



## Consumption of Social Media and Academic Performance: A Cross-Sectional Survey of Perception of Students in KP universities

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**Abstract:** *In the world changing into a digital global village, social networking technology has played a vital role compare to other internet tools. This study conducted through a cross-sectional survey on the students' perceptions about their use of social networking sites and their influence on their academic performance. The researcher gathered data from the students of Gomal and Quatba University in D.I.Khan and used the Statistical Package for Social Sciences (SPSS) (Pearson's correlation coefficient test) to analyze the data and infer findings and draw a conclusion. The study found that computer-mediated communication through social media sites, the GPA of male students is more affected than those of female students and H1 of the study accepted. And it is also found that H2 of the study that social media use in 2nd semester and their GPA of age group 20 and less than 25, that there is a significant relationship between the GPA and 2nd-semester use of SNS as indicated. This Null Hypothesis of the study was rejected.*

**Key Words:** SNS, Academic Performance, CMC, GPA

### Introduction

All across the world, university students have used the internet to forward their academic, recreational and social interaction needs and have contributed positively to the creation of many internet tools like Facebook, Twitter etc. (Ranaweera et al., 2015).

Due to social networking sites, people can connect themselves with other people by making profile, can make a separate list for their friends to whom they want to connect, and also these sites are different in nature and working (Ellison & Boyd, 2007).

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Nowadays, almost every person has a social account ranging from business marketers to academicians. Over the years, its shape has evolved both rapidly and dramatically as from mere chatting and having a friend list, students these days use social media for uploading lectures, notes and for interaction with their teachers and classmates—something wasn't known to people back in the 90s (Ilagan, 2013). Thus, Social networking sites can rightly be said of being helpful for academic purposes (Sepahi et al., 2016). Social media has a different mode of use from person to person. Such is the case with students to as their mode of use have varied from checking updates on social media sites to uploading assignments, notes, lectures and for interaction with their teachers and classmates (patil, 2016). In parallel to social media sites modernization of universities and education institutions, students' lust to have better access to this system has unintentionally encouraged students to have had a search for assignments, lectures, and notes over the social media sites before uploading it on universities L.M.S which is Introduced in the 1990s, have been used by a lot of universities around the whole world like Australian universities, University of Michigan and Stanford University etc. (Hamish, Richard, & Gabrielle, 2005).

### **Academic Performance**

Keeping over selves concerned with measuring or exploring the risks associated with students' academics due to social media use, student grading, evaluation or GPA can be set as a yardstick to measure the academic performance of the students.

According to (Thuseethan & Kuhanesan, 2014), in their paper giving reference to four different research papers for measuring student academic performance around the world, most of the researchers used GPA. According to Thuseethan (2014), in his research paper about the role of effects of Facebook on students in students' academic in Sri Lankan university, that university grant commission of Sri Lanka decided to measure academic performance by GPA.

One of the researches on college outcome focuses almost exclusively on GPA for measuring academic performance. According to it, GPA is a valid tool for measuring performance in subject and class (Robbins et al., 2004). For further reference, see also (Junco, 2012b; Kirschner & Karpinski, 2010; Kolek & Saunders, 2008).

### **Problem Statement**

According to a survey in the United States, 90% of teens use the internet, and 75% of them use it once per day. It means that they are also members of social networking sites (Kist, 2008). Spending more time on social sites having bad effects on students' study and academic life. Social networking sites have got popularity last few years, especially among students having merits and demerits (Roy & Chakraborty, 2015).

Keeping in view the above studies by different scholars, this study will be conducted to analyze the effects of social networking sites on their academic performance, describing increasing, decreasing role in students' GPA, and in which ways used by students in the educational process.

## **Significance of the Study**

Some of the important statements which became a reason for conducting this research are as follows:

According to Benzie (2007), in Canada, the government didn't allow their employees to use Facebook. According to another survey (Ellison & Boyd, 2007) that social networking sites were banned for youth, students and for those who work in offices by the legislation of U.S Congress. This shows that that study should be conducted on this issue in developing countries like Pakistan. Keeping in view the decisions of the developing countries for not allowing their workers and students to use social networking sites, it was needed to conduct research about the use of these sites and their effects on the students' educational performance.

Looking at the above statement, the aim of this paper to investigate the effects of social networking sites on students' educational outcomes and grades of D.I. Khan Universities.

