

Impact of Social Networking Sites (SNS) to the Students' Interpersonal Communication Skills: Basis for Behavior Modification

Dr. Suzette F. Valdez

Doctor of Philosophy in English

AMA International University of Bahrain

Manama, Bahrain

sfvaldez.work@gmail.com

Abstract

The social networking site or SNS is an online platform that gives opportunities to the users to set up a profile to have interactions with the other website users. The SNS provides connections from individual to worldwide audience. It is the avenue where interpersonal communication is taking place. These websites are channels for exchange of information and feeling where verbal messages are delivered and non-verbal messages are executed. In other words, SNS provides face-to-face communication. On the other hand, in its context, lies the possible influences of its social platforms to the behavior of the users; hence, this paper deals with the SNS impact to the interpersonal communication skills of the student online users to identify modes for behavior modification. Respondents mostly post millennials get online only for fun and entertainment. Majority of them spend 4-7 hours online with family and friends on the other line without concrete purposes which further implies that meaningful communication experience through SNS is taking place only sometimes. Most users send messages to get and to give feedback as part of everyday conversation when even the most trivial concerns are discussed. Results yield a mediocre impact of the SNS to the

interpersonal communication skills of the student users. Hence, some elements for its development have been recommended to the SNS, schools parents for the behavior modification of the student users of online platforms.

Keywords: Interpersonal Skills, Social Network Sites, Behavior Modification

Introduction

Learning interpersonal communication skills and becoming more effective in speaking and understanding what others have to say are essential to all aspects of life. All schools are committed to understand and meet the needs of the students. They aim to ensure that students get the best possible experience in the higher education. Tertiary education comprises a manifold of students' transitions both in a system which is a challenge for them in education plus the personal relationships they are supposed to build after finishing secondary education and the moment they step on a new learning environment.

Producing students with these skills is a key part of the mission in all university programs. Determining the most efficient methods for developing students with good communication skills should be a priority for parents, and teachers to name a few. In addition, interpersonal communication skills are vital in any chosen career and it is involved in one hand and the relationship between the emotional intelligence and stress on the other hand. Management of these two elements for successful college life involves communication skills.

Tulgan (2017) included the interpersonal communication skill which is one of the four fundamentals of self-management along with time management, organizational skills and basic problem solving. He said that mentoring on interpersonal communication does not mean telling exactly what to say and what not to say, every step of the way. In some occasions, teaching old-fashioned fundamentals such as having or maintaining good manners works well. Further, he disclosed that a number of organizations have developed clear

standards for interpersonal communication. In addition, the “code of conduct he shared with the institutions has proven substantially effective like listening more than talking. There should be no interruption on the spontaneity of the ideas to fully get involved with the conversation. Moreover, asking open-ended questions, empathizing and exhibiting kindness and courtesy while observing etiquette and good manners to name a few would be contributory to the success of the interaction.

Managing day-to-day good communication skills includes effective speaking. Developing listening skills requires functional mastery of learning it to improve the communication and interpersonal skills in organizations.

Interpersonal communication skills are one of the soft skills. At this age of advanced technology, everyone has personal network which comprises his immediate family, circles of friends both old and new. As social humans, there is always a need to speak one’s mind and heart and communication which is essential and substantial part of life plays significant roles. The exchange of messages takes a place like the communication that is taking place online. In the process, the context is contributory to the psychological, environmental, situational characteristics of those involved in the communication. The body, gestures, tone of voice and facial expressions is important elements in interpersonal communication because the manner of expression is have the impact on the words being uttered. Each one is networking at a personal level every time one shares information or views with people; hence, he is forming a connection while interacting online with familiar or unfamiliar people.

Networking, as a soft skill, can immensely help in the development of interpersonal and communication skills and in the advancement of one’s career, Iyengar (2017) said. Networking provides limitless opportunities – a myriad of opportunities that can develop one’s interpersonal communication skills. He further recommended that educational

institutions can train the students in the art of networking by creating opportunities for them to interact with their fellow students.

On the other hand, social networking sites have dominated ways to communicate. The Social Networking Sites, popularly known as SNS is a social networking site with platforms that enable users to create public profiles. Eventually, users of the same site can form and establish relationships as their interaction progresses. Almost everybody with the social networks like the FB, Twitter and Instagram knows how online networking works.

