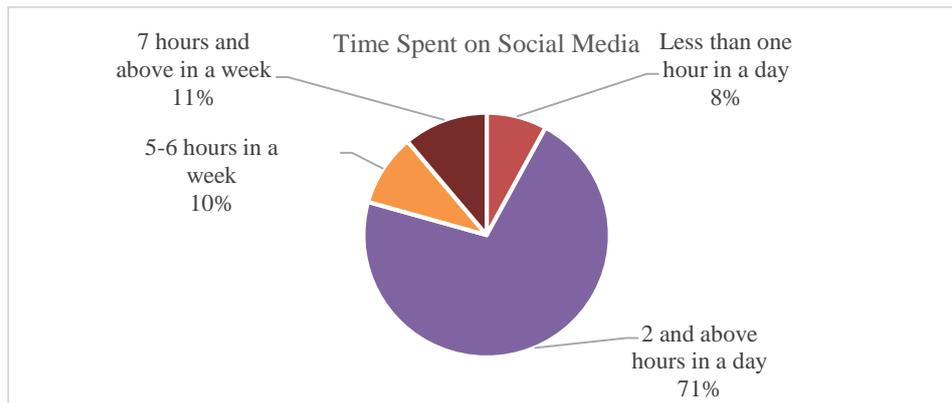
**Figure 7.** Times Spent on Social Media

According to the above table, 58.7% of the students used the social media daily while 39.7% of them used several times in a day. Occasional users are 1.6%. Besides, regarding the average daily time, respondents' usages of social media are shown in the following table.

**Table 8. Time Spent in Daily on Social Media**

Hours	Frequency	Percentage
Less than one hour in a day	5	7.9%
2 and above hours in a day	45	71.4%
5-6 hours in a week	6	9.5%
7 hours and above in a week	7	11.1%
<b>Total</b>	<b>63</b>	<b>100</b>

Source: Responses of the Students in Library and Information Studies



**Figure 8. Time Spent in Daily on Social Media**

The survey reveals that 71.4% of them spent on social media 2 hours per day. 11.1% repented spending for 7 hours and above in a week and 9.5% spent about between 5 and 6 hours in a week and 7.9% spent Less than one hour in a day.

**viii. Using Social Media for Academic Reading**

The survey asked respondents what they are using social media for cademic reading or not. The results are shown in the following table.

**Table 9. Using Social Media for Academic Reading**

Types of Response	Frequency	%
Yes	57	90.5
No	6	9.5
<b>Total</b>	<b>63</b>	<b>100</b>



**Figure 9. Using Social Media for Academic Reading**

Source: Responses of the Students in Library and Information Studies

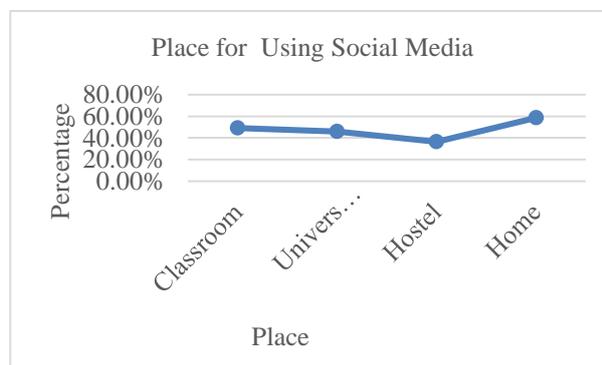
The result shows that 90.5% of students used social media for their academic activity.

**ix. Comfortable Place of Using on Social Media**

The respondents were asked where they use social media conveniently for the academic purpose.

**Table 10. Place for Using Social Media**

Places	Frequency	%
Classroom	31	49.2%
University Library	29	46%
Hostel	23	36.5%
Home	37	58.7%



**Source:** Responses of the Students in Library and Information Studies

**Figure 10.** Place for Using Social Media

The Table 10 reveals that majority of these respondents 58.7% used social media at their home. It was followed by 46% at the university library, 49.2% preferred to classroom, 36.5% use at their hostel respectively.