Other researchers can get relevant data and information from this paper about the usage of social networking websites for personal use and educational development among students in D.I.Khan universities and conduct the same research in the field of education, its connection with social media. It will be relevant in assisting students in understanding the diversity of social networking sites and will be a guide for using social media in a useful way. It will also highlight how parents should pay their responsibilities in guiding their children to use the time usefully. The teachers of the students and also administrators of the institutes will be able to access the performance of the student and their personal attention in class. The results and outcomes of the study can be used in advancement and betterment of the staff of universities and schools, universities policies towards the software industry, and it will be a motivation for ICT Programmers, to develop such social networking software which is useful for students in their study, these significances are based on the paper of (Tamayo & dela Cruz, 2014) .

## **Limitations of the Study**

This study will encounter some limitations, which may limit the generalizability of the study. The researchers selected two universities, the whole population, for the study due to easy access to these universities to take information from respondents and with a rationale that the former is a public sector whereas the latter is Private Sector University.

## **Objectives**

Objectives of this paper are as follows:

1. Analyzing the GPA of male and female students and the effect of social media on the academic performance of male and female students.
2. To examine which age group GPA is mostly affected by the usage of social networking sites.

## **Hypothesis**

1. Social media use affects more male students' GPA than female students.
2. It is more likely that social media users have a significant different effect on GPA of students of different age groups.

## **Null Hypothesis**

1. Social media use does not affect more male students' GPA than female students.
2. It is more likely that social media use don't have a significant different effect on GPA of students of different age groups.

## **Literature Review**

Keeping in view research problem, hypothesis and objectives, this paper will has discussed the results of research papers and books about the usage of social networking sites and its effects on the students' GPA, gender and faculty differences.

Most of the students SNSs use for socializing activities not for academic purpose, and according to them SNSs has a more positive impact in academic performance. And it can be used for academic purposes in a variety of ways, like for communication with lecturers, for academic discussions with classmates for academic purpose. And the negative impacts are considerably low (Helou & Rahim, 2014).

According to a survey about the use of social networking sites, most of the users prefer Facebook (Gupta, Singh, & Marwaha, 2013).

Electronic media is not good for the student's grades, because two thirds of them were point of view that they use it when they are busy in study, in class, or at the time of homework (Jacobsen & Forste, 2011). It should be define and clear that who will control social media, and make strategic planning for using social media (Nández & Borrego, 2013).

For academic purposes by students the ratio was recorded as social bookmarking 18.1%, Twitter 18.5%, 3D virtual worlds 19.4%, Electronic portfolios 28.5%, Wikis 31.3%, Podcasts 33.7%, Photo sharing 36.4%, Blogs 40.2%, Web conferencing 42.6%, Social networking 52.8%, Video sharing 58.2% (Poellhuber, Montreal, & Anderson, 2012). According to a faculty research has discussed questions about the use of social media and its usefulness for students especially in the class. According to the results majority of social networking sites are used beyond their values majority of the respondents are neutral, 19% disagree with the statement, and the results of second question that a student should use social networking sites or not; 40 percent of the respondents were neutral 40 percent were agreeing and 20% disagreeing. With the point of view having value for class, Facebook and twitter are not suitable. According to most of the respondents Facebook (53%) and Twitter (46%) are not useful in class (Moran, Seaman, & Hester, 2011).

Freshman women use social media 12 hours for texting, music and internet and were found that reading newspaper and listening to music are positively linked with academic performance

(Lifespan, 2013). A study found that using Twitter for educational purposes can increase student's grades and will be helpful in desired collage outcomes (Junco, Heiberger, & Loken, 2011).

The most used site is Facebook among them, and sometimes it is good for academic purposes. The ratio of students in term of timing at what time they use social media so the ratio was as, 43.18% of them prefer 10 pm to 1 am, 15.90% use all the day, 18.18% prefer 11 am to 4 pm, 15.90% prefer morning for using social networking sites. Social networking sites at the same time it have good results for the students social and academic life, and also have bad results in grabbing students attention from their study (Roy & Chakraborty, 2015). Facebook used by 22.5% of students and other social networks used by 27.5%. Through a research study about undergraduate students, majority of them 52.5% were point of view that result of using social media networks will be positive for study purposes and it will affect it in a successive manner. According to a research in USA, 74% were men and 76% were women out of the internet users (Ranaweera et al., 2015).