Today, people having smart phones engage in communication anytime. It is true that traditional modes of communication and their barriers have been replaced by the social network. With advanced technology, anyone can communicate quickly any topic online. Social networking sites have become a unifying force on a huge platform for the achievement of some specific objectives. The smart phones and other communication aids have become more useful for today's life styles. This is very important in fostering the positive changes in society. In satisfying personal and social needs, the SNS plays crucial but important roles; hence, the SNS could be a perfect route self-realization and fulfillment.

On the other hand, the platforms of social networking sites have also changed the way that people interact. Having been overwhelmed by the influences of social media, people have disregarded the rudiments of social skills. Consequently, such negligence mars the improvement of interpersonal communication skills. Too much dependency from the social media lessened the face-to-face interaction of people whether it is for marketing or promoting a product or a personal communication. As a result, switching over the gadgets like the smart phones has created a social issue.

Relatively, Mitchell in her article "Disadvantages of Social Networking: Surprising Insights from Teens", she enumerated the following unhealthy effects of digitalization of communication as follows:

- Lacks Emotional Connection
- Gives People a License to be Hurtful
- Decreases Face-to-Face Communication Skills
- Conveys Inauthentic Expression of Feelings
- Diminishes Understanding and Thoughtfulness
- Causes Face-to-Face Interactions to Feel Disconnected
- Facilitates Laziness
- Creates a Skewed Self-Image
- Reduces Family Closeness
- Causes Distractions

At the end of the day, digitalization cannot replace the face-to-face conversation and interactions. Despite the explosion of online endorsements and social media unconventional lines of conversation between and among individuals and brands, majority will agree that word-of-mouth exchanges and in-depth conversation are still most useful and influential.

Results and Discussions

Segmenting a population by using demographics contributes in concretizing the rationale of this study. Considering the age, sex and primary language of the respondents give a vivid picture on the validity of the instrument.

Table 1 shows the frequency and distribution of the 110 respondents who completed answering the instrument; hence, it shows that 2 (1.8%) of respondents are 12-13 years old, 21 (10.09%) are 14-15 years old, 36 (32.7%) are 16-17 years old and 51 (46.36%) are 18 years old and above. The respondents comprise of 47 (47.72%) male and 63 (57.27%) female. In addition, 92 (83.63%) respondents are Arabic and very few are English speaking with only 18 (16.36%) respondents. English is possibly a foreign language to most respondents regardless of sex. With later inventions and innovation of Information Age

where people can conveniently access and exchange information online for free, the communication process have transformed. With the change of communication trend, society required less real life interactions with others and so, online communication via SNS can possibly influence anyone as long as there is access to information technology (Chasombat, 2014).

It can be deduced from this demographical information the general characteristics of the respondents. An understanding of the demographic characteristics is particularly important given the supposedly widening gap between information haves and have-nots. Daff (2013) stated that the students' information may assist educators in avoiding common difficulties and in facilitating favorable student learning. The study finds students experience initial apprehension and concern when practicing their interpersonal skills; hence, the demographic background helps in assessing the interpersonal communication skills.

Table 1

Demographic Profile of the Respondents

Age	Frequency	Percentage
12-13 yrs old	2	1.8
14-15 yrs old	21	19.09
16-17 yrs old	36	32.7
18 and above	51	46.36
<i>Total</i>	110	
Sex		
Male	47	42.72
Female	63	57.27
Total	110	
Primary Language Spoken at Home		
Arabic	92	83.63
English	18	16.36

Total 110

This study investigated on the implication of SNS to the interpersonal communication skills through SNS. Table 2 below shows 50 (45.45%) respondents spend 4-7 hours communicating online, 27 (24.54%) use 8-12 hours of their time hooked on SNS, 17 (15.45%) throw away 1-3 hours of their time speaking online, 10 (9.09%) spend conversing online, and 6 (5.45%) are connected online more than 12 hours. It can be inferred that the students communicate consider the SNS as a communication route which is a useful element in everyday conversations.

Dogrue et. al (2011) said that the growth of the Internet in the world provides many opportunities to many people around the world in many different ways. When students are considered, the use of the Internet is mainly for social and entertainment purposes. However, it is very obvious that the Internet provides not only social connection and entertainment, but in academic and scientific information as well. Additionally, the Internet can be used as a tool to learn the latest news all around the world for getting any kind of information that serves different purposes such as learning more information about a hobby or health.