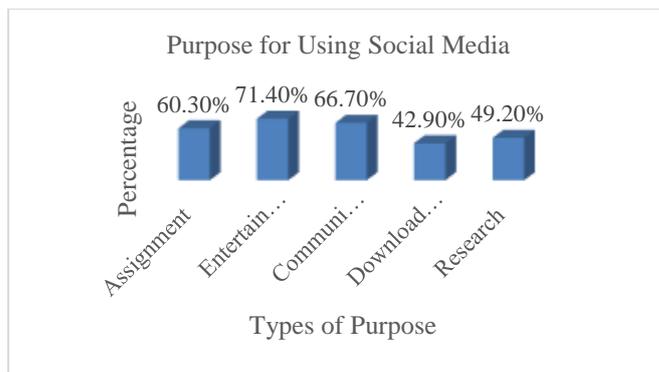
**x. Purpose of Using Social Media**

Students are using social media for different purposes. These purposes mentioned in the questionnaire are assignment, entertainment, communication, downloading and uploading data, research. Distribution of respondents according to their activities purpose for using social media is shown in the following table.

**Table 11. Purpose for Using Social Media**

Purpose	Frequency	Percentage
Assignment	38	60.3%
Entertainment	45	71.4%
Communication	42	66.7%
Downloading and uploading data	27	42.9%
Research	31	49.2%

**Source:** Responses of the Students in Library and Information Studies



**Figure 11.** Purpose of Using Social Media

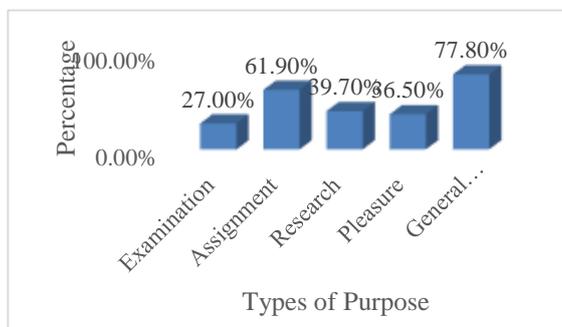
The above table demonstrates that some of students have more than one purpose. The result implies that 71.4% of respondents used social media for entertainment. It was followed by 66.7% for Communication, 60.3% for assignment, 49.2% for doing research and 42.9% for for downloading and uploading data.

**xi. Purpose for Reading**

There are various kinds of purposes for reading information materials. This survey asked students which types of purpose they read.

Table 12. Purpose for Reading

Purpose for Reading	Frequency	%
Examination	17	27%
Assignment	39	61.9%
Research	25	39.7%
Pleasure	23	36.5%
General Knowledge	49	77.8%



**Figure 12.** Purpose for Reading

**Source:** Responses of the Students in Library and Information Studies

The survey revealed that most of the respondents 49 (77.8%) read for the purpose of general knowledge. 39 (61.9%) of respondents are for their assignment and 25 (39.7%) for doing research and 23 (36.5%) for pleasure.

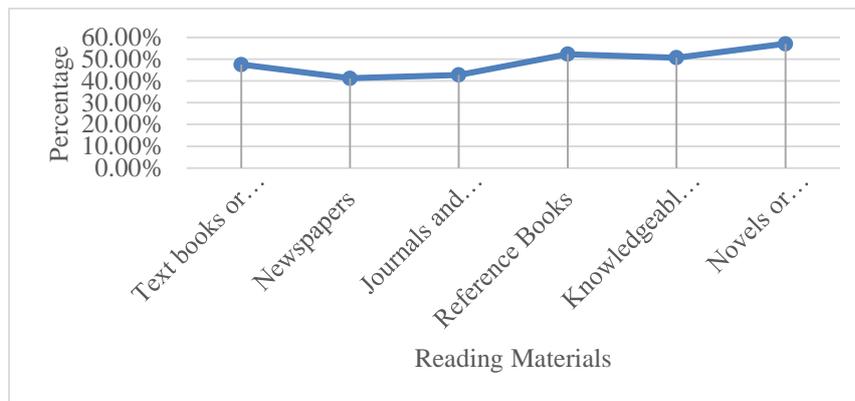
**xii. Types of Reading Materials**

Different types of reading materials are collected in the university library for university students. The survey categorized six types of reading materials: text books or subject guides, newspapers, journals and magazines, reference books, knowledgeable books and novels or fiction. The result are shown in the following table.