Most of the students with 60% prefer Facebook other social networking website. Looking at time factor 45% use social networking sites six to eight hours out of 24 hours. The ratio of using social media during class was 64%. Only 20% were point of view that social media beneficial for their educational purposes, but majority of them 55% taking it only for fun. It's very clear that how much social media changed the study behavior of college students including their grades (Wang, Chen, & Liang, 2011).

63% of the students were heavy users of social networking getting high grades, but 65% of the light users got the same grades sites but they got high grades, but on the other side 65% of light users got high grades. Among the sites by using Facebook is used mostly by students than other social networking sites with 96% and then YouTube with 84%. Social networking sites are not used for frequently for study purposes but for entertainment with 79% and only 26% use them for academic purposes (Hampshire, 2009). Facebook can be used in such ways that will be beneficial for students. The negative effects of social media on students educational performance are not same everywhere, some students use Facebook most of time but outcomes of their study are better (Junco, 2012).

The results of a study reveal that their favorite social media site is Facebook. Mostly used social website is Facebook with percentage 66.4% then Whatsapp with 19.9% (Owusu-Acheaw & Larson, 2015). Looking at the difference of departments, social sciences mostly use LinkedIn but spend more time on Facebook, but Humanities and Fine arts use mostly Twitter and read blogs. It was Facebook which has negative role in one's grades while spending time on social networks. Majority of the respondents 97% use social networking sites. Mostly use social media site is Facebook with 95.4% and YouTube 90.7%.

According to a study Aghazamani (2010) about the use of Facebook by students' at Karlstad University in Sweden. 595 University Students were taken as a sample; the results showed that undergraduate students use Facebook more than graduate students and mostly for friendship purpose. Results also suggest that male use Facebook more than females. Looking at education

level, students at the graduation level are most likely to use social media networking websites more than the other students at other levels. Keeping in view the GPA (grade average point), students who having GPA from 3.0 to 3.5 GPA are using social media for getting information and knowledge (Khan, 2012).

There is a difference between the thinking of male and females as stated by (Sadker, 1994), “Sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different type of education. It is true that upon entering school, girls perform equal to or much better than of the boys on every measure of achievements, but when the girls graduate from high school or college, they have fallen behind”. The mostly using social site is Facebook with 96% among the social networking sites. In Tanzania male use social networking sites more than females with 69% (Shembilu, 2013). Looking at the gender differences social sites are used by women more than men. Students mostly use Facebook compare to other social sites (Hargittai, 2007).

Most of the students use Facebook either they are male or female. Most of the Male use internet, while female use Facebook most of their times (Haq & Chand, 2012). Male students spent more time on using Facebook than Female students (Ghareb & Sharif, 2015). Male use social media sites more for academic purposes compare women (Poellhuber & Anderson, 2011). Looking at gender differences most of the male 60.1% are the users of social networking sites while female use it 39.9%, and also for purposes with the ratio 36.36 and 8.71 for knowledge (Khan, 2012). Male and female use social networking sites at least ten hours per day, but female use more compare to man (Knight-McCord et al., 2016).

Young people are more interested in using social media but not for academic purposes. The findings prove of using media vary from the stages of age. Like (49+) use it for academic purposes compare to other age group like 16-24 and 25-32 (Poellhuber & Anderson, 2011). Students are not paying attention to their studies and are busy in extracurricular activities due to the use of social media their academic results have been affected badly (Kuppuswamy & Narayan, 2010). As pointed by (N. B. Ellison, Steinfield, & Lampe, 2007) that students and teenagers mostly use social media networking sites for connecting with friends, share information and for their social life. Some of social media sites like Wikipedia is useful for students in higher education for research and other purposes. Through social media they can share information and other materials like class notes, course syllabus etc. (Dale & Pymm, 2009).

The results of s study show that Facebook used by 7% of respondents (Lenhart & Madden, 2007). Talking about time, 75% of students use social media less than or equal 3 hours while 50% of them less than 1 hour (Ranaweera et al., 2015). Those students who used Facebook, their GPA was between 3.0 and 3.5. but those who don't use it their GPA was between 3.5 and 4.0 and also there are differences in studying hours 1-5 hours per week and 11-15 hours respectively (R. S. Miguel, 2009 ).