Table 2

Frequency Rate of Utilization

Number of Hours Per Day	Frequency	Percentage
Less than 1 hour	10	9.09
1-3 hours	17	15.45
4-7 hours	50	45.45
8-12 hours	27	24.54
More than 12 hours	6	5.45
<i>Total</i>	110	

The number of SNS is growing which implies that it is an effective communication highway for spreading information quickly to a single and to large audience that can even go beyond the limitation of time and space. However, people sometimes use the SNS for

keeping in touch with family and friend at a mean of 2.3 and 2.1 for fun and entertainment. Meeting new people and to be “in” with mean of 1.3 and 1.6 respectively are the least reasons for getting hooked on online communication through SNS.

Xiao, Zhuang and Hsu (2014) mentioned that SNS provides a compelling experience to the users with demonstrable benefits although little is known for its advantages to the users’ feeling and perception. It changes the manner people and maintains relationships with others; consequently, it affects interpersonal communication skills but does not totally transform the users into a different entity when they exchange ideas online.

Table 3

Purpose of Utilization

Reasons	Mean	Verbal Interpretation
Stay connected with family	2.3	Sometimes
Maintain communication with friends	2.3	Sometimes
Used for fun and entertainment	2.1	Sometimes
Provides opportunities to meet new people	1.3	Seldom
To be ‘in’ because of its popularity	1.6	Seldom
<i>Average Mean</i>	1.92	Sometimes

The SNS can be used for showing empathy, building and developing confidence and channeling decisions for actions to name a few. It can be inferred from the table below that respondents sometimes send clear messages at the mean of 1.98, listening sometimes at 2.26 mean, sometimes giving and getting feedback at 2.56 mean and they can sometimes handle emotional feedback at 2.56 mean. With the average mean of 2.3, table 4 divulges a realistic picture of the respondents’ assessment of their interpersonal communication online.

Bedwell (as cited in Piper, 2017) said that part of the character of a person is shown in the degree of his interaction. Identifying an incompetent listener or talker is easy. On the other hand, there should be communication platforms like what SNS offers which can provide opportunities for improving interpersonal communication skills like addressing incompetence in communication.

Table 4

Assessment of Interpersonal Communication Online

Elements of Communication Online	Mean	Verbal Interpretation
Communicating clear messages	1.98	Sometimes
Listening	2.26	Sometimes
Providing and receiving feedback	2.408182	Sometimes
Managing emotional feedback	2.566439	Sometimes
<i>Average Mean</i>	2.3	Sometimes

Interactions legitimize particular thoughts and practices and transform individuals through effective exchange of ideas with family, relatives and friends. Table 5 below shows that respondents' interactions occur sometimes with family at 2.60 mean. Same is shown on their interactions with friends at 2.87 mean. While it is true that the SNS with its social platforms can be used as an instrument for emotional support, the results imply that relationships change as people communicate less in person.

Gregory (2015) said that communication establishes relationships and it is important to assess the interpersonal communication skills after learning from past communicative encounters. The SNS offers rooms for further improvement and approaches to enjoy healthy interactions.

Table 5***Assessment of Interrelationship on Online Communication***

Degree of Interactions	Mean	Verbal Interpretation
Interrelationship with family	2.601989	Sometimes
Interrelationship with friends	2.874618	Sometimes
<i>Average Mean</i>	2.738304	Sometimes

There are benefits of technologies; however, SNS and its social platforms can possibly isolate people and truncate relationships. The SNS can influence people with the varying social behaviors and attitudes particularly to the young vulnerable online users. People in the social worlds can paint their characters in rich and complex images.

With the average mean of 2.46, table 6 below shows that SNS sometimes give an impact to the interpersonal communication skills and behavior of the users. Developing interpersonal communication skills is better than learning them. Ortiz, Chih, and Teng (2017), said that SNS managers should be mindful in the interaction of content and connectivity of their members. Any improvement can make their social platform appealing; hence, it can foster long-term relationships. To keep trust, the SNS managers should devote for the interest which is common to their loyal members.