**Table 13. Types of Reading Materials**

Types of Reading Materials	Frequency	Percentage
Text books or subject guides	30	47.6
Newspapers	26	41.3
Journals and magazines	27	42.9
Reference Books	33	52.4
Knowledgeable Books	32	50.8
Novels or Fiction	36	57.1

**Source:** Responses of the Students in Library and Information Studies



**Figure 13. Types of Reading Materials**

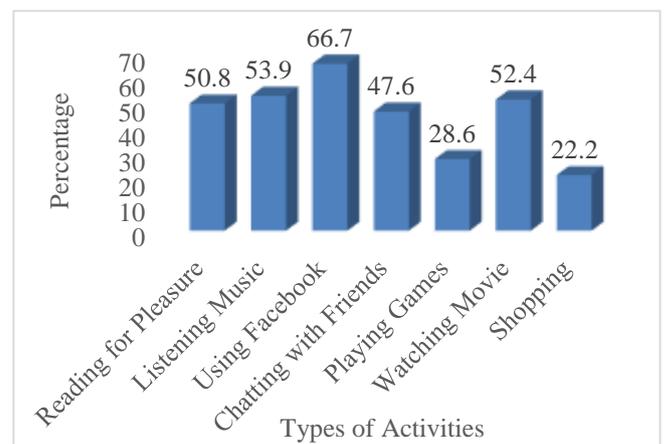
The survey shows that 57.1% of respondents read novels or fictions, 52.4% of them reading reference books, 50.8% reading Knowledgeable Books, 47.6% reading text books or subject guides, 42.9% reading Journals and magazines and 41.3% reading newspapers. Thus, it can be said that most of students read novels but least of them read newspapers.

**xiii. Types of Activities in Leisure Time**

The respondents were asked which types of activities they perform in their leisure time. There are seven types of activities mentioned in the questionnaire. The following table shows their performed activities shown by percentage.

**Table 14. Types of Activities in Leisure Time**

Types of Activities	Frequency	%
Reading for Pleasure	32	50.8
Listening Music	34	53.9
Using Facebook	42	66.7
Chatting with Friends	30	47.6
Playing Games	18	28.6
Watching Movie	33	52.4
Shopping	14	22.2



**Figure 14. Types of Activities in Leisure Time**

**Source:** Responses of the Students in Library

and Information Studies

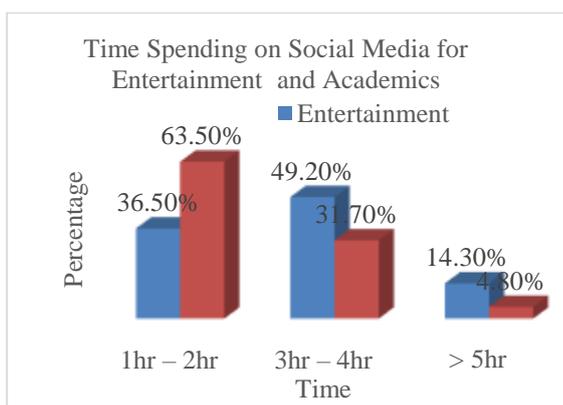
According to result, it can be revealed that 66.7% of respondents are using facebook in their leisure time, 53.9% listening music, 52.4% watching movie, 50.8% reading, 47.6% chatting with friends, 28.6% playing game and 22.2% shopping. The using facebook is the most types of activities performed in leisure time.

**xv. Time Spending for Entertainment and Academic Performance**

Regarding time spending of respondents for entertainment and academic matters, the research surveyed to compare their interests. The results are compared in the following table and demonstrated by graph.

**Table 15. Time Spending on Social Media for Entertainment and Academics**

Time (hr)	Entertainment	Academic Performance
1 – 2	36.5%	63.5%
3 – 4	49.2%	31.7%
> 5hr	14.3%	4.8%
<b>T</b>	100%	100%



**Figure 15. Time Spending on Entertainment and Academics**

**Source:** Responses of the Students in Library and Information Studies

According to the results of the survey, it was found out that most of students spent 1-2 for academic affaire. But students spending 3-5 and above hours spent for their entertainments are more than students for academic affaire.