Looking at the sites, Instagram and Snapchat used more than other sites with 80% (Knight-McCord et al., 2016). Looking at the time was spent on social media sites; the ratio was as 66.3%

of respondents spent 30 minutes to one hour, 32.2% spent 2 to 3 hours on using social media sites. It means that 98.4% of the respondents spent 30 to 1 hours on social media (Owusu-Acheaw & Larson, 2015).

Entertainment was of most of the students while using use social networking and its is used by 72% use it while doing work on class assignments (Mehmood & Taswir, 2013). The findings of the study show that if Twitter used relevantly for educations purposes it can improve grades, and it will helpful for achieving the collage outcomes (Junco et al., 2011). (Lenhart & Madden, 2007) stated that the purpose of young people by use social networks sites was making friendship, while 91% of them sue it only for connection with old friends. Looking at the time, use% use social networking sites a lot of the times a day, 26% once a time.

The findings of a lot of studies like (Alsop, 2007; McAlister, 2009; Walus, 2008) show that students are the more users of multitasking and technology every day for different purposes like education, personal and job. In the west SNSs are used for communicating by students and teachers. They use it for classroom deliberations, and Twitter as usually used for announcements and information to their students. students are using it for sharing comments to their teachers (Megat, 2009). Students of age ranges between 15 to 20 are more likely to use social media and they are addicted more than the other students of other ages but for entertainment purposes (Khan, 2012). While for knowledge purposes master students are more likely to use. Students are more likely to use social media due to their friends (Khan, 2012).

Spending more time on social media than the time which should spend is a fear for academicians because may be there will be issues of privacy and plagiarism and for student learning outcomes. They don't suggest these sites for the student's educational performance (Moran, Seaman & Tinti-Kane, 2012).

Social media sites mostly used by students and 80.7% of them use social networking sites for two hours. It was shown that 63.3% of the respondents agreed that academic performance affected by the use of social networking sites of the students of Osun State Secondary while 36.7% of them disagreed that it does not affected. Most of the students 63% were claimed that their academic performance was affected by use of social media. This study revealed that the analysis on the social networking sites that the secondary school students of Osun State had access to and it was shown that 77.0% of the respondents had access to Facebook social networking site, between the students with percentage 77.0% Facebook was most famous site (Ayoola & Akinade, 2016).

Another thing which was noted that 79% of the users of social networking websites were point of view that using didn't impact their grades or study habits (R. S. Miguel, 2009 ). According to the study by (Ellis, Daniels, & Jauregui, 2010), students spend more time on performing multitasking while in class and doing homework, which results of lower grade. The results of the paper are useful for students, because these were about the effects of multitasking on the performance of the students and their outcomes. These will also guide to those people who make policy for students and are responsible for the educational management.



According to a study doing study and homework and along it using social media are negatively related with GPA, and the students who spend more time using social networking sites have lower GPA and less focus on their study, and just like students who has lower GPA spend more time on using social networking sites (Junco & Cotten, 2012). Time management has vital role in effecting the student's academic performance by social media (Mensah, 2016). The summary of the findings show that spending more time on Facebook causes lower grades (S. Miguel, 2010).

Users of FB claimed that using FB didn't affect their academic performance (Paul & Karpinski, 2010).

The results of a study on 1000 Pakistani students from 6 universities show that GPA of students have no relation with the time which they spend on using social media sites (Ahmed & Qazi, 2011). Facebook affecting the student's academic performance, if they will spend less time they will get good grades (Ghareb & Sharif, 2015). If social networking sites will be used for less time, so it will be resulted in higher grades (Sahajwani, 2016).

## **Conclusion**

The above available literature Review is related to the topic and objectives of the study. As all the data is related in respect the mostly used social networking site, gender difference in effects of social networking sites on students; GPA, the faculty difference in effects of social networking sites on students; GPA, age difference in effects of social networking sites on students' GPA, how much time consumed by students on social networking sites, what students think of social networking sites these sites beneficial for their academic or not, or these sites are reason for decreasing GPA or increasing their GPA. These types of questions are also included in questionnaire.