Table 6***Assessment of Impact of SNS to Interpersonal Communication Skills and Behaviour***

Effects of SNS	Mean	Verbal Interpretation
SNS provides greater enjoyment in making friends online than in person	2.427273	Sometimes
SNS changes a person to be more or less sociable	2.554545	Sometimes
SNS influences peoples' lifestyle	2.572727	Sometimes

SNS serves as an alternative to face-to-face interaction	2.490909	Sometimes
Face-to-face interaction remains important when maintaining relationship through SNS	2.614679	Sometimes
SNS affects academic performance, sports, and other extracurricular activities	2.454545	Sometimes
The medium of instruction influences patterns of usages in SNS	2.527273	Sometimes
Trust plays important role in SNS	2.330275	Sometimes
SNS contributes to changes and behavior	2.390909	Sometimes
SNS weakens bondings in social relationships	2.311927	Sometimes
<i>Average Mean</i>	2.467506	Sometimes

Technologically inclined, the generation today is heavily dependent on mobiles and gadgets as medium of communication. Table 7 below shows no significant difference on between the purposes, elements of online communication and the sex of the respondents with the p-value of .380 and in the listening with the .120 p-value. These results imply that respondents communicate online using SNS without concrete intentions; hence, getting connected on SNS has been part of the everyday communication. On the other hand, sending clear messages with .007 p-value, giving and getting feedback with .007 p-value and handling emotional feedback with 0.000 p-value divulge the level of involvement in communication online through the SNS which exhibits the kind of their behavior as well. Sung and Kim (2014) mentioned that the SNS provides possible lines for creating relationships and their communication styles reflect their personalities and characteristics. Interpersonal communication enhances the feelings of self-worth. Interpersonal relationships are products

of sense of personal identity; they are partners in solving problems and in enhancing self-worth.

Table 7

Difference on the computed means of the variables when paired and grouped accordingly

Group Statistics			
	Sex	Mean	Sig. (2-tailed)
Purpose	Male	1.9447	.380
	Female	1.8857	Statistically not significant
Communicating clear messages	Male	2.1426	.007
	Female	1.8556	Statistically significant
Listening	Male	2.1723	.120
	Female	2.3270	Statistically not significant
Providing and receiving feedback	Male	2.1596	.000
	Female	2.5968	Statistically significant
Managing emotional feedback	Male	2.2340	.000
	Female	2.8108	Statistically significant

** Difference is significant at 0.05 level of significance*

Similar results are evident on the difference between the purpose and elements of online communication to language with p-value of .078 and listening with p-value of .003. It can be inferred that the respondents are nonetheless listening without pondering the purpose of the person on the other line. Whereas, significant differences are noted on sending clear messages with a p-value of .986, giving and getting feedback at the p-value of .003 and handling emotional feedback at p-value of .0028. It can be deduced from the data that sending clear messages, giving and getting feedback and handling emotional feedback are the

most important elements of online communication via SNS because language is embedded in these faculties for exchange of ideas. Cheikh-Ammar and Barki (2016) stated that SNS features a variety of platforms for information which can stir emotions, attitudes and beliefs. With the SNS capacity to design social platforms, users can experience meaningful engagement where attention to feedback is considered the most essential. It is the rationale for sending clear messages; hence, it shows the intentions of both parties online.

	Language	Mean	Sig. (2-tailed)
Purpose	Arabic	1.8860	.078
	English	2.0471	Statistically not significant
Communicating clear messages	Arabic	1.9161	.006
	English	2.3176	Statistically significant
Listening	Arabic	2.2613	.986
	English	2.2588	Statistically not significant
Providing and receiving feedback	Arabic	2.4763	.003
	English	2.0471	Statistically significant
Managing emotional feedback	Arabic	2.6374	.008
	English	2.1647	Statistically significant

** Difference is significant at 0.05 level of significance*

Information and technology has evolved tremendously affecting the environments of 21st century; consequently, the present youth is changing fast as well. Young people of today are out in the open to explore vast and unlimited information made available by SNS.

As shown in table 8 below, anyone can go online via SNS as the results reveal no significant difference between and within groups of the purpose and elements of online communication to age with the p-value of .377, sending clear messages to age with p-value of .294 and listening to age with p-value of .081. SNS opens opportunities that challenge the students to express their mind and heart to target global audience. With the social platforms of the SNS, they can get direct and provide instant feedback as sender and receiver of worldviews. On the other hand, table 8 below also shows an indication that age is

a significant factor for giving and getting feedback and at the same time on handling emotional feedback. These two variables show emotional maturity of the respondents as results come into view the significant difference of giving and getting feedback and age exhibited with p-value of 0.45, handling emotional feedback and age with the significant difference at p-value of 0.15. Singh, Pant, and Laitonanjam (2013) stated that adolescents can be provided with esteem, given feeling of being loved and care, and coddled sense of belongingness from the social support. Relatively, SNS can provide these aids for securing emotionally maturity.