**xvi. Concept of Using Social Media**

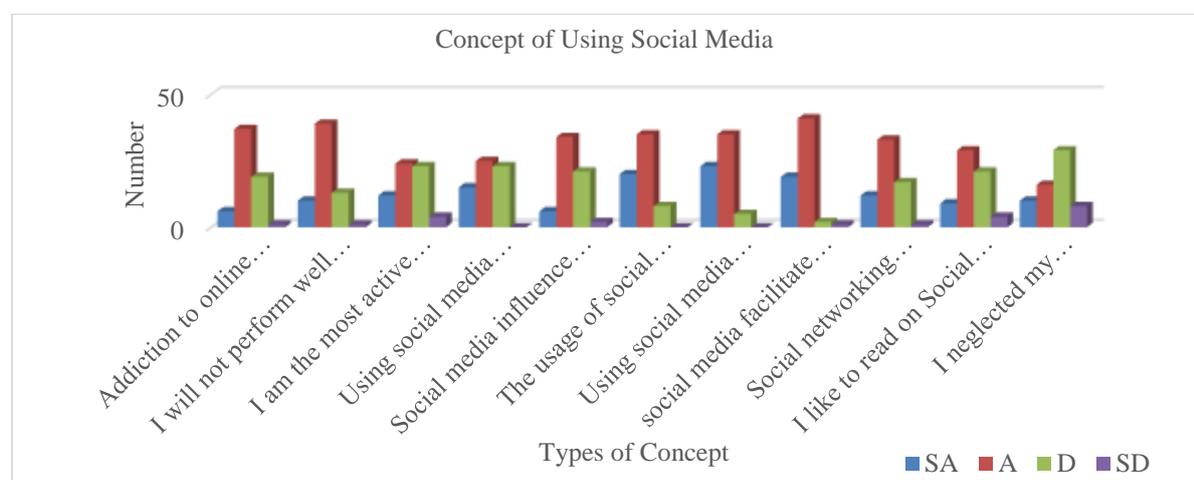
The questions in the following table indicates the concepts of respondents for social media such as positive effects and negative effects. The result was illustrated by the graph to review clearly. According to points of their attitudes, the survey accounted number of points and show as positive and negative effects. There are ten questions to reveal their concepts. Among them, five are positive point of view and five are negative points for using social media.

**Table 16. Concepts of Using Social Media**

Topics	SA	A	AV	D	SD
Addiction to online social networks is a problematic issue that affects my academic life. (N)	6	37	0	19	1
I will not perform well in my academics without using social media.	10	39	0	13	1
I am the most active users of social media.	12	24	0	23	4
Using social media require spending money and are wastage of time and by this way it will affect the students' academic life. (N)	15	25	0	23	0
Social media influence the academic performance of students negatively, because they distract from the students studies.(N)	6	34	0	21	2
The usage of social media is useful in higher educational institutions, because they are an effective communication application. (P)	20	35	0	8	0
Using social media improves the interaction with classmates, lecturers and other subject experts. (P)	23	35	0	5	0
social media facilitate the academic activities and coordinate with others. (P)	19	41	0	2	1
Social networking reduces time for reading habit. (N)	12	33	0	17	1
I like to read on Social Media compared to printed materials. (P)	9	29	0	21	4
I neglected my homeworks because of Social Media. (N)	10	16	0	29	8

**Source:** Responses of the Students in Library and Information Studies

SA- Strongly Agree, A- Agree, AV-Average, D- Disagree, SD- Strongly Disagree



**Figure 16. Concepts of Using Social Media**

The result reveals that that 43 (68.3%) of the participants’ response Strongly Agree and Agree that addiction to online social networks is a problematic issue that affects academic life. 49 (77.8%) agreed and strongly agreed with the statement “I will not perform well in my academics without using social media”. 40 (63.5%) stated “Agree and Strongly Agree” the comment “Using social media require spending money and are wastage of time and by this way it will affect the students’ academic life”. 40 (63.5%) agreed and strongly agreed with the statement “Social media influence the academic performance of students negatively, because they distract from the students studies”. 55 (87.3%) agreed and strongly agreed with the statement “The usage of social media is useful in higher educational institutions, because they are an effective communication application”. 58 (92.1%) pointed “Agree and Strongly Agree” the statement of “Using social media improves the interaction with classmates, lecturers and other subject experts”. 60 (95.2%) of them responded Agreed and Strongly Agreed that social media facilitate the academic activities and coordinate with others. 45 (71.4%) pointed Agree and Strongly Agree that social networking reduces time for reading habit. 38 (60.3%) of them agreed and strongly agreed with the statement “I like to read on Social Media compared to printed materials”. 26 (41.3%) agreed and strongly agreed with the statement “I neglected my homeworks because of Social Media”.