## **Research Methodology**

### **Plan of Work and Methodology Adopted**

This study has been conducted through descriptive survey method of research, this type of survey which is quantitative, objective can be conducted through interviews and questionnaire by individuals or any institute in a specific area with specific time (Kumekpor, 2002). When conducting a survey, its purpose is to understand special problems at a particular time and to analyze thoughts, behaviors whether these problems of any type social, political or economic (Fraenkel & Wallen, 2003). According to (Patton, 2002) in descriptive research the issue which is under investigation should be very cleared before conducting research, so that clear picture of situation, event or people can be brought.

So this research is a quantitative research analysis having descriptive approach to analyze the role of online social networks on the grades of the students. It analyzed through a Self-administered questionnaire that will consist of 23 questions which were adapted from the



literature review and previous surveys (Banquil et al., 2009; N. B. Ellison et al., 2007; Helou & Rahim, 2014; Roblyer, McDaniel, Webb, Herman, & Witty, 2010). After formulating the research questions, questionnaire having standardized questioning technique has been used as a tool to obtain data from the universe of this study. Primary data can be collected through questionnaire, and its base is observation and experiments (Baker, 2001). But secondary data has been collected from literature review, books, and research papers.

Questionnaire distributed through a sample of students derived from the population constituent of Gomal University and Qurtaba University D.I.Khan. The characteristics of sample need to be enrolled in 3<sup>rd</sup> or beyond 3<sup>rd</sup> semester and need to have declared result of their semesters.

These particular universities were chosen because of its geographical importance as it is located where border of two provinces are joining, having students from whole country and abroad offering different courses, and subjects at Ph.D, M.Phil and under-graduate level and different diplomas. It shows different cultures, and so we can get true and clear picture of users of social networking sites and its effects on their educational performance. SPSS will be used for the collected data, results, frequencies and percentages will be in table and graphs.

Some questions will be consisting on demographic nature – gender, age, and respective year of study in university. Other questions will be asked to identify their most frequent visited social media network. Response categories have been included according to the ranking list like Facebook, Twitter, LinkedIn, Pinterest, YouTube, Instagram, Snapchat etc. The respondents will also have questions for quantification regarding average amount of hours spent on any social media network per day. Later questions are aimed at eliciting information on respondents' academic performance in correlation to social media use.

The proposed place for this study is D.I.Khan universities, the whole population for the study. Study conducted through a self made questionnaire, out of the 6990 population total sample of 728 selected by Systematic random sampling, in which male are 564 and female are 164.

## **Population**

The researcher conducted the study to analyze the social networking sites and its effects on students' academic performance connecting with appropriate group of respondents from Gomal University and Qurtaba University D.I.Khan are the whole population of this study. Therefore, both male and female students of these two universities have been selected to inquire about the phenomenon under investigation.

The researcher took the list of both universities form every department individually. Then the whole data reorganized on gender, age, education and course of study base.

## **Sample Frame and Sample Size**

By sample we can get such information and characteristics which are found in the whole

population and representative for it (Webster, 1985). Data collected through Systematic random sampling. Out of the total population 6990 of both universities, 564 male and 164 female are selected for study. Total population of both universities is shown in the below table.

### Data Collection Procedure

The record of all students of both universities collected from the concerned department. After collection it has been arranged according to systematic random sampling technique. The candidates who selected for data, they were firstly introduced about the purpose of the study. All the questions explained to them with details. Response rate is 99%.

### Validity and Reliability

#### Validly

The questionnaire after construction was given to expert in Department of Media and Communication Studies from different universities to establish face and content validity, based on their recommendation; some items were reconstructed and were dropped. Out of the total number of population 6990 sample size of 728 male and female were drawn from two universities in D.I.Khan. Systematic random sampling technique was used to adopt sample.

#### Reliability

To improve the reliability of the instrument Test-Retest method conducted. Results helped to redesign the questionnaire according to the objectives of the study. The instrument administered twice.

After collecting questionnaires from respondents, their GPA has been confirmed through the concern department so that there will be no option for not providing correct data.

### Statistical Test Used

Pearson’s correlation coefficient test used to test four hypothesis of this study. The results of hypothesis are described in analysis chapter.