	Age	Sum of Squares	df	Mean Square	F	Sig.
Purpose	Between Groups	.375	3	.125		
	Within Groups	12.712	106	.120		.377
	Total	13.087	109		1.042	Statistically not significant
Communicating clear messages	Between Groups	1.170	3	.390		
	Within Groups	32.958	106	.311		.294
	Total	34.128	109		1.254	Statistically not significant
Listening	Between Groups	1.778	3	.593		
	Within Groups	27.203	106	.257	2.310	.081
	Total	28.982	109			Statistically not significant
Providing and receiving feedback	Between Groups	2.403	3	.801		
	Within Groups	30.576	106	.288		.045
	Total	32.979	109		2.777	Statistically significant

Managing	Between Groups	4.797	3	1.599	
emotional feedback	Within Groups	46.295	106	.437	.015
	Total	51.092	109		3.661
					Statistically significant

** Difference is significant at 0.05 level of significance*

Conclusions

The following conclusions were carefully drawn after analyzing the salient findings:

1. The locale of the study brings out more of the Arabic speaking respondents, mostly post millennials with demographic portrait of today's 6-21 years old who use language online. Most of them are likely to pursue college; hence, will have more exposure to information technology where SNS is part of.
2. Almost half of the respondents spend 4-7 hours a day in online communication. Possibly due to high pressure and low self-esteem that they feel, they are looking for something that will make them comfortable and they find this satisfaction when they are connected on SNS.
3. With a tremendous number of everyday concerns from home to school, along the way, students sometimes use the SNS for keeping in touch with family and friends to have fun and entertainment through SNS. However, meeting new people and to be "in" are harder because communication via SNS does not need solid communication. It is quite evident that respondents communicate more to those they have personally known.
4. Respondents sometimes use the SNS in sending clear messages, listening, giving and getting feedback and handling emotional feedbacks. The respondents belong to the post millennial generation who understand and retain information if presented

visually. Therefore, the face-face communication through the SNS is a medium for the development of interpersonal communication skills.

5. Interrelationship with family and friends is significantly vital to everybody. It means that the degree of involvement in interactions can contribute to the development of the interpersonal communication skills. An interaction via SNS that takes place only sometimes with family and friends represents a character that needs to be molded and behavior that calls to be attended. The manner and frequency of interaction affect the interpersonal communication skills.
6. SNS sometimes give an impact to the interpersonal communication skills and behavior of the users. Developing interpersonal communication skills is better than learning them.
7. The SNS has the no facility to scrutinize the purposes neither has the capacity to confirm authenticity of the information provided by the users on their profiles. Users are after sending clear messages and get themselves involved in giving and getting feedback. At the end, they able to handle emotional feedback because communication online can superficially take place even if it can be done face-to-face.

Recommendations

Having considered the conclusions of the study, the following recommendations were highly suggested:

1. Social Networking Sites (SNS) regardless of the demographic background of their members should be aware on the advantages and disadvantages of their social platforms. Online users should be also aware on the notices flashed on monitors to prevent further issues. The schools and parents should remind the students on the timings that the students can get online. Students should put in mind that interpersonal communication skills are best developed at home and in school.

2. Social Networking Sites (SNS) should post reminders to their member users on the ideal number of hours for conversing online. The schools and parents should have mutual attention when the students use SNS. Parent-teacher conference should take place for this concern to monitor the possible changes in the interpersonal communication skills and behavior of the students.
3. Social Networking Sites (SNS) should provide communication routes online that will benefit their member users. Online users should know which SNS social platform can be advantageous for their interpersonal communication skills. The schools and parents should be updated with the latest craze made available by the SNS so they can always relate to the cyber activities of the students and find ways to monitor their interpersonal communication skills that can possibly affect their behavior.
4. Social Networking Sites (SNS) should add enticing visuals that promote the importance of personal communication while their member users are connected online. The school and parents should educate the students on the advantages and disadvantages of getting hooked to the social platforms of the SNS.
5. Social Networking Sites (SNS) should emphasize the fact that face-face interactions can make friend and family ties stronger. The students should realize the fact their houses and the schools are the best places for developing interpersonal communication skills. SNS can support by collaboration with the schools and parents on common grounds.
6. Social Networking Sites (SNS) should have social platforms that can visibly and substantially aid the development of the interpersonal communication skills of their users.
7. The SNS should be able to identify the veracity of the personal details provided by the users and that they can trace anomalous information that might bring harm to

schools and families of their users. The users should use SNS to promote well being due to its facility to develop interpersonal communication skills. In addition, school and parents should be aware, alert and cognizant on apparent risks that SNS can post to the students particularly on behavior.