According to the results, it can be said that most of students have positive concepts which using social media does not effect on their academic performance consequently.

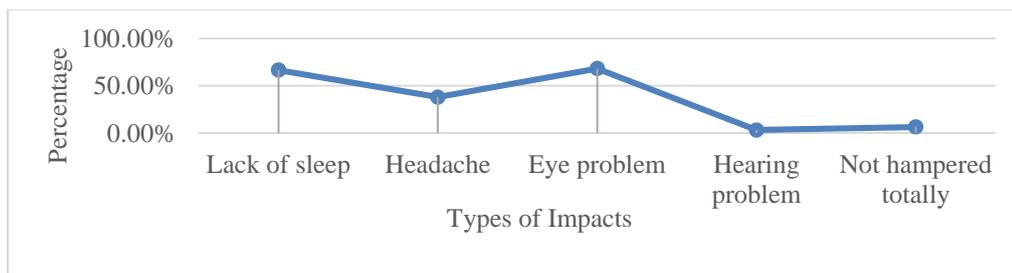
**xvii. Impacts on Health**

Using social media can have harmful impacts on the health of students. The respondents were asked which types of health can be impacted such as lack of sleep, headache, eye problem, hearing problem and not hampered totally.

**Table 17. Impacts on Health**

<b>Health for Excess Using on Social Media</b>	<b>Frequency</b>	<b>%</b>
Lack of sleep	42	66.7%
Headache	24	38.1%
Eye problem	43	68.3%
Hearing problem	2	3.2%
Not hampered totally	4	6.3%

**Source:** Responses of the Students in Library and Information Studies



**Figure 17. Impacts on Health**

The survey reveals that the most of respondents (66.7 & 68.3%) felt lack of sleep and eye problem. 38.1% of them got headache, 3.2% had hearing problem. But, only 6.3% of them did not have side effect.

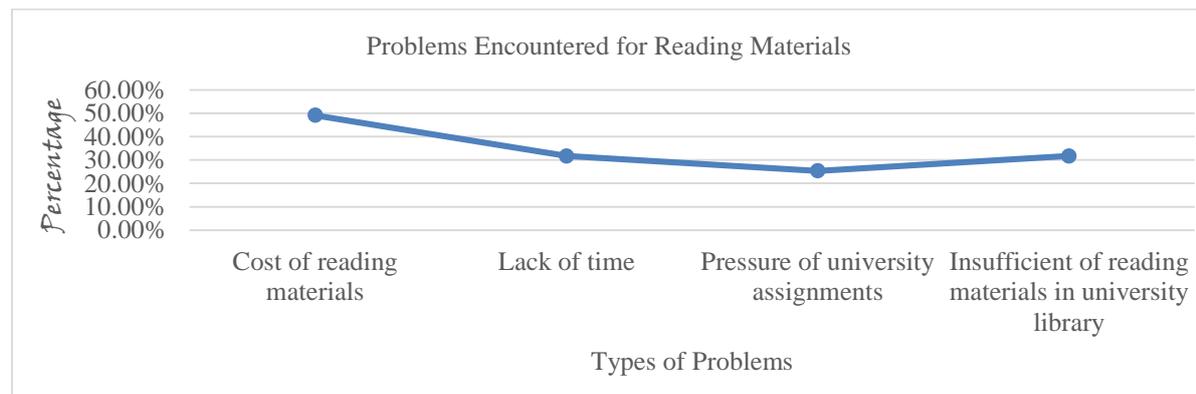
**xviii. Problems Encountered for Reading Materials**

University Students may face with some of problems while they are reading. The survey stated four issues to choose. These issues are cost of reading materials, lack of time, pressure of school assignments and insufficient of reading materials in university library.