## Chapter 4: Findings

**H1:** Social media use affects more male students’ GPA than female students.

**Table 1.** SNS effects on GPA (gender difference) Pearson’s Correlation Coefficient Test

		M	SD	GPA 1	P	GPA 2	P
Male	SNS use in 1 <sup>st</sup> semester	2.91	1.48	-.001		-.032	
	SNS use in 2 <sup>nd</sup> semester	3.04	1.41	.026		-.194**	.000
Female	SNS use in 1 <sup>st</sup> semester	2.73	1.58	-.101		-.094	
	SNS use in 2 <sup>nd</sup> semester	2.56	1.35	-.185**	.009	.081	

N= 728

Pearson’s correlation coefficient test was used to determine the relationship between social media use of male and female students with their GPA. Social media use was measured for their current and previous semesters while the GPA score was also measured for both semesters. The results show that there is significant relationship between social media use of male students during second semester and their second semester GPA ( $r=-.194$ ,  $p=.000$ ). It indicated that the relationship between social media use and students GPA is higher for male students than female students. Thus the H1 of the study accepted and Ho1 is rejected that Social media use doesn’t affect more male students’ GPA than female students.

**H2:** It is more likely that social media use have significant different effect on GPA of students of different age groups.

**Table 2.** SNS effects on GPA (age difference) Pearson’s Correlation Coefficient Test

Dependent variable	Independent variables	M	SD	GPA 1	P	GPA 2	P
20 and less than 25	SNS use in 1 <sup>st</sup> semester	2.85	1.51	-.04		-.08*	
	SNS use in 2 <sup>nd</sup> semester	2.96	1.43	-.04		-.19**	.000
25 and less than 35	SNS use in 1 <sup>st</sup> semester	2.92	1.52	-.02		.03	
	SNS use in 2 <sup>nd</sup> semester	2.79	1.36	.03		.03	

N=728

Pearson’s correlation coefficient test was used to analyze the relationship between social media use and GPA of students of different age groups. Their social media use and also their GPA were measured during previous and current semester. Looking at the social media use in 2<sup>nd</sup> semester and their GPA of age group 20 and less than 25, that there is significant relationship between the GPA and 2<sup>nd</sup> semester use of SNS as indicated ( $r=-.19$ ,  $p=.000$ ). The H2 of the study accepted that SNS use has different effect on GPA of students of different age group and Ho2 of the study that social media use does not have significant different effect on GPA of students of different age groups is rejected.

## Chapter 5: Summary, Conclusion and Recommendation

### Summary

This study provides valuable information on social networking sites and its effects on students’ educational performance. Study was conducted through survey a questionnaire having 23 questions. Initial questions were demographic questions like gender, education level, age and faculty. The last four questions were about SNS use and students’ GPA. The proposed place for this study is D.I.Khan universities, the whole population for the study. Study conducted through a self made questionnaire, out of the 6990 population total sample of 728 selected by Systematic random sampling. Out of the total population 564 male and 164 female were selected as sample for this study. Validly of the instrument checked by face validity and reliability checked by test –retest method. Pearson’s correlation coefficient test used to test two alternative hypotheses and two Null

Hypothesis of this study. Out of two hypotheses were supported and Null hypothesis were not supported. The result of H1 shows that the relationship between social media use and students GPA is higher for male students than female students. According to H2 that SNS use has different effect on GPA of students of different age group.

## **Conclusion**

This study was conducted through cross-sectional survey on consumption of social media and academic performance of students of D.I.Khan universities using questionnaire. Four hypotheses were made as per objectives to compare the GPA of male and female students and its effects as a consequence of SNS.

The study revealed that SNS use has correlation with students' academic performance. H1, H2 of the study were supported and Ho1 and Ho2 were not supported.

According to H1, GPA of male students is more affected than those of female students.

According to H2 the social media use in 2<sup>nd</sup> semester and their GPA of age group 20 and less than 25, that there is significant relationship between the GPA and 2<sup>nd</sup> semester use of SNS as indicated ( $r=-.19$ ,  $p=.000$ ).

## **Recommendations**

Recommendations are based on the findings of this study. There are some recommendations which were made during this study.

1. Administration of the university should arrange seminars in which different aspects of social media should be discussed like negative effects of social media for the students.
2. Research thesis and journals related to the education should be available on social media so that students can approach it easily. There should be proper strategy devised for this purpose.
3. One should make a research about the role of teachers and parents that what role they have played about their children and students in respect of social media use while getting education
4. There should be some seminars for students in which they should be guided that how they can use social networking sites betterly for their study.

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