References

- Cheikh-Ammar, M., & Barki, H. (2016). The influence of social presence, social exchange and deedback features on SNS continuous use: The facebook context. *Journal of Organizational & End User Computing*, 28(2), 33–52.
<https://libresources.amaiu.edu.bh:2287/10.4018/JOEUC.2016040103>
- Daff, L. (2013). Accounting students’ reflections on a course to enhance their interpersonal skills. *Accounting Education*, 22(6), 563–581.
<https://libresources.amaiu.edu.bh:2287/10.1080/09639284.2013.847322>
- Gatignon, H. & Robertson, T.S (1986) Exchange theory model of interpersonal communication. Vol. 13. Pp. 534-538. Association for Consumer Research, Provo.
- Gregory, M. (2015). Effectivec Communication. *Value Examiner*, 30–31. Retrieved from
http://libresources.amaiu.edu.bh:2058/login.aspx?direct=true&db=bth&AN=109202955&site=eho_st-live
- Interpersonal Communication Inventory (ICI). Learning Dynamics (2002). Course Hero [accessed July 13, 2019) Available at
<https://www.coursehero.com/file/39915831/Interpersonal-Communication-Skills-Inventory-2pdf/>
- Manjunatha S. “A sociological study on the influence of social networking sites on the interpersonal relationships of college students in Bangalore and Mysore cities (n.d.)
www.isca.in/IJSS/Archive/v2/i6/3.ISCA-IRJSS-2013-071.pdf
- Mitchell, M.P (n.d) Disadvantages of social networking: Surprising insights from teens”
<https://www.rootsofaction.com/disadvantages-of-social-networking/>
- Ortiz, J., Chih, W.-H., & Teng, H.-C. (2017). Electronic word of mouth in the Taiwanese social networking community: participation factors. *Internet Research*, 27(5), 1058–1084. <https://doi.org/10.1108/IntR-09-2016-0276>

Piper, A. (2017). The dynamics of interpersonal behavior. *Internal Auditor*, 74(3), 50–55.

Retrieved from

<http://libresources.amaiu.edu.bh:2058/login.aspx?direct=true&db=iih&AN=124056384&site=ehost-live>

Singh, R. , Pant, K., Laitonanjam, V. (2013). Gender on social and emotional maturity of senior school adolescents: A case study of Pantnagar. *Studies on Home and Community Science DO* - 10.1080/09737189.2013.11885385

Sung, K.-H., & Kim, S. (2014). I want to be your friend: The effects of organizations' interpersonal approaches on social networking sites. *Journal of Public Relations Research*, 26(3), 235–255. <https://doi.org/10.1080/1062726X.2014.908718>

Tiwari, G. (2017) What is social exchange theory and explanation

<HTTP://WWW.SOCIOLOGYGROUP.COM/SOCIAL-EXCHANGE-THEORY/>

Tulgan, B. (2017). Teaching the fundamentals of self-management. *TD: Talent Development*, 71(9), 48–52. Retrieved from

<http://libresources.amaiu.edu.bh:2058/login.aspx?direct=true&db=bth&AN=124943603&site=ehost-live>

Turaga, R. (2017). Be silent to listen. *IUP Journal of Soft Skills*, 11(1), 48–58. Retrieved from

<http://libresources.amaiu.edu.bh:2058/login.aspx?direct=true&db=bth&AN=122913178&site=ehost-live>

Venkatesan I. R. (2017). People matter: Networking and career development. *IUP Journal of Soft Skills*, 11(1), 7–15. Retrieved from

<http://libresources.amaiu.edu.bh:2058/login.aspx?direct=true&db=bth&AN=122913181&site=ehost-live>

Subrakamanian K.P. (2017). Influence of social media in interpersonal communication Vol. 38, Issue 109. International Journal of Scientific Progress and Research

Xiao, Q., Zhuang, W., & Hsu, M. K. (2014). Using social networking sites: What is the big attraction? Exploring a mediated moderation relationship. *Journal of Internet Commerce*, 13(1), 45–64. <https://doi.org/10.1080/15332861.2014.898441>