**Table 18. Problems Encountered for Reading Materials**

Encounter for Reading Materials	Frequency	Percentage
Cost of reading materials	31	49.2%
Lack of time	20	31.7%
Pressure of university assignments	16	25.4%
Insufficient of reading materials in university library	20	31.7%

**Source:** Responses of the Students in Library and Information Studies



**Figure 18. Problems Encountered for Reading Materials**

The survey points out that cost of reading materials is major issue for their reading because of expensive price. 31.7% of them encountered with lack of time, followed by 25.4% for their assignment. Then, 31.7% of them said that there is insufficient of reading materials in University Library.

**Findings**

The results of the study come from the survey questionnaires which were distributed among 71 students in Library and Information Studies, University of Yangon. Among 71 students, 63 (88.7%) were participated in this survey. Findings from the analysis of differences in respondent’s genders 7 (11.1 %) of the respondents are males while 56 (88.9%) are their female counterparts.

Students includes post graduate and under graduate programmes. This survey finds out majority of the respondents (69.8%) are between ages 16-25 but the minimum number of students are 36-45 years old. Thus, majority of students are second year students in the survey. The most of respondents (95.2%) use mobile phone using tablet and desktop are the lowest. The research finds out that Facebook (85.7%), and Youtube (82.5%) are mostly accessed by students among other devices. 79.4% of students use social media for current information and 58.7% used the social media daily. 71.4% of them spent on social media 2 hours per day. 90.5% of students used social media for their academic performance. Concerning comfortable places, 58.7% used social media at their home. There are different purposes for using social media. 71.4% of respondents used social media for entertainment. The most of the respondents 49 (77.8%) also read information materials for the purpose of general knowledge. Among various kinds of reading materials, 57.1% of respondents read novels or fictions but reading newspapers is the least of them. Regarding activities in leisure time, the survey identifies that 66.7% of respondents are using facebook.

According to the results of the survey, it was found out that most of students spent 1-2 hour for academic affaire. But, students spending 3-5 and above hours spent for their entertainments are more than students for academic affaire. To reveal comparasion the use of social media for academic performance and entertainment, the research points out that 63.5% of them use social media 1-2 hours per day for academic performance but there are more students who use social media 3-5hpurs and above per day for entertainment. Concerned with students' concept of using social media, the finding points out that most of students have positive concept on their academic performances. The finding of this study show that the most of respondents (66.7 & 68.3%) felt lack of sleep and eye problem. But, only 6.3% of them did not have side effect for using social media. There are several issues students' enagement with reading printed materials. The survey points out that 49.2% of them said that cost of materials is major factor followed lack of time and insufficient of reading materials in the library (31.7%) and doing university assignments (25.4%) respectively.

### **Conclusion**

The use of social media among university students has become pervasive, influencing various aspects of their academic, social, and personal lives. If social media is used in a positive way, it can help students to get knowledgeable information that can be used to improve their academic activities. This survey was designed to explore the positive and negative effects of social media on the academic performances and how social media is used by students in Library and Information Studies, University of Yangon.

From the study observed that the higher proportion of students accessed to internet through mobile phone at their home. Social media is used on daily basis and time span in per day is one hour or higher by the most of the students. A significant number of students used social media for entertainment and current information. Among social media practices by the students, Facebook is very popular social platform among students followed by YouTube and Messenger. The majority of the students do not feel any impact of social media on their academic performance. Some of the respondents has positive impact, because social media may be utilized for various communication with others and for update news.

In conclusion, social media is a very useful tool for students in their lessons as they use them to improve their learning process i.e. to communicate effectively with each other, valuable opportunities, sharing information and gain necessary information concerned with their subject field. However, the drawbacks of social media cannot be ignored. Excessive use can lead to distractions, negatively impacting academic performance. Cyberbullying and online harassment are additional concerns that affect the well-being of university students.

Educating students about responsible and purposeful social media engagement is crucial. Additionally, implementing guidelines for social media usage within academic settings can help mitigate the potential negative effects. According to finding, the University Library should acquire in its stock a variety of novels / fiction and knowledgeable books. The required publicity programme must be given by the library is to enhance students' library use. Students should minimize their time spend on social media to avoid being obsessed by these sites for unnecessary watching. The students should create a balance between entertainment and academic activities. More attention should be directed to research Faculty members can adopt new strategies by assignments or discussions on social media platforms to help inculcate the habit of using these sites for academic activities.